
Kansas Office for Community Service
Points of Light Foundation

Follow this and additional works at: https://digitalcommons.unomaha.edu/slcestgen

Part of the Service Learning Commons

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation
https://digitalcommons.unomaha.edu/slcestgen/38
YAC Tracks

A step-by-step Guide for organizing Community Youth Action Coalitions

A publication of the Kansas Office for Community Service & the Points of Light Foundation

First Edition
Dear YAC Enthusiast,

YAC Tracks, a step-by-step Guide for organizing Community Youth Action Coalitions, is the result of a ten month study on developing local youth service organizations. The first step for this manual was the discovery of "How to Start Your Own Youth Council", a publication of the New York State Youth Council. This information provided the base to create an outline for YAC Tracks in December 1995. Since that time, YAC Tracks has evolved and changed considerably! This manual consists of a process for mobilizing Community YACs at home and includes examples, activity ideas and practical suggestions. Contributors to this effort include participants in Learn and Serve America and AmeriCorps*Kansas programs, teachers, advisors, administrators, community members and agencies. All reprinted documents and written contributions in this manual are sited. Since this is the first edition of YAC Tracks, it will likely develop in new directions, as young people and adults follow the steps and experience the process. All participants in this process are encouraged to record their experiences with this manual and share them to make YAC Tracks a better tool for helping young people play an active role in their communities. Thank you for your support!

YAC Tracks Contributors
Lorraine Claassen - Chair, Kansas Youth Advisory Council
Hilary Peguero - Kansas Office for Community Service
Cyndy Scherer - The Points of Light Foundation
Anne D. Roberts - Youth Volunteer Corps of America/YMCA of Greater Kansas City
Jeff Shultz - Kansas YAC - Highland Middle School, Kansas City, KS
Lucas Moore - Kansas YAC - Highland Middle School, Kansas City, KS
Shanna Clark - Ottawa Middle School, Ottawa, KS
Jeremy Roberts - Kansas YAC - Ottawa Middle School, Ottawa, KS
Crystal Biswell - Kansas YAC - YVCA AmeriCorps, Kansas City, KS
Celeste Williams - El Centro Students as Teachers, Kansas City, KS
Megan Delaney - Kansas YAC - El Centro Students as Teachers, Kansas City, KS
Brienne Bustamante - Kansas YAC - El Centro Students as Teachers, Kansas City, KS
Mike Palagonia - The American Red Cross, Topeka, KS
Megan Thomas - Kansas YAC - Valley Falls Middle School, Valley Falls, KS
Melissa Massey - Kansas YAC - Valley Falls Middle School, Valley Falls, KS
Susan Eck - Southern Cloud School District, Jamestown, KS
Michelle Williamson - Southern Cloud School Middle School, Glasco, KS
Jaime Waggoner - Southern Cloud Middle School, Glasco, KS
Joyce Markendorf - Kansas Dept. of Health and Environment, Topeka, KS
Daryl Gilmore - Hearts and Hands AmeriCorps, Kansas City, MO
Norma Straw - POLF Ambassador, Washington State
Jen Gilligan - POLF Ambassador, Delaware

With Special Thanks to:
The Kansas Office for Community Service Gang! - Pat Kells, Zona Clennen, Jim Gaschen, Neet Pabst, Wanda Thorber, Gail Huesman, Glen Kemnitz, and Hilary Peguero
Vicky Kelly - State Advisor, Health Occupation Students of America, KS Board of Education
Elmer Schmitz - YAC Advisor - Highland School District, Highland, KS
Laura Mumert - Food Services Director, Royal Valley Schools, Meriam, KS
Brenda Lloyd & Margo Ellerman - YAC Advisors, Valley Falls High School
Janet Fleming, Suzanne Southard & Sandy Hills - East Central KS Area Agency on Aging, Ottawa, KS
Teresa Tulipana - YAC Advisor, Turner School District, Kansas City, KS
Judy Dearwester, Helen Kloepper, YAC Advisors, --and the Lousiburg YAC Gang, Louisburg, KS

Best wishes in the pursuit of organizing Community YACs!

Karlarkendorf
Karla Markendorf, YAC Tracks Editor
Points of Light (YES) Ambassador, KS Office for Community Service
QUESTION: What can young people do at the local level to make a difference and contribute to their community?

ANSWER: Initiate a Community Youth Action Coalition (YAC)!

WHAT is a Community YAC?
A Community YAC is a group of young people (members of a school or school district) who are committed to community service and action.

WHY form a Community YAC?
By forming local YAC chapters, young people build leadership skills, practice teamwork, address issues and concerns, and serve their communities.

HOW can young people begin a Community YAC?
The Community YAC process, YAC Tracks: A Step-by-Step Plan for Organizing Community Youth Action Coalitions, provides a foundation for new youth service coalitions and strengthens existing groups. The process begins with a youth assessment and includes steps such as "Recruitment", "Conducting a Community Needs Campaign," and "Creating a Formal Mission Statement."

WHO is involved in the Community YAC process?
Community YACs are open to any young people interested in community service and action. Local coalitions will determine criteria and responsibilities for members. Community YACs are based on interaction between youth, teachers, administrators, parents, friends, partnership organizations (like the Red Cross or YWCA)--anyone who is willing to be a part of the effort.

Advisors are very important components of Youth Action Coalitions. Advisors can be teachers, counselors, parents, administrators--any responsible adult who is excited about the process of forming and maintaining a Community YAC. Support can come from other sources, as well. The YES Ambassador was hired by the Points of Light Foundation and Office for Community Service to train and support young people engaged in service. She will help young people and their advisors to initiate Community YACs. College students or out-of-school youth are other sources of support for YACs--just ask people to help you!

WHAT TO DO:
If you are interested in forming a Community Youth Action Coalition, contact the YES Ambassador and ask for a copy of YAC Tracks: A Step-by-Step Guide for organizing Community Youth Action Coalitions. You will receive training and technical assistance according to your group's needs. New and already-existing groups are eligible for this program.

Kansas YES Ambassador
Kansas Office for Community Service
PO Box 889, Topeka, KS 66601
Make it happen locally by forming a Community YAC!

COMMUNITY  n. 1) A group of people having common interests; 2) sharing, participation and fellowship.

YOUTH  n. 1) The condition or quality of being young; 2) an early period of development or existence.

ACTION  n. 1) A movement or series of movements; 2) effect or influence; 3) the series of events that form the plot of a story or play (or Life!) 4) activity or excitement.

COALITION  n. 1) An alliance of people, factions, parties or nations; 2) a combination into one body; a union.
AN INTRODUCTION: COMMUNITY YOUTH ACTION COALITIONS
Cover sheet
YAC defined
The Kansas Plan

AN OVERVIEW OF YAC TRACKS
Purpose, Questions to Answer, How to use this manual

STEP 1 - CONDUCTING A YOUTH CONCERNS SURVEY 1-16
Overview - page 1
Worksheet - 3
Exercise: Create a Community Concerns Task Force! - 5
Ideas: Questionnaires and Interviews... - 7
Exercise: Priority Workshop on the Community Concerns of Young People - 9
Activity: Speak Out on Community Concerns - 11
Sample: Youth Initiative Program Survey - 13
Sample: Youth Needs Survey 1- page 13
Sample: Youth Needs Survey 2 - page 15

STEP 2 - DELEGATING INITIAL RESPONSIBILITIES 17-20
Overview - 17
Worksheet - 19

STEP 3 - SEEKING SUPPORT FROM ADULTS 21-32
Overview - 21
Worksheet - 23
Ideas: How can an Advisor support a Youth Action Coalition? - 25
Ideas: The Training and Preparation Needs for Young People - 26
Especially for Advisors:
The Dos and Don'ts for Working with Youth - 27
Liability - 28
Service Learning is... - 29
Addressing the Developmental Levels of Young People - 31

STEP 4 - RECRUITMENT: ATTRACTING NEW MEMBERS 33-38
Overview - 33
Worksheet - 35
Ideas: Tips on Student Recruitment - 37

Continued
STEP 5 - SURVEYING THE COMMUNITY 39-48
  Overview - 39
  Worksheet - 41
  Exercise: Preparing to Conduct a Community Needs Assessment - 43
  Exercise: Exploring Community Issues, Partnerships, and Strategies - 45
  Ideas: Where to locate Community Organizations - 46
  Sample: Needs Assessment for the Community's Elderly - 47

STEP 6 - DEFINING THE MISSION 49-52
  Overview - 49
  Worksheet - 51

STEP 7 - PLANNING FOR ACTION - ACTION PLANNING 53-60
  Overview - 53
  The Action Planning Process - 55
  Action Planning Worksheet - 57-60

STEP 8 - DEFINING THE COALITION'S STRUCTURE 61-70
  Overview - 61
  Worksheet - 63
  Ideas: Creating a Team Structure - 65
  Ideas: A listing of Possible Responsibilities - 67
  Ideas: Possible Leadership Positions for a C-YAC - 68
  Ideas: Group Process Terms—Defined - 69

STEP 9 - CREATING BY-LAWS 71-76
  Overview - 71
  Worksheet - 73
  Ideas: Calendars and Timelines: What they are - 75

EXTRA STEPS...Going the Extra Mile 77-97
  * Ice Breakers - 77
  * How to Organize and Run Meetings - 81
  * On-Going Support for a Community YAC - 85
  * Evaluating the Progress of a Community YAC - 87
    Evaluation Worksheet - 89
  * Recognition and Awards - 91
The Kansas Community Service Plan

"The renewal of community and the empowerment of citizens through service."

**What?** The "Kansas Community Service Plan" was created...

**Why?** to expand opportunities for Kansans of all ages and backgrounds to participate in structured community service projects when...

**Who?** Kansans of all ages and walks of life, including young people just like you, came together during 1991.

**How?** Because one goal of this document is to support programs which "enable youth to participate in the initiation, planning, and implementation of projects as a method of promoting youth voice, leadership development and community involvement," The Kansas Community Service Plan is the basis for programs such as Learn and Serve America, AmeriCorps, the Kansas Youth Advisory Council, Community Youth Action Coalitions, and many other great projects in your home community.

**YOU!** One of the ways you can support the Kansas Plan and also build leadership skills, practice teamwork, address issues, and serve your community is to form a Youth Action Coalition (Community YAC). If you are interested in forming a YAC, but would like some pointers, examples, and ideas, then "YAC Tracks: A Step-by-Step Plan for Organizing Community YACs" is just for YOU!
An Overview of YAC Tracks

YAC Tracks Purpose: To support local programs

Although national and state programs provide a wide variety of leadership and other service opportunities, local communities often take the lead for vision and community action. Like trends in government and business, programs helping young people develop leadership and take action in their communities are focusing on the school, neighborhood, and local community. The purpose of YAC Tracks is to support young people in their community service efforts on the home front.

Questions and Answers about YAC Tracks

Who can and should use YAC Tracks?

Youth and Adults alike!! Although this manual often speaks to young people, adults and/or youth are encouraged to initiate the process of creating a Community YAC together. The best YACs will be comprised of dedicated members and supportive advisors. YAC Tracks can also be used as a guide for trainers, teachers, AmeriCorps members, volunteers, advisors, staff of community organizations--everyone who hopes to support youth service and leadership development. A special section created specifically for Advisors is located in Step 3, "Seeking the Support of Adults".

For what age groups is YAC Tracks appropriate?

YAC Tracks is designed to meet the needs of a wide range of age and maturity levels. The manual’s format is simple; technical or complicated terms are explained, and individual choice is emphasized. Because most of this manual’s sections ("Steps") contain several exercises and examples, young people and their advisors can choose the best methods for the creation and/or maintenance of their YAC.

How much time is needed to create a YAC with this manual?

Time is an important consideration when initiating or maintaining any program or organization. Completing all of the steps in YAC Tracks will take a good chunk of time. However, taking the time to create a strong foundation--of Members, Advisors, Supporters, a Mission, and an Action Plan--will pay off, most likely, in a strong Youth Action Coalition that will survive the test of time. Many groups, however, have limited time, resources, and funds and will need to choose the Steps and processes which will meet their individual needs best. That is why TAC Tracks is divided into different sections--so you can pick and choose what works for you.
How to use YAC Tracks

YAC Tracks is a step-by-step guide for organizing Community Youth Action Coalitions (YACs). It has been developed for young people and adults who are interested in working together to help solve problems in their communities by creating and/or maintaining Community YACs.

This manual is divided into ten (10) primary sections, or "Steps", with an introduction and an appendix. Each Step begins with an Overview, which is structured in four parts:

1. "What is it?" - defining the Step,
2. "Why do it?" - explaining the Step,
3. "How-tos" - offering practical suggestions, and
4. "Questions to Answer" during the process.

Each Overview is followed by a Worksheet to use as a working guide. Examples, exercises, project ideas and definitions are resources for each Step. Every YAC will be a little different from the next YAC--some groups may have already completed several Steps while others may choose to start with Step 1. Young people and advisors are encouraged to choose the Steps and processes that will work best for them.

Creating and maintaining a Community Youth Action Coalition is a great way to build leadership skills, practice teamwork, and address community concerns. Good luck on your plan to make a difference and contribute to your community!
Definitions

Assessment: an estimate of the value or significance of something—an idea or subject.
Focus Group: a group of people who come together to talk in depth about a subject.
Interview: a one-on-one question and answer session.
Prioritize: to arrange or deal with in order of importance, to rank.
Questionnaire: a written survey which asks people questions on a certain subject.
Survey: an examination: a report or inspection.
Task Force: a group of people working together on a certain issue or topic.

I. What is it?
A Youth Concerns Survey identifies and prioritizes the concerns and issues of young people. In order to form a Youth Action Coalition supported by youth, the community concerns of young people must be addressed. A Youth Concerns Survey can be used by young people or adults interested in helping youth to take action at the local level. Each of the following survey tools can be used by youth and/or adults.

II. Why do it?
By finding out the issues youth think are important and focusing on them, a YAC will gain the inspiration of young people. With the freedom to make some decisions and the support of adults, youth interested in community service will be more active and care more about a program.

Note for Adults: Involving responsible and enthusiastic young people at the beginning of any initiative will add strength and energy to your program. The likelihood of youth participation greatly increases when young people are supported as planners, decision makers, and community activists. Involving young people in meaningful roles enhances education instead of merely creating activity.

III. Tips and How-tos:
Tools for Surveying the Community Concerns of Young People:
1) Create a Community Concerns Task Force!
2) Questionnaires & Interviews
3) Speak Out on Youth Concerns
4) Focus Groups
5) Large Group Activities (like a priority workshop)

IV. Questions to Answer:
• What are the concerns of young people at our school (in our community)?
• What can we do to research the concerns of young people?
• How can we prioritize the community concerns of young people?
• What can we do with the information we receive from a Youth Concerns Survey?
STEP 1 WORKSHEET
CONDUCTING A YOUTH CONCERNS SURVEY

Use this worksheet to organize your plan to assess (find out) the concerns and issues of young people. Complete this section BEFORE doing the survey.

A) Who will research the concerns of young people?

B) How will we find out the concerns of young people--what method will we use? (see "Step 1 Overview")

C) How much time will we need to conduct the research? When will the research be complete?

Complete this worksheet AFTER doing the survey.

A) Record the findings of your research--these are the top concerns and issues ("priority concerns & issues") of young people in your community.

   **Top Concerns & Issues of Youth**

   1. 
   2. 
   3. 
   4. 
   5. 

B) Which of these concerns can we reasonably do something about?

C) Which concerns should be handled by a different group or person? (teacher, parent, counselor, city council?)
Create a Community Concerns Task Force!

**WHAT IS IT?**
The creative approach to conducting research is to form a Community Concerns Task Force (CCTF). A CCTF is a diverse group of 5 to 10 young people who are interested in community service and who wish to research (find out) the concerns and issues of their peers.

**WHY DO IT?**
This group will plan the process of surveying youth concerns and can be the core group of active YAC members. Participation in a Community Concerns Task Force:
- fosters leadership skills,
- offers a forum for Youth Voice, and
- offers hands-on learning experiences with critical thinking skills, communication, collaboration, and research.

**HOW DO WE FORM A COMMUNITY CONCERNS TASK FORCE?**
There are several ways that a Task Force can survey the concerns of young people. The CCTF may conduct interviews or create questionnaires to determine student concerns. Participants may decide to create a focus group to concentrate on the concerns and issues which a small, yet diverse, group brings to the table. Or they may plan a Speak Out on Youth Concerns to involve a larger group of young people in the process.

The following is a step-by-step process for developing a CCTF, researching the issues of young people, and compiling and discussing the results. A CCTF will need a targeted amount of time to plan and conduct its research.

**THE PROCESS:**

1) **Obtain approval of officials:** school principal, teacher(s), staff members, administrators.
   A) Let officials know that you will be researching the concerns and issues of young people in your school or community.
   B) It is a good idea to explain that you will use the resulting information to create a Youth Action Coalition.
   C) Make sure that you have the support of officials before beginning your project. Invite them to support and guide you in this process.

2) **Choose a group of responsible young people to form the Community Concerns Task Force.** Ask yourselves:
   - Is it better to create a Task Force of people who are in the same group at school?
   - Would choosing a broader range of members result in a broader range of survey results?

3) **Researching Questionnaires, Interviews and Information Styles**
   Meet with the members of the CCTF to talk about the different kinds of surveys that you can use to explore youth concerns (questionnaire, interviews, Speak Out, focus group) and to estimate the amount of time you will have to complete your project. Surveys work best when they are short, simple, and to the point.
4) **Planning for Action:**
   a) At this stage the Community Concerns Task Force will choose the central questions/issues which are important in determining youth concerns. Five or six key questions/issues should supply the information needed.
   b) The CCTF chooses the survey style (questionnaire, interview, task force, Speak Out or other format) and decides how to create that format (examples in this section).
   c) The CCTF determines who will participate in the survey process: who is the target population? Youth at the elementary school? High school? At the youth center? Kids from all over the town or city?
   Ask yourselves the following questions:
   - If we collect information only from our friends, will we really find out the top concerns of all the young people at our school/in our community?
   - What can we do about people who won't complete a questionnaire or who won't be interviewed?
   d) The CCTF sets deadlines for data collection and members take responsibility for conducting interviews, distributing and collecting questionnaires, or organizing a Speak Out or focus group session.  
   **WHO will do WHAT by WHEN?**

5) **Interim Period: Research in Action**
   Members of the Community Concerns Task Force conduct their research (questionnaires distributed and retrieved, interviews conducted, Speak Out held, focus group meets).

6) **Compiling and Analyzing Survey Results**
   a) Task Force members gather to share results of the youth concerns assessment process
      i. **Questionnaires/Interviews are reviewed:**
         *Qualitative information can be categorized or listed
         *Quantitative information can be tabulated and converted into percentages (see "Questionnaires and Interviews" for information on "qualitative" and "quantitative" information).
      ii. **Speak Out and focus group results are reviewed and discussed.**  
   b) Task Force members discuss the top concerns of young people based on information from the survey process and document (write down) the top concerns.

7) **Celebrate a job well done!**
The Community Concerns Task Force has completed research on the top concerns and issues of young people surveyed. This information will be the basis for the formation of a Community Youth Action Coalition.

---

The process for conducting a Youth Concerns Assessment was adapted from information in "Students as Evaluators: A Model for Program Evaluation," by Patricia Campbell, Susan Edgar, and Alice Halstead. Phi Delta Kappan, October 1994.
QUESTIONNAIRES AND INTERVIEWS
What They Are and How To Create Them

Note: You may wish to have an adult help explain this information. It may be a little complicated at first, but with some practice, you will be a questionnaire and interview pro!

A questionnaire is a written survey which asks people questions on a certain subject. An interview is a one-on-one question and answer session.

Questionnaires and Interviews work best when they are short, simple, and to the point. Be sure to decide the subject you will survey before you begin the process—it will give you direction and keep you on track!

Qualitative and Quantitative Information:
Questionnaires and Interviews may include two types of information: Qualitative and Quantitative. Many Questionnaires and Interviews contain both kinds of information. You may choose either or both styles, depending on the type of Information you wish to find out.

1) Qualitative: The respondent will answer in words or sentences. These are open-ended questions which begin with phrases such as: "Please explain..." or "How do you feel....". Qualitative information will give you detailed and personal information from each person but results will be more difficult to tally. The following are examples of Qualitative questions and answers:

Question: As a teen-ager, how are you usually treated by adults?
Answer: Sometimes I feel like adults don’t really listen or take me seriously. Other times, I feel like adults really value my opinions and treat me respectfully.

Question: What is your greatest concern about your community? Why?
Answer: I am really worried about crime in my city because I feel like I feel helpless and scared. I am afraid to walk alone, even during the daytime.

2) Quantitative: Closed-ended questions which offer a limited number of responses are Quantitative in nature. The respondent may answer the questions using Yes or No. Or they may be asked to rank the answers to questions. Quantitative information will be fairly easy to tally, but it will be rather impersonal. The following is an example of Quantitative questioning:

Question: On a scale of 1 to 10, rank the following issues in your community in terms of your concern. *1* will mean "not concerned" and *10* means "extremely concerned."

<table>
<thead>
<tr>
<th>Question</th>
<th>Extremely Concerned</th>
<th>Not concerned at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homelessness</td>
<td>10 9 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Guns/Firearms</td>
<td>10 9 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Attention to Elderly People</td>
<td>10 9 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>The Environment</td>
<td>10 9 7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Nothing to Do (for Kids)</td>
<td>10 9 7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

You can practice creating questionnaires or conducting interviews by choosing an easy and fun subject—like favorite foods or animals. Brainstorm questions for the subject and then use them to get quantitative and qualitative answers. Compile (add up) the answers. You have created and completed a survey!
Priority Workshop on the Community Concerns of Young People
(using the Nominal Group Technique)

Introduction:
There are many different ways to facilitate (direct) group discussion about an issue or problem, brainstorm ideas and then set goals and priorities. The real trick is to find a way to do these things with the least amount of disagreement, in the shortest amount of time, while providing opportunities for everyone present to have her or his ideas heard.

The Nominal Group Technique is a simple process used in strategic planning. It uses brainstorming, discussion and voting and is structured in such a way that everyone goes away feeling good about having a part in the process. Everyone has equal rights, input and voting privileges and no one is allowed to dominate the conversation at one time.

Purpose: To help a group of people define problems or issues, set priorities and make decisions.

Time: 45-90 minutes, depending upon the complexity of the problem or number of people.

Procedure: This exercise is ideal for groups of 6 to 10 participants. If you have a larger group, divide it into smaller groups of 6-10 people.

I. Give each participant a piece of paper and a pencil. Give each group 1 or 2 sheets of newsprint and 2 markers.

II. State the issue at hand: Example: "We are trying to determine the concerns and issues of teen-agers in our community. This is an opportunity for you to share your concerns with the group. We hope to use these ideas to create a Youth Action Coalition so that we can address our concerns and meet needs in the community."

III. Each participant is asked to silently write down his or her community concerns and issues on the paper provided. Allow 5 minutes for this process. There is no discussion about this among participants.

Ask for a volunteer to record ideas on the newsprint. Each person in the group shares concerns and issues from his/her list until all ideas have been recorded. Again, there is no discussion about this among participants.

IV. This is the clarifying state. In round-robin fashion, each person is asked to clarify the ideas that were shared. At this point, the group is asked to add comments and combine ideas that are the same. After all concerns and issues have been clarified, the recorder numbers each idea.
V. Participants are given 5 minutes to silently rank the list of issues and concerns on the newsprint (they can use the paper provided earlier). Give each person points to place on the issues.

Example: I am very concerned with the well-being of elderly community members, so I will place 5 of my points on "Elderly people." With my remaining 5 points, I choose to place 3 points on "The Environment" and 2 points on "Homeless People."

VI. The recorder adds the numbers and, on a second sheet of newsprint, writes down the top three to five priorities (highest points). These are the Priority Concerns and Issues of the group with whom you are working. (If you are working in smaller groups because of the large nature of the whole group, go on to Step V.)

VII. Large Groups: If there is more than one group of 6-10 members, ask each small group to share their priorities with the larger group. The facilitator or a volunteer will record all the ideas on another sheet of newsprint. The entire group is now given the opportunity to combine ideas that are the same. The facilitator numbers the ideas.

VIII. Each person ranks each concern or issue. The recorder asks for all rankings and adds them up (see IV).

IX. Each small group's recorder shares the scores with the entire group while the facilitator records them. The scores are added once again. The facilitator writes the top three to five priorities of the group on a sheet of newsprint.

X. Closure: Close the activity by asking participants questions about the prioritizing process:

• How do you feel about ranking your issues and concerns?
• Do you think that this exercise is a good way to rank your concerns?
• Were your ideas taken seriously during the process?
• What do the issues and concerns say about the group? About the school? Community?
• What can you do to address your concerns or issues?

Speak Out on Community Concerns!

A Speak Out is a great way to find out what young people are thinking about their community. All you will need is some time, a place, some helpers and positive energy!

1) Obtain support from school officials.

2) Decide the length of time you will use for the Speak Out - half an hour should suffice.

3) Find a place to hold the Speak Out and investigate the possibility of using a microphone.

4) Advertise the Speak Out - Invite all young people and adults interested in community issues.

5) Invite all people who want to Speak Out to sign up and then plan a speech which will address
   1) What are the concerns?
   2) Why is the person concerned?
   3) Who is effected by the issues?
   4) How can this issue be addressed?

   (3 minutes should be enough time for each person to present his/her community concerns).

6) Create an agenda which lists the names of each Speak Out participant.

7) On the day of the Speak Out, arrive to the site early to make sure everything is ready. Make sure that the room is marked. Show all Speak Out participants where they are on the agenda as they arrive.

8) Introduce each speaker. Leave room for an open microphone session, if possible.

9) Make sure that someone writes down what happens during the Speak Out!

You now know the Community Concerns of Young People! Congratulations on planning a Speak Out on Community Concerns!
1. Which issues facing youth today are the most severe and need to be addressed first?

Please rank from 1 to 5 (*with number 1 being your greatest concern and number 5 being the least*). The following are just suggestions. If you think none of these are the number one problem, please check OTHER and let us know what we've missed.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Great Concern</th>
<th></th>
<th></th>
<th></th>
<th>Little Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Drug Abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Teen Pregnancy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Stress/Suicide</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lack of Self-esteem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>School Drop Outs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Families in Trouble</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ineffective Parenting Skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Problems in Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Racism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>OTHER</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Why did you choose your number one choice?

3. Can you think of any solutions for this issue?

This survey was created by the Muskegon County Community Foundation.
What are the major issues for youth today? This is your chance to make your feelings known. Your answers will help a committee determine what projects to initiate on behalf of all youth in the community.

Take a minute to first record your top three issues with 3 representing your highest priority, 2 next priority and then 1.

ISSUES:

- Lack of things to do for youth
- Lack of recreational activities and facilities for youth
- Problems with parents
- Alcohol/Drug abuse
- Job training opportunities
- Teen pregnancy
- Homelessness
- Sexually transmitted diseases
- Girl/guy relationships
- Latch key programs
- Theater, music and arts opportunities
- Aging - Elderly People
- Education enrichment activities
- Career guidance
- Handicapped assistance
- Crime
- Child Care
- Illiteracy
- Low self-esteem
- Solid and hazardous waste disposal
- Conservation and environmental issues
- Your suggestion
- Your suggestion
- Your suggestion
Now please circle any of the items listed below which you would like to see provided for youth in our community:

- Family counseling and education
- Job clubs in neighborhoods
- More and better sex education programs
- Health clinics and programs for youth
- Safe social and recreational places for youth
- Money management education
- Transportation services to youth activities
- Cooperative day care programs for adolescent parents
- Intergenerational volunteer program with the elderly
- Tutoring program working with elementary school youth
- Community improvement projects
- Youth conservation and environment groups
- Yellow pages for teen services and activities
- Directory for scholarship assistance
- Voter education programs
- Youth support groups Neighborhood clean-up activities
- Community crime prevention programs
- Youth excellence scholarship or award program
- Your suggestion
- Your suggestion
- Your suggestion

This survey was reprinted from the 1994-95 YES Ambassador Resource Guide created by the Points of Light Foundation.
A. PROBLEMS
Please rank each of the following community problems on a scale of 1 to 3 in the space provided.

1 = Minor  2 = Moderate  3 = Serious

_____ Child Abuse
_____ Abuse of Elderly
_____ Runaway/Throwaway Youth
_____ Hunger
_____ Juvenile Crime
_____ Adolescent Suicide
_____ Teenage Pregnancy/Lack of Sexual Awareness
_____ Problems of Aging
_____ Drunk Driving
_____ Rape
_____ Problems of Mentally Ill
_____ Problems of Physically Handicapped
_____ Racial Disharmony
_____ Inadequate Housing
_____ Alcohol and Drug Abuse
_____ Illiteracy
_____ Lack of Recreational Facilities/Programmed Activities
_____ Lack of Awareness of Available Services
_____ Personal and Family Problems
_____ Children Living in Poverty
_____ Single Parent Homes
_____ Low Self-Esteem
_____ Education
_____ Homelessness

Over
B) OTHER PROBLEMS:
We may have left something really important off of our list. What other problems concern you? Please score your responses using the same scale as in Section A "Problems."

<table>
<thead>
<tr>
<th>Your Suggestion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C) PRIORITIES:
Look again at the list of problems in A and B. What would you consider the three most important problems on the list? Please list them below in order of preference (the most pressing issue should follow number 1).

1. __________________ 2. __________________ 3. __________________

Thanks!

This survey was reprinted from the 1994-95 Yes Ambassador Resource Guide created by the Points of Light Foundation.
STEP 2 OVERVIEW
DELEGATING INITIAL RESPONSIBILITIES

Definitions
Delegate: To commit or give a task or power to another.
Initial: Of, relating to, or occurring at the beginning: first.
Responsibility: Something for which one is responsible: a duty, an obligation.

I. What is it?
Delegating may be as simple as asking for volunteers to be responsible for certain tasks. You may have enough people to share the tasks, or you may need to look for more helpers. Either way, your group will need to determine the next steps in creating a Community YAC and then find a way to make sure those steps are carried out.

II. Why do it?
Delegating responsibilities is a simple, yet important, step in creating a Youth Action Coalition. Now that you know the concerns and issues facing young people (from Step 1), you must determine who will take responsibility for starting your YAC—a group of people and/or maybe YOU!

III. Tips and How-tos:
See the Step 2 Worksheet to organize your delegation of responsibilities.

IV. Questions to Answer
• Do we know the concerns and issues of young people in our community? (If the answer is No, go back to Step 1!)
• Who will take responsibility for getting the group together?
• Who will look for support from teachers, administrators, staff?
• Who will look for an adult sponsor for the YAC?
STEP 2 WORKSHEET: DELEGATING INITIAL RESPONSIBILITIES

Now that you have conducted a Youth Concerns Survey (in Step 1), responsibilities for acting on that information must be delegated (given to people). Ask for volunteers to be responsible for making sure that the steps to creating a Community YAC are followed. Use this worksheet to organize who will be responsible for getting things done.

A) We, the undersigned (the people who have signed our names below), will work together to create a Community Youth Action Coalition to help solve community issues and address the issues of young people.

B) We, the undersigned, will be responsible for planning meetings until we have a formal agreement about planning meetings.

C) We, the undersigned, will be responsible for getting support for a Community YAC from the administration, teachers, and/or staff by ____________ (date).

D) We, the undersigned, will be responsible for recruiting an adult sponsor(s) for our Community YAC by ____________ (date).
(See “Step 3” for information on seeking the support of adults.)

E) We, the undersigned, will be responsible for advertising our YAC and for recruiting new members. This will be done by ____________ (date).
(See “Step 4” for information on Recruitment.)
STEP 3 OVERVIEW
SEEKING SUPPORT from ADULTS

I. What is an Advisor?
Advisors can be teachers, counselors, parents, administrators--any responsible adults who are excited about forming and maintaining a Community YAC. Support can come from community members and partnership organizations (like the Red Cross or YWCA), as well.

A Youth Engaged in Service (YES) Ambassador, sponsored by the Points of Light Foundation and Kansas State Board of Education, is hired to help young people become active in community service--this person is available to help you create and maintain a Community YAC. The YES Ambassador can be contacted at (913) 234-1423.

II. Why have an Advisor?
Adults will offer the support, guidance, supervision, and experience that you may need to mobilize a YAC that can really get things done. An adult who is a respected leader, interested in community service, and who has time and energy is best suited to support your YAC. If, at this time, an adult isn't involved with your plan to create a YAC, it is time to find one!

III. Tips and How-tos:
The best way to approach a potential YAC Advisor is to go to that person with specific information about your plan to create a Community Youth Action Coalition and how you need his/her support. Potential supporters will be impressed by a group of directed and organized young folks.

The following is a list of information you may wish to present to a potential advisor. (A "potential" advisor is an adult who you would like to work with on the YAC but has not yet agreed to help.)

• Top Community Concerns of Youth (Step 1 Worksheet)
• Delegation of Responsibilities (Step 2 Worksheet)
• Advisor Responsibilities (Step 3 Worksheet) - This worksheet outlines the ways which an adult advisor can support your Youth Action Coalition. Ask potential advisors to review the list of responsibilities. If she/he agrees to support your YAC, ask her/him to sign the sheet. You will also sign the worksheet. It is a formal agreement (a promise) between you and your advisor(s) regarding his/her role in working with your YAC.

IV. Questions to Answer
• What do we want an adult advisor to be like?
• Who do we know that is interested in community service? Who has the time and energy to support our YAC?
• Once we find an adult advisor, how and when will we communicate with that person to get things done?
• Who can provide extra support once a primary sponsor is found?

Note: Make sure that your advisor has the opportunity to review the contents of this manual to become familiar with the process for starting a Community YAC. The section called "Information for Advisors," which is located in this section of YAC Tracks has been specially designed for adults. It talks about liability issues, logistics and tips for working with youth.
STEP 3 WORKSHEET
SEEKING SUPPORT from ADULTS

List the responsibilities you would like to ask of an adult advisor.

Note: Don't over-do it! Most people have busy schedules and may be overwhelmed (scared, stressed-out) by a long list of new responsibilities. You may wish to create this list with the person(s) who is willing to advise your YAC.
**Advisor Signatures**

I/We, the undersigned, agree to accept the role as Advisor for the _____________ Youth Action Coalition (YAC). I/We will support the young people in this program to be community problem solvers and agree to lend that support with respect and encouragement.

Name __________________ Signature ____________________________

I can be reached at (phone/office) ________________________________

at the following times _________________________________________

Name __________________ Signature ____________________________

I can be reached at ____________________________________________

at the following times _________________________________________

**Youth Signatures**

I/We, the undersigned, will do all in our power to support the Advisor(s) who has agreed to support our YAC. We will respect our Advisor's time, space, resources and judgment. We agree to be active in creating our running our YAC. We will not depend on our Advisor to organize or run our organization.

Name __________________ Signature ____________________________

Phone ________________________________

Name __________________ Signature ____________________________

Phone ________________________________

Name __________________ Signature ____________________________

Phone ________________________________

Name __________________ Signature ____________________________

Phone ________________________________

Name __________________ Signature ____________________________

Phone ________________________________
How can an Advisor support a Youth Action Coalition?

Some guiding ideas for young people and adults when determining the responsibilities for an Advisor. Add or subtract responsibilities from this list based on the needs of your YAC. An advisor can.....

- Offer guidance and moral support
- Help make connections with other supportive adults in the community
- Provide a telephone
- Help with copies, faxes or computers
- Communicate with staff, administrators and community members
- Supervise events planned by the YAC
- Help maintain a calendar
- Provide training (Diversity, Leadership, Conflict Resolution...)
- Help the YAC find funding sources or create fundraising projects
- Offer or help find space for YAC meetings
- Provide transportation to projects, community organizations, or other locations
Training and Preparation Needs for Young People and Adults

Trainings or workshops which focus on the following skills and issues will help prepare young people and adults to work together to solve problems, be better leaders, and make decisions together.

Youth Training Needs

- Communication skills
- How to conduct a meeting
- Organizing/Planning an event
- Elements of community service
- Leadership (self-assessment, team building, management)
- Working effectively with adults
- Presentation and facilitation skills
- Diversity issues
- Time management
- Responsibility and decision making
- Breaking down stereotypes and barriers
- Trusteeship: ownership in the program, organization and community

Adult Training Needs

- Communication with youth: Verbal and Non-verbal
- Youth/Adult Partnerships: strategies to work together
- Youth Voice: the importance of youth input in all steps of the process
- Behavior which encourages and empowers youth
- Breaking down stereotypes
- Diversity issues

Based on information developed by Heidi Collins of the Volunteer Center of Topeka for the Directors of Volunteers in Agencies Conference - August, 1995.
The DOs and DON'Ts for Working with Youth

**DO**

DO involve youth from the very beginning, before it's too late for them to be a part of meaningful change.

DO give youth responsibility.

DO take youth input seriously.

DO act as a responsible role model because youth will reflect what you teach them.

DO include as many youth as possible.

DO be honest and stick to any promises you make.

DO think of problems youth might have that adults wouldn't have (transportation, after-school activities, school conflicts, etc.)

**DON'T**

DON'T forget to show them the steps they need to know to do the job or task.

DON'T ask youth to attend your meeting and not use the ideas they give you.

DON'T invite youth for image reasons.

DON'T mislead youth into thinking you can do something that you can't.

DON'T forget youth ideas during implementation.

DON'T set meetings at times when youth can't attend (during school, late at night, etc.).

DON'T involve youth so late in the process that all of the decisions are already made.

DON'T use youth as a "stamp of approval" (showing them a completed project and asking them to tell you they like it).

*From the Seattle Youth Involvement Network*
Liability: A Barrier to Youth Service Programs?
Program Tips from Youth Service California

Don't let liability get in the way of your vision to make service learning opportunities available for all young people! When the State of Maryland was developing legislation to make service learning mandatory in all K-12 schools, they could not find one relevant legal case nationwide! Far more students are injured in athletics each year than community service. Quality programs take the necessary precautions and then don't let liability stop them!

Last summer the California Department of Education's CalServe Program convened a group on liability and risk management. Discussion centered on whether the state needs immunity legislation or changes in the Education Code to protect youth volunteers and sponsoring schools and organizations from liability. While plans proceed on the state level, local programs can do the following:

• Discuss your program plans with your school district attorney, risk manager, or other legal counsel. Make sure to discuss where service happens, whether school credit is given, and what organizations are involved. Design the appropriate consent, release and/or waiver forms.

• Consider measures already in place such as processes for independent study, work study, sports, and field trips. Many schools adapt these for service programs.

• Prepare staff, teachers, and youth participants to foresee dangers and take precautions. Adult supervisors should be aware of the school's or organization's general accident/emergency response procedures. Remember the greater the possibility of injury, the more should happen ahead of time. Everyone should know how to perform duties, what is expected of them, and how to report problems.

• Call or write the Non-Profit Risk Management Center (1001 Connecticut Avenue, NW, Suite 900, Washington, DC 20036; (202) 785-3891 to obtain a copy of their booklets Legal Issues for Service-Learning Programs and Legal Barriers for Volunteer Service.

Other Items to keep in mind:

• Exposure to liability may increase if a program undertakes a role that it is not obligated to perform, for example transportation.

• The more a program resembles work and is less like education, the more it can be seen as equivalent to paid labor and be subject to non-discrimination laws; thus, programs should be careful about placements: for example, placing only females at a woman's shelter.

• Remember: the younger the student and the more closely connected with the curriculum the program is, the greater the school's responsibility. Plan accordingly!

Quality Risk Management involves taking Steps to Insure:

• Adequate Supervision

• Adequate Screen of Volunteers

• Inspection of Work Sites

• Adequate Training Especially on Safety Measures

Sources:


• Volunteer Center of Marin, Youth Connection Risk Management Procedures, 70 Skyview Terrace, San Rafael, CA 94903, (415) 479-5660.

******************************************************************

"...if you plan to go "outside the four walls", like an athletic coach or a career counselor, you need to consider liability. While incidents are very rare, the growing fear of lawsuits makes people cautious. Be sure to check with the ASB advisor and/or school principal to clarify what steps you need to take to cover your bases."

-Leadership That Matters: A Guide for ASB and Service Club Officers and Advisors
Service Learning is...

a method by which young people learn and develop through active participation in thoughtfully-organized service experiences that...

- meet community needs
- are coordinated in collaboration with the school and community
- are integrated into each young person's academic curriculum
- provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity
- provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities
- enhance what is taught in the school by extending student learning beyond the classroom
- help to foster the development of a sense of caring for others

Possible Student Outcomes of Service Learning...

- Personal Development
- Social and Interpersonal Development
- Values Development
- Academic and Cognitive Development
- Career Development

-from "the Alliance for Service-Learning in Education Reform."
Service Learning is...

"a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs."

-Jim and Pam Toole, National Youth Leadership Council

A Service Learning program includes four elements:

P. Preparation: This phase may consist of a youth needs assessment, a community needs assessment, issues research, before-action self assessment by youth, project planning, action planning, etc.

A. Action: This phase consists of hands-on action in the community, as determined in the Preparation phase.

R. Reflection: This phase consists of the thinking and processing which occurs during and after service projects. Reflection can consist of journaling, art/music projects, reports, presentations, discussion, after-action self assessment by youth, etc.

C. Celebration: This consists of formally recognizing and celebrating the service contributions of young people. Participants may choose to organize a party or recognition ceremony, distribute certificates, be eligible for special trainings or other events, etc., due to their service activities.

Note: Each element of the Service Learning process should be all-inclusive, intellectually stimulating, and youth driven! Youth and community needs should provide the bases for creating a service learning program.

Information compiled by Karla Markendorf, K-YES Ambassador
Addressing the Developmental Levels of Young People

Elementary School Students - Ages 5-10

*Early Elementary School Students (5-7 years):
"We prefer to work in teams and pairs, and have high energy levels. We are developing better judgments and making better decisions. We become more goal oriented than in our earlier years and are developing an increased sense of duty and accomplishment."

*Older Elementary School Students (8-10 years):
"Like our younger peers, we have high energy levels. During these years, we experience an intensification of peer group influence, and competition is more common. We are capable of prolonged interest, and are beginning to understand the relationships of cause and effect. We are becoming increasingly self-sufficient, and are testing and questioning attitudes, values, and belief systems."

Activity Ideas for Early Elementary School Students:
- Projects addressing important issues such as the environment: recycling, trash pick up.
- Interactive projects in the community such as visiting and corresponding with senior centers.

Activity Ideas for Older Elementary School Students:
- Adopt a _______ (stream, highway, trail, family) projects; Partnerships with local service organizations; Read-a-thon projects, peer tutoring; Projects involving elderly adults.

Service learning fulfills the following needs of younger youth:
- belonging to and approval by a group; personal competence and self-worth; acceptance for unique qualities; affection; independence and responsibility; exploring different roles; challenge; creativity; intellectually stimulating experiences.

Middle School Students - Ages 11-13

Middle School Students:
"We focus heavily on physical achievement during these years. Our peers become the source of behavior standards and models, and we conform to rules assigned by the group. We are good at solving problems by considering alternatives, and we begin to assert and develop our own value system. We are becoming more aware of social issues."

Activity Ideas for Middle School Students:
- Youth action coalitions, decision making forums (this enables young people to develop ownership on activities); Organizing special fund raising projects for charity; Collaboration with community organizations, senior centers, hospitals on projects; Peer tutoring.

Service learning meets the following needs of early adolescents:
- acceptance; concrete outcomes from efforts; creativity; self-definition; be part of a group; decision-making through experience; explore adult roles/career possibilities; interact with people of diverse backgrounds; engage in physical activity; risk taking; attain feelings of competence and achievement; make a difference in the community.
High School Students 14-17 years

High School Students:
"We are interested in philosophical and ethical problems, and are aware of contradictions in the moral code of our society--and we verbalize them. We formulate and consider all possible ways a problem can be solved and make fine conceptual distinctions."

Activity Ideas for High School Students:
Developing "youth speakouts," where we can discuss issues affecting us and our communities; Youth action coalitions - organizing and facilitating meetings, deciding on projects/activities, creating action plans; Collaboration with community organizations on neighborhood revitalization projects, projects involving elderly persons, younger youth; Organizing fund raising initiatives; Organizing events to celebrate service initiatives.

Service learning addresses the following needs of high school students:
- to become self-reliant and achieve psychological independence from parents; expand peer relationships, intimate relationships; develop time management skills; establish values system; consider career planning, consequences of high school experience; develop skills as a consumer; develop citizenship skills to participate in a democratic society.

Post Secondary Aged Young People - Ages 18 - 24

Post Secondary Aged Young People:
"We continue to refine our language and thinking abilities, and we integrate values into personal philosophy that provide the foundation of ethical and moral standards to be used in our adult lives. Group activities provide an outlet for expressing feelings, and we move to living full time with peers."

Activity Ideas for Older Youth:
Mentoring younger youth; Organizing fund raising initiatives, large events; Organize issues awareness campaigns/events; Service leadership opportunities with diverse populations to create community.

Service and service learning activities address the following needs of young adults:
- independence; development of values system; exploration of career choices; time and money management; participation in democratic process; transition from home, structured lifestyle; building connections in the greater community.

*****************************************************************************
information compiled from "The Service Learning Continuum," POLF Manual; and "Service Experiences Through the Eyes of Youth," by Eyenga Bokamba, Minnesota Office on Volunteer Services
STEP 4 OVERVIEW
RECRUITMENT: ATTRACTING NEW MEMBERS

Definitions
Campaign - An plan undertaken to accomplish a common mission
Constituency - A group of supporters or patrons; members of a group
Recruitment - The process of finding and bringing new members or constituents into an organization or a body

I. What is it?
Recruiting is about creating support for your group with new members. Now that you know youth concerns, you have delegated initial responsibilities, and you have the support of an Advisor, your next step is to begin recruiting members for your Community YAC.

II. Why do it?
In order to get things done and keep the group going, a YAC must have a strong base of people to support the group’s mission. Members offer enthusiasm, creativity and the power to get things done.

III. Tips and How-tos:
Advertising your group and its purpose is important when recruiting new members. Designing a recruitment strategy (plan) is an organized way to begin this process. To create a recruitment strategy, you will decide What you will ask of members, Who you will recruit, How members will be recruited, and Who will act on your plan. See "Step 4 Worksheet".

Some Advertising Ideas:

Traditional forms of communication -
• Write an article for the school/organizational newspaper
• Use existing bulletin boards
• Give announcements on a PA system
• Talk to your friends! Make posters! Distribute flyers!

Non-traditional forms of communication -
• Write messages on a computer system (like E-mail)
• Hold a question and answer session
• Organize a "Speak Out for a Community YAC"
• Plan a YAC Recruitment Party
• Organize a one-day service event and advertise it to everyone interested in community service
• Post a sign-up sheet at school or community events

IV. Questions to Answer:
• How many YAC members could we deal with to successfully meet our community's needs?
• Who should be the target (focus) of the recruitment process?
• What will we do to recruit new members?
• When is the best time to recruit new members?
• Will we invite all young people to participate or should we set a limit on membership?

Be Creative!
Recruit members who will be dedicated, responsible and fun!

YAC Tracks - 33
A. We, members of the (town or school name) ________________________________ Youth Action Coalition, are dedicated to helping solve problems in the following areas:

(list the "Priority Concerns and Issues amongst Youth" (Step 1 Worksheet):

1.
2.
3.
4.
5.

B. To act on the issues listed above, we would like to recruit (number) _______ members for our Youth Action Coalition.

(Depending on your YACs mission, you may wish to recruit as many people as possible. Choose a number that you can work with and will get things done.)

C. To recruit new members, we will act on the following plan:

WHAT will be done HOW will it be done WHEN will it be done by WHOM
Tips on Student Recruitment

*Generations Together* suggests recruiting students by:

- asking teachers and counselors for referrals.
- approaching students face-to-face.
- holding informational meetings.
- encouraging student volunteers to recruit friends and acquaintances.
- advertising in the school newspaper.
- setting up a booth staffed by students in a visible area within the school.
- handing out flyers, buttons, bookmarks, etc. to promote the program.
- contacting leaders of student groups.
- preparing bulletin boards, showcases, and posters.
- offering incentives for volunteer participation.
- Advertising in libraries, YMCAs, YWCAs, churches, student centers, and other places where students frequently gather.
- using the public address system in the school to announce the project and meetings, and to recognize those who have volunteered.
- placing public service announcements on popular radio stations. Have a program t-shirt.
- serving food!

STEP 5 OVERVIEW
SURVEYING THE COMMUNITY

Definitions
Community Needs Assessment - a survey which determines what is lacking in the community
Community Strengths Assessment - a survey which determines what community members have to offer one another

I. What is it?
After your group has recruited members who want to help solve community problems, your next step is to research the needs and/or strengths that exist in your community. This will involve:
1) defining the "community" you wish to serve,
2) determining the needs and/or strengths of the community, and
3) creating partnerships with people and organizations in that community.

II. Why do it?
Knowing the strengths and weaknesses of your community will help your YAC decide what its mission should be--what kind of service would really be helpful to the community? Finding out community strengths and building partnerships will help you know what and who can help you meet community needs. Action taken before surveying community needs and strengths may result in lost time and energy.

Defining Community: "Community" can be defined in many ways. A community can be a group of people with common interests, a school, a town, or a church. It can mean a geographic region or even segments of your community--elderly people, children, the disabled, the environment. Because there are many ways to think of community, you may wish to define the "community" of your Youth Action Coalition before you survey that community's needs.

III. How-tos:
Defining your YAC's community may be as simple as looking back to "Priority Concerns and Issues amongst Youth." If Drug/Alcohol abuse is the top concern, your YAC's community may be the high school. If pollution is your top concern, your YAC will work to improve the environment for all living things--the world community.

IV. Questions to Answer:
• What is the community we are trying to reach?
• Have we asked people in the community to tell us what their needs are--or have some people decided what others' needs are?
Determining the Needs/Strengths of your community:
A Community Needs Assessment, like a Youth Concerns Assessment (Step 1), can take many forms. The bottom line about determining your community's needs and strengths is asking good questions.

III. How-tos:
- Questionnaires & Interviews (see Step 1)
- Speak Out on Community Needs
- Neighborhood or Community Search
- Social Indicators - surveys, statistics, polls (such as county census data or information gathered by a community organization - Most counties and towns have local planning agencies: look for organizations which specialize in "community and economic development" in your area.)

IV. Question to Answer:
- How can we best determine the needs/strengths of the community?

Finding Partners in the Community: Partners are people and/or organizations who, like you, work to meet community needs. Creating partnerships within your community can offer much guidance and support as you strive to solve community problems. Partners can help get things done. Look to parents, community members, churches, elected officials and community organizations for guidance, assistance, moral support and project ideas. Those people who work in the community know what kind of assistance they need. See "Where to Locate Community Organizations for Youth Service Partnerships" in this section.

III. How-tos:
Use the telephone! Talk to your parents! Go to the library! Visit the Red Cross! Tell people about your Community YAC and ask how you can help them solve problems in the area of __________________. It is likely that community members will be impressed and inspired to know that young people are interested in solving problems with them. Don't give up--keep trying. Be patient and flexible because it may take folks a little time to adjust their programs, policies and procedures to all of the creativity, excitement, and determination of young people.

IV. Question to Answer:
- Who in the community can support us in our common mission to solve our community's problems?
STEP 5 WORKSHEET
SURVEYING THE COMMUNITY

Fill this out BEFORE conducting the Survey

A) Define the "Community" that is to be served (your school, town, older folks, etc.). What group of people do you want to help?

B) How will you survey the needs of that community? (What method will you use?) How much time will you need to do the research?

Fill this out AFTER conducting the Survey

A) What are the Priority (top) Needs in our community?
   1.
   2.
   3.
   4.
   5.

B) What organizations, programs or groups already work with the each of these community needs?
   1.
   2.
   3.
   4.
   5.

C) Can you work with the above organizations to meet community needs?

D) What can you do to meet these needs?
Preparing to Conduct a Community Needs Assessment

INTRODUCTION
Before you begin to design your community service program, ask yourself, do you know the needs of your community? How many people are actually out of work? Are you aware of the shortage of housing for low income residents? Do you know the average income of residents? How about the number of juvenile offenders? Have you considered asking people most affected by these problems what they see as the issues?

Television, newspapers, movies and mass media have all contributed to our knowledge of problems plaguing other countries--famines in Ethiopia, earthquakes in Mexico, the war in the ex-Yugoslavia. The media also keeps us informed about the problems in other cities--violence in Los Angeles, a bomb in Oklahoma City, poverty in New York City, drugs in Miami. Yet, how many of us truly know the real problems facing our communities?

The most pressing issues facing communities may not make the national news. These are the problems that quietly eat away at the spirit of community. They are the problems that may not be immediately visible as you walk down the street every day. But, they need the attention most.

Through your community service program, you can work with the community to do something about your community's problems. However, you need to do the research before developing community service programs or plans for community action.

The information presented in this workshop represents only a part of one step of a six-phase process. The process, called COMPASS was designed by the United Way of America in 1987 to identify and address issues and problems facing communities. To date, COMPASS has been used in more than 200 communities to research problems and create accurate community portraits so that people can come together to address community problems.

PURPOSE:
To help a group learn to assess the needs of a community before they plan a program or project.

TIME:
One hour and a half (this workshop will require follow-up meetings)

PROCEDURE:
This workshop focuses on the second phase of COMPASS--data collection.

1. Explain Assumptions:
   A. You have already pulled together a partnership comprised of diverse young people interested in designing a community service initiative (YAC!)
   B. The partnership is interested in taking action and are in agreement that community service is the vehicle to be used to address the community problems identified.
   C. The group recognizes that this workshop is only one part in a six phase process used to identify and address community problems. There are many other important pieces that need to be accomplished in order to conduct a thorough community problem solving initiative.
2. Lead a short discussion on the benefits of knowing the community and conducting research prior to taking action.

3. Review with the group the five potential areas of data collection:
   A. Reports from state and local government
   B. United Way surveys
   C. Listings of human service organizations
   D. Census Data
   E. Usable information from other organizations and individuals

   Ask the participants to list additional research methods.

4. Find out who knows what in your group: Within any group there exists a wealth of information, ideas, capabilities, and contacts that can help to complete your research. The purpose of this component is to explore what your group already knows about problems and what types of resources they bring to the problem solving process.

   Ask the group to brainstorm personal resources--time, talents, knowledge, interests and contacts with teachers, bosses, friends and family members.

   To start this brainstorm, you may ask questions such as:
   - Does someone have a teacher who is a city council member?
   - Is anyone in the room a computer whiz? An artist? A carpenter? A musician?
   - Does anyone write for the school newspaper?
   - Has anyone done in-depth research about social issues?
   - Has anyone been to the YMCA? The Red Cross? The local shelter for homeless people?

5. Create a resource list of all the resources your group brings to the research process on a flip chart paper or a blackboard.

6. You are now ready to research community needs knowing the your group's resource base of strengths--you will be able to use these resources throughout the life of your Community YAC!

This exercise is based on "Community Needs Assessment: Where is the community in community service?", The United Way, 1987, reprinted in the 1994-95 YES Ambassador Resource Guide created by the Points of Light Foundation.
Exploring Community Issues, Partnerships, and Strategies
an exercise for large groups....

I. Ice Breaker and Introduction:
Explain that exercise is a great way to explore concerns and issues, ideas for collaboration, possible barriers and potential solutions in the community.

II. Divide large group into 10 issue areas
(you may wish to substitute other issues areas, depending on the concerns and issues of the community and the people you are working with):
- Homelessness
- Illiteracy
- Environmental Problems
- Poor Healthcare
- Disabilities
- Bad Race Relations
- Poor Education
- Domestic Violence
- Substance Abuse
- Poorly cared for Senior Citizens

III. Relating to the Issue
In each small group, members will each introduce themselves and their personal self interest with their group's issue: what does the word "homelessness" bring up? "race relations"? "substance abuse"?

IV. Power Mapping Exercise in Issue Groups
A. Write the issue in the center of the newsprint.
B. What are the root causes of this issue? (Draw lines from central issue.)
C. These are potentially symptoms of the issue--Can the group draw more root causes off of the initial roots which were identified?
D. Identify people or organizations which are stakeholders with this issue.
E. What are some strategies to involve these stakeholders?
F. Collaboration: an effort that unites and empowers individuals and organizations to accomplish collectively what they could not accomplish independently. What are the benefits of collaborating on this issue?
G. What are the potential obstacles in collaborating on this issue?
H. What are some potential strategies to overcome these obstacles?

V. Sharing Collaboration Strategies
Each group will state:
1) the issue they explored
2) root causes of the issue
3) symptoms of the issue
4) people or organizations who are stakeholders with this issue and how to involve them
5) possible obstacles
6) potential solutions and strategies

VI. Discuss next steps--Create an Action Plan!
(See Step 7 - "Planning for Action")

This activity is based on "Community Voice," by the Michigan Campus Compact Service Leadership Conference - August, 1993.
WHERE TO LOCATE
COMMUNITY ORGANIZATIONS
FOR YOUTH SERVICE PARTNERSHIPS

• Volunteer Centers
  - listings of seasonal and one-time projects
  - referrals by Volunteer Center staff
• Community Organizations
• United Way or community resource directories
• Newspapers and other media
• Colleges and Universities - professors
• Government Agencies (e.g. Parks & Recreation or Police Department)
• Libraries
• Phonebook
• E-mail and Internet
• Youth, parents, or teachers
• Your friends and personal network
• Walking around the neighborhood
• Your own creative means!

Information from the Volunteer Center of San Francisco
NEEDS ASSESSMENT FOR THE COMMUNITY'S ELDERLY

Agency Contacted: __________________________________________
Address: _________________________________________________
Phone Number: ____________________________________________
Person Responding __________________________________________

1. What are the services your agency has available for the elderly?

2. What is the greatest need among the elderly in your facility?

3. What is the greatest need among the community's elderly?

4. If you could have a group of (elementary/middle/high school) students do anything for the elderly with whom you work, what would it be?

5. In your experience, what programs of this nature have been successful in the past?

6. What other agencies or individuals might be interested in having or hosting intergenerational service activities?

Source: Generations Together: Caring Is the Key
STEP 6 OVERVIEW
DEFINING THE MISSION

I. What is it?
A mission is the theme or special project chosen by a person or group. Often, goals are created to meet the mission of an organization.

II. Why do it?
Defining the Mission of a group gives that group direction and purpose— it helps the group know what to work on and helps it stay on track. With a Mission, supporters of an Youth Action Coalition understand why they are joined together. Missions are also helpful because they explain to people outside the group’s purpose.

III. How-tos
A) At this point, supporters of the Youth Action Coalition match the Community Concerns of Young People (Step 1) with Community Needs (Step 5) to create the Mission of the organization:

Community Concerns of Youth + Community Needs = YAC MISSION

Make sure to document (write out) the Mission Statement of your Youth Action Coalition. The following are examples of two (2) Mission Statements. The Kansas YAC Mission Statement, the first example, is very general because it was created by a state-wide group which needed flexibility. The second example, however, is specific to the concerns and needs of River City.

Kansas YAC Mission Statement - 1994-95
"The Mission of the Kansas Youth Advisory Council is to act as a youth voice in advising the Kansas Commission on National and Community Service (KsCNCS) regarding needs in Kansas community service programs and, in addition, to encourage and promote community service among all persons."

River City Youth Action Coalition Mission Statement - 1995-96
"The Mission of the River City Youth Action Coalition (River City YAC) is to unite students, teachers, and community members to solve problems in the town of River City. Due to the concerns of youth and needs of the community, the River City YAC will work especially hard to raise awareness and create solutions around issues of Alcohol/Drug Abuse, Homelessness, and Domestic Abuse against women and children."

B) Once a Mission Statement has been created, ask that all supporters sign a membership list. Attach this list to your Mission Statement.

IV. Questions to Answer
• What have we learned about the concerns of young people and the needs in our community?
• How can we combine those concerns and community needs to solve problems?
• Is there a group of dedicated people who support the direction and purpose of this Youth Action Coalition?

You have now documented the direction and purpose of your YAC and you have a body of members who support that Mission.
STEP 6 - WORKSHEET A
CREATING A MISSION STATEMENT

A) List the "Top Concerns of Youth" (Step 1 Worksheet).
   1.
   2.
   3.
   4.
   5.

B) List the "Priority Needs in the Community" (Step 5 Worksheet).
   1.
   2.
   3.
   4.
   5.

C) Combine matching issues from List A and List B.
   1.
   2.
   3.

D) Now return to List C. After each issue written down, list the people, organizations and resources which can help you solve those issues.

E) Use this space to create a Mission Statement based on the issues in List C. (Review the Step 6 Overview if you need some tips on creating a Mission Statement.)

**Youth Action Coalition Mission Statement**
STEP 6 - WORKSHEET B

Review the Mission Statement with all potential (possible) members, your Advisor, and other adults (school principal, staff members). Ask everyone who supports the Mission Statement to sign the Membership Sheet.

We, the undersigned, agree to support the Mission of the

(name of school/program) __________________________ Youth Action Coalition.

Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________
Name __________________________ Signature __________________________
Address __________________________ Phone __________________________

Copy this sheet, as necessary
Definitions
Facilitate - To conduct, direct; to make easier.
Goal - The purpose toward which effort is directed; an objective.

I. What is it?
Action Planning is a process which organizes an issue or issues in a way that promotes action.

II. Why do it?
This process will help a group put their Mission Statement to work by creating a step-by-step plan for getting things done. Action Plans are very helpful because they explain what will be done, who will do it, and when it will be done.

III. How-tos
Review your Mission Statement before beginning the Action Planning process. See "The Action Planning Process" for in-depth coverage of this subject. The Step 7 Worksheets will further guide you in this process.

It may be a good idea to ask for help from an adult who can help guide the Action Planning process. Because important decisions are being made, Action Planning is often filled with energy, stress and sometimes tension. A person who won’t care about which decisions are made is the ideal person to help facilitate (organize) Action Planning.

IV. Questions to Answer
• What goals should be set to fulfill the YAC's Mission?
• How will we meet those goals?
• What are possible barriers or roadblocks to meeting our goals?
• What are our resources (people, money, supplies, etc.)
• Who will work to meet our goals?
THE ACTION PLANNING PROCESS

WHAT IS ACTION PLANNING?
Action Planning is a process that gives structure and direction to groups of people interested in solving problems and translating concern into action. It is designed to help groups communicate and share resources.

WHY USE ACTION PLANNING?
Action Planning is based on the idea that collaborative effort--people working together--works better than individual efforts alone. In addition, group effort can produce a sense of unity and commitment to goals that cannot be developed alone.

WHO SHOULD USE ACTION PLANNING?
Action Planning is very effective for clubs, organizations, work groups, or any group of people who want and need to get things done. This process considers both long and short range goals and provides an organized process for realizing those goals.

HOW DO WE USE THE ACTION PLANNING PROCESS?
The basic steps of Action Planning are as follows:

I. **Statement of Positives**
   This is the first step of Action Planning and involves talking about strengths that already exist. At this stage, a group asks itself: What is going well? What have we done "right"?

II. **Statement of Concern**
    This step involves talking about the issues or circumstances which the group wishes to change. The group asks itself: What are our concerns? What worries us? What is currently happening that needs to stop? What is not happening that needs to happen?

III. **Realistic Goals**
    The group defines the "realistic ideal"--a situation which is currently not happening, but that is both ideal and possible. The group asks: What would be happening differently if things were going well? Realistically, what would things look like if our concerns were addressed?

IV. **Obstacle Identification**
    This step asks the group to think about the things that could keep it from meeting its goals and mission. The group asks itself: What are the roadblocks that could prevent our realistic goals from happening?

V. **Resource Identification**
    The group looks at the people, funds, supplies, etc. which may help the group to meet its goals. This stage consists of questions such as: Who or what can help us reach our goals? What can we develop to assist us?

VI. **Action Steps**
    This step consists of talking about the ways that the group will meet its goals. The group asks: How will we act upon our mission and goals? What are the steps we need to take in order to reach each goal? What can we do that will help us move from "here" (our Statement of Concern) to "where we want to be" (our Realistic Goals)?

VII. **Futuring**
    This is the last formal step in Action Planning. A Job Chart is created at this point and includes action steps, delegation of responsibilities, and a timeline. It is a good idea to include a plan for reflection and evaluation during the process. At this point the group asks itself: When will we meet again? What is the first step? When will we evaluate our work?
TIPS for the ACTION PLANNING PROCESS

Review the following sub-steps to help you through the Action Planning Process:

1) **Brainstorm**
   The purpose of brainstorming is to encourage creativity and generate ideas in a short period of time. It gives all members of the group the chance to participate and thus encourages members who might be shy. By using brainstorming, the amount of time wasted on discussion and criticism is eliminated. To manage a brainstorming session, announce or explain a topic, problem, or goal as briefly as possible. Team members are given a specific amount of time (generally 3-5 minutes) to consider the question or topic. Ideas are then shared with the group and recorded by the facilitator or another member of the group. Ideas are not discussed or criticized at this time.

2) **Clarify**
   Any ideas thrown out during the brainstorming session are clarified at this time. Questions are asked, confusion or misunderstandings are cleared up at this stage. The purpose of this step is to make sure, as much as possible, that each member of the group understands the ideas that were presented during the brainstorming session.

3) **Prioritize**
   After clarifying, all ideas are ranked in some order. They may be ranked according to importance, degree of urgency, ease of accomplishment, availability of resources, etc. The group will need to decide how to rank things. Consensus, voting, or using points are all methods used in prioritizing a list of ideas and possibilities.

4) **Reach Consensus**
   Once the top choice is selected, it is important to conduct a verbal consensus check of all team members, making certain that each person indicates his/her agreement with the results of prioritizing.

   **Four ingredients must exist for people to reach consensus:**
   - A group of people willing to work together
   - A problem or issue that requires a decision by the group
   - Trust that there is a solution
   - Perseverance until an acceptable resolution or solution is reached

   **The process of reaching consensus may involve the following steps:**
   - Someone states the decision that is proposed.
   - Another person paraphrases (reviews) the proposed decision.
   - The accuracy of the paraphrase is discussed/judged (is the paraphrase correct?).
   - If/when the paraphrase is correct, the facilitator (or person proposing the decision) asks each team member to state whether she/he can support the decision. Other solutions may be discussed at this point.
   - If/when all persons agree to support the decision, consensus has been reached and the decision is made.
   - Voting may be a helpful method of showing support for an idea.
   - If consensus cannot be reached on the original idea or alternatives, the reasons why persons cannot reach consensus should be stated. Another meeting may be scheduled or an alternative decision-making process should be agreed upon.

   **Consensus is reached when:**
   * everyone agrees to support the decision, even though it may not be their first choice.
   * everyone agrees that she/he has had an opportunity to influence the decision.
   * everyone can explain the new decision.

5) **Move On**
   When a task or step is complete, it is time to move on and build upon other decisions.

6) **Record Results!**
   Make sure that decisions are recorded in the Action Plan and that the Plan results in Action!
ACTION PLAN

Prepared by

Date
STATEMENT OF POSITIVES
What is going well: What have we done "right"?
(Groups just beginning may wish to skip this question until later in the program)

STATEMENT OF CONCERN
What are our concerns? What worries us? What is currently happening that needs to stop? What is not happening that needs to happen?

REALISTIC GOALS
What would be happening differently if things were going well? Realistically, what would things look like if our concerns were addressed?
Step 7 - Worksheet C

OBSTACLES
What are the roadblocks preventing the realistic goals from happening now?

RESOURCES
Who or what can help us reach our goals?

ACTION STEPS
What are the steps we need to take in order to reach our realistic goals/
(Just list them here. You will get more detailed on the Job Chart on the back
of this form.)

1.
2.
3.
4.
5.
6.
7.
### JOB CHART

<table>
<thead>
<tr>
<th>Task (What?)</th>
<th>ASSIGNED TO (Who?)</th>
<th>METHOD (How?)</th>
<th>TARGET DATE (When?)</th>
</tr>
</thead>
</table>

This material is based on material presented in *Leadership in Action*, a service leadership training manual created by the DCCCA Center of Lawrence, Kansas.
Step 8 Overview
DEFINING THE COALITION'S STRUCTURE

Definitions
Committee - A group of people who volunteer or are asked to do a certain task.
Consensus - A view or stance reached by a group as a whole or by majority will. A general agreement reached by a group of people.
Hierarchy - A way of organizing a group so that some people have more power/leadership than others because of experience or skills.
Nominate - To suggest a person as a candidate, especially for an office, a responsibility, or an honor.
Vote - To formally state your opinion on an issue or subject.

I. What is it?
Structure is the nuts-and-bolts way that a group is organized. There are many ways to structure an organization: creating a team-structure, electing officers, organizing committees, and/or deciding meeting procedures.

II. Why do it?
Defining the structure of a Youth Action Coalition will help the group decide further on the purpose of the group and the ways that the YAC will get things done. The important thing is to delegate responsibilities so that all people involved in the YAC know who will do what and how they will do it.

Team Format
A team format is appropriate for many groups who would like to avoid the traditional forms of organization. Ideally, power is more evenly distributed in team structures. Although some members are responsible for certain tasks, everyone is responsible for the well-being of the YAC.

III. Tips and How-tos:
See "Creating a Team Structure" in this section.

IV. Questions to Answer
• Would our group benefit from a team structure
• How will we make decisions and communicate in a team structure?

Traditional Leadership Format
Although many groups function without a formal hierarchy or structure, it may be helpful to create a structure and/or elect officers to be responsible for certain tasks.

III. Tips and How-tos:
See "Possible Leadership Positions for a Community YAC" in this section.

IV. Questions to Answer
• Would it be helpful to nominate or elect people to lead our YAC?
• If so, what positions should be created? What are the responsibilities of each office?
• Who has the skills and the time necessary to serve as a leader of the YAC?
Committees
Creating committees with specific tasks can help get many things done at one time—the Fundraising Committee may be holding a bake sale while the Membership Committee is recruiting new members while the Events Committee is planning a party with elderly community members. It is important that committee members communicate with the larger group so that all people are aware of the whole YAC's activities.

III. Tips and How-tos:
See "Possible Committees for a Community YAC" in this section.

IV. Questions to Answer:
• Would it be helpful to create committees in areas that need special attention?
• If so, what should be created? What are the responsibilities of each committee?
• Who will serve in each committee?

Group Process
Learning about the ways that your YAC can conduct meetings can also be very helpful in the decision making process. Consensus and parliamentary procedure are two effective methods of helping make decisions.

III. Tips and How-tos:
See "Group Process Terms—Defined!" in this section.

IV. Questions to Answer:
• What are the procedures that our YAC will follow during the decision making process?
STEP 8 - WORKSHEET A
DEFINING THE COALITION'S STRUCTURE

A) Would nominating and electing leaders improve our Youth Action Coalition?

________ YES    ________ NO

If NO, you might wish to adopt a "team structure" for your YAC. Review the hand-outs on "Team Structure" and then use this space to list the important things to remember about teams.

If YES, for what offices will we select leaders? (list the offices here) When will we elect officers?

B) Would having committees help our YAC get things done?

________ YES    ________ NO

If NO, go to part "C".
If YES, what kinds of committees should we create? (list the committees)
**STEP 8 - WORKSHEET B**

**Defining and Delegating Authority**

A) List the leadership positions (A), responsibilities (B) and the names of the leaders for your YAC (C).

**Teams:** list only important responsibilities (B) and then the person who will take action on the responsibility (C).

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEADERSHIP POSITION</td>
<td>RESPONSIBILITIES of the POSITION</td>
<td>NAME of the LEADER</td>
</tr>
</tbody>
</table>

B) List the committees you have selected, the responsibilities of each committee, and the people who will be on the committee (committee supporters).

<table>
<thead>
<tr>
<th>COMMITTEES</th>
<th>RESPONSIBILITIES of the COMMITTEE</th>
<th>COMMITTEE MEMBERS</th>
</tr>
</thead>
</table>

C) Review the hand-outs in this section on "Group Process". Describe how your Youth Action Coalition will make decisions.
Creating a Team Structure

The Basic Elements of a Team Structure

- Strong Leadership
- Clarity in Team Mission and Goals
- Personal Development
- Empowerment of members
- Communication skills valued and practiced at all times
- Team spirit and balanced participation
- Creativity and innovation encouraged
- Ground Rules established
- Awareness of methods for Group Process
- Reflection and Evaluation

TEAM-ICIDE!
(things that kill a team)

- Lack of support from members
- Bureaucracy - too much paperwork and not enough action
- Physical separation - no communication
- Not enough time to act on priorities
- Lack of feedback, reflection, evaluation
- Lack of awards, recognition and celebration
- Cliques
Team Leader Roles and Responsibilities

- Run the team
- Arrange logistical details
- Facilitate discussions
- Be contact person
- Keep project history
- Participate as a team member

Team Member Roles and Responsibilities

- Consider project work part of the job
- Participate fully
- Carry out between-meeting assignments
- Implement programs
- Assist Team Leader

Advisor Roles and Responsibilities

- Keep team on track
- Provide opportunities for skills training for team members
- Help team improve group processes
- Assist team leader in defining tasks
- Work with team leader on meeting group goals
- Assist team with reflection, evaluation, recognition, and celebration activities.

This information is based on worksheets from KAW Area Technical School's Work and Family Seminars, Topeka, KS.
A listing of
POSSIBLE RESPONSIBILITIES
for Members of a Youth Action Coalition

• Organizing meetings - finding a place to meet; creating agendas (an order of activities)

• Facilitating meetings - calling the meeting to order; keeping the meeting "on-track"; making important announcements

• Communicating with Advisor(s) - creating a clear line of communication with Advisors and other adults regarding the activities of the YAC

• Communicating with Community Members & Agencies - creating projects and programs within the community to meet community needs.
  This may mean: community needs assessments (see Step 5), community partnerships (see Step 5), on-going projects, activities, and/or service events

• Coordinating Special Events - helping to plan and organize events for special occasions, projects, parties, and/or campaigns

• Leading Committees - organizing and acting as the leader of a particular committee for the YAC

• Advertising the YAC - creating a public relations plan for the YAC--this can also involve recruiting new members

You may be able to think of additional responsibilities --just think about your Mission and Goals!
POSSIBLE LEADERSHIP POSITIONS FOR A COMMUNITY YAC

Responsibilities may be added, subtracted or changed in any way.

NOTE: This listing only suggests offices and office responsibilities. It is important that YAC members consider their YAC's Mission, Goals and the kinds of leadership needed—selecting officers may not be necessary to meet the Mission and Goals of your YAC.

A PRESIDENT or CHAIRPERSON could
• organize and facilitate meetings
• develop meeting agendas
• provide leadership for service activities and projects - coordinate them
• act as a liaison (communicator) to YAC Advisor with the Vice President/Chair

A VICE PRESIDENT or VICE CHAIR could
• act as a liaison (communicator) to the YAC Advisor, other adults and YACers
• take the place of the President or Chairperson when he/she is absent
• coordinate recruitment and community outreach activities

A SECRETARY could
• organize and keep important YAC records such as
  * YAC By-Laws (Step 9)
  * attendance & meeting minutes, and
  * results of all surveys, questionnaires, interviews and assessments

A TREASURER or FINANCE CHAIR could
• organize and keep all important financial information - the budget
• be the lead YAC person on fundraising projects

A COMMITTEE CHAIR could
• coordinate all YAC sub-committees by keeping in close contact with the committees, knowing their activities, and reporting new information to other officers (between meetings)

POSSIBLE COMMITTEES FOR A COMMUNITY YAC

• Membership Committee - Responsible for recruiting new members, establishing membership criteria (deciding how people become members)
• Communications Committee - Responsible for advertising and public relations (press releases, posters, buttons, t-shirts, speeches, etc.)
• Special Events Committee - Responsible for organizing special projects, activities or celebrations
• Community Outreach Committee - Responsible for contacting, recruiting, and/or surveying people outside the YAC's school or organization
• Social Committee - Responsible for organizing menus, music and/or entertainment for activities or events
GROUP PROCESS TERMS - DEFINED!

**Prioritizing** - To rank or arrange a group of things, ideas, or options in order.

Before making important decisions, it is often important to prioritize options. Prioritizing involves ranking ideas in some order. Things may be ranked according to their importance, the amount of time needed, difficulty, availability of money/time/space, etc. The group will need to decide the goals and limitations of prioritizing options. Consensus, voting, or using points (giving participants points to show opinions) are all methods used in prioritizing a list of ideas and possibilities.

**Consensus** - A view or stance reached by a group as a whole or by majority will. To reach general agreement.

Four ingredients must exist for people to reach consensus:
- A group of people willing to work together
- A problem or issue that requires a decision by the group
- Trust that there is a solution
- Perseverance until an acceptable resolution or solution is reached

The process of reaching consensus may involve the following steps:
- Someone states the decision that is proposed.
- Another person paraphrases the proposed decision.
- The accuracy of the paraphrase is discussed/judged.
- If/when the paraphrase is accurate, the facilitator (or person proposing the decision) asks each team member to state whether she/he can support the decision. Alternative solutions may be discussed at this point.
- If/when all persons agree to support the decision, consensus has been reached and the decision is made.
- Voting may be an affective method of showing support for an idea.
- If consensus cannot be reached on the original idea or alternatives, the reasons why persons cannot reach consensus should be stated. Another meeting may be scheduled or an alternative decision-making process should be agreed upon.

Consensus is reached when:
* everyone agrees to support the decision, even though it may not be their first choice.
* everyone agrees that she/he has had sufficient opportunity to influence the decision.
* everyone can state the agreed upon decision.

Consensus is a group decision (which some members may not feel is the best decision, but which participants can all live with, support, and commit themselves not to undermine), arrived at without voting. Consensus is reached through a process in which the issues are fully aired, all members feel they have been adequately heard, everyone has equal power and responsibility, and power struggles are avoided so that all are persons are satisfied with the results.

**Parliamentary Procedure** - An basis for many groups which emphasizes honesty, respect, trust, teamwork and equality.

Parliamentary procedure helps a group to arrive at a decision in an orderly manner. All members are given the opportunity to state their opinions on an given issue or subject. Parliamentary procedure promotes a team spirit, demonstrates cooperation, builds group harmony, and provides a structure for discussion and decision making in a group. It recognizes the will of the majority in making decisions versus the will of the few making decisions for the entire group.

**Majority Rule** - A process by which decisions are made based on the wishes of at least half of a group’s members.

In situations where majority rule is honored, decisions are made by selecting the solution that appeals to at least 50% of the team or group. Voting is the common method of determining the majority’s will. Participants in a vote can express their opinions by raising hands, casting ballots, assigning points, or any other ways which express the thoughts of a group on a certain subject or decision.

*Supporting information from Leadership in Action manual - DCCC, Lawrence, Kansas*
STEP 9 OVERVIEW
CREATING BY-LAWS

I. What are they?
When a Youth Action Coalition has a strong foundation—it has a Mission, Plan for Action, Leaders, an Advisor, Members and a Structure—members may choose to organize the group further by creating a set of By-Laws. This document will list the coalition's mission, goals, action steps, a calendar or timeline, and how decisions are made. Keep By-Laws short, simple, and easy to understand.

You have already done most of the work for creating your By-Laws!

II. Why have them?
By-Laws outline how the organization works.
A well organized set of By-Laws:

- will reflect that you are dedicated to your mission and objectives.
- may be used to educate people about your YAC and to get their support.
- may be used to advertise the YAC in the form of handouts or brochures.
- can help you to prepare grants or other funding applications.
- are helpful for orienting new YAC members. Ask all new members to review and agree to support the By-Laws before joining the YAC.

III. Tips and How-tos:
The following is a list of information that you may choose to include in YAC By-Laws:

- Name of Organization
- Advisor Information (from Step 3 - Support from Adults)
- Mission Statement (from Step 6 - Defining the Mission)
- Mission Supporters - membership list (from Step 6 - Defining the Mission)
- Goals (from Step 7 - Action Planning)
- Action Steps (from Step 7)
- Structure of the YAC (from Step 8 - Defining the Structure)

Include information on offices, committees, membership requirements, meeting procedures, a calendar or timeline

Use the By-Laws Worksheet as a guide in creating By-Laws. You may wish to retype all information to add a professional flair to your document. Remember, keep By-Laws short, simple, and easy to understand.

IV. Questions to Answer

- Would By-Laws help our group? How would we use them?
- Should we create a YAC calendar or timeline? How would this help us in meeting our goals?
- Have we decided the ways in which decisions will be made?

YAC Tracks · 71
BY-LAWS WORKSHEET

A) Name of Organization ____________________________________________

B) Advisor Name ___________________________________________________

    Address _______________________________________________________

    Phone _________________________________________________________

C) The Mission of the ________________________________ YAC is to:

D) The Goals of this Youth Action Coalition are:

E) The Action Steps which will be followed to reach the Goals listed above are:
The Structure of the Youth Action Coalition has been designed to support the YAC’s Mission, Goals and Action Steps.

1) Leadership:

<table>
<thead>
<tr>
<th>OFFICE (optional)</th>
<th>RESPONSIBILITIES</th>
<th>NAME person responsible</th>
</tr>
</thead>
</table>

2) Committees:

<table>
<thead>
<tr>
<th>COMMITTEE NAME</th>
<th>ROLE of the COMMITTEE</th>
<th>COMMITTEE MEMBERS</th>
</tr>
</thead>
</table>

3) Procedures: The following describes the procedures that will be used to make decisions by the YAC.

G) Membership: The following objectives will be required of YAC members.

H) Mission Supporters [attach Membership List (Step 6) to this document]
CALENDARS AND TIMELINES
What they are and how to make them...

Creating and keeping a Calendar or Timeline up-dated is a great way to create on-going support and structure to a group. They help organize time, activities and give weight to action steps.

To create a calendar or timeline:

A) Review the action steps necessary to meet your group's goals (listed on the Action Planning worksheet in Step 7). Pay special attention to when the action should take place (called "When will this be done").

B) List the deadlines and action steps in chronological order (starting with the date closest to now and ending with the date farthest from now).

C) Decide if you would like to create a calendar or timeline. You will need to select the method that fits your YAC best. (It may even be helpful to use both a timeline and a calendar. Using both tools will help plan for the near and distant future.)

1) A timeline is a helpful tool in seeing the "big picture". You may want to use a timeline if you are planning for many months or years. Usually, timelines do not go into great detail--they merely outline what will happen and when it will take place. The following is an example of a timeline:

```
Now!

Sept 95

Conduct Youth Concerns Survey
Delegate Responsibilities

Find A Sponsor!

Spring Service Project

May 95

Bylaws

YAC Evaluation

Holidays

(Service Project?)

ACTION PLANNING

Community Needs Assessment

Begin Recruiting (core)
```
2) A calendar is a good tool if you are planning within weeks or months. Calendars allow more detail than timelines and reflect the "smaller picture". The following is an example of a calendar:

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
<th>JANUARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 - KSNCS Meeting in Topeka</td>
<td>8-9 - Directors' Fall Workshops 2 - YAC to present two workshops</td>
<td>YAC Meeting #1: Self Esteem and Self Assessment</td>
<td>S &amp; 9 - Leadership in Action 1</td>
<td>YAC Meeting #2: Public Speaking NYS Task Force meets</td>
<td>YAC Meeting #3 Tentative: Drug and Alcohol Awareness - NYS Task Force meets</td>
</tr>
<tr>
<td>25-26 - Directors' Fall Workshops 1 - YAC to present two workshops</td>
<td>Get ready for Make a Difference Day (Oct 28)!</td>
<td>TBA - AmeriCorps launch, KC</td>
<td>YACtivator</td>
<td>YACtivator</td>
<td>YACtivator</td>
</tr>
<tr>
<td>29 - YACtivator deadline</td>
<td>28 - Make a Difference Day!</td>
<td>30 - YACtivator deadline</td>
<td>deadline</td>
<td>deadline</td>
<td>31 - YACtivator deadline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
<th>JULY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Action 2</td>
<td>YAC Meeting #4: C-YAC Training NYS Task Force meets</td>
<td>TBA: National Day of Service/Kansas Youth Service Day!</td>
<td>YAC Meeting #5 - CPR/First Aid YACtivator</td>
<td>Plan for 1996 Summer YAC Retreat!</td>
<td>Summer YAC Retreat!</td>
</tr>
<tr>
<td>YACtivator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D) Review your timeline or calendar often to make sure you are working to meet your goals!
WHAT WE HAVE IN COMMON - INTRODUCTIONS
This is a good ice breaker for people who haven't met before. Ask members of the group to pair up with someone who they don't know (or pair members by numbering off). Give pairs 5-10 minutes to discover six (6) things that they have in common. Then ask the larger group to reconvene: ask members of each pair to introduce the another and describe three (3) things that they have in common.

AUTOGRAPHS
Create and distribute a form that says "Find one person in the group who fits one of the descriptions listed below." Inform each member of the group that he/she must fill the spaces with autographs from other group members who fit the descriptions. The list of descriptions can include a wide range of possibilities--be creative! See attached example for ideas.

STAND UP IF YOU....
"... have brothers and sisters! Stand up if you have red hair! Stand up if you hate ice cream!"
Create a list of questions, some of which would apply to many people and others which are more specific. Ask group members to kneel or squat near the floor and to stand up when a question applies to them. (Questions can range from low to high risk, depending on the comfort level of the group - low risk: Who has been to Kansas City? Who is left-handed?; high risk: Who has committed a crime? Who has run away from home?)

KNOTS
Form groups of 8-12 people and stand in a circle. Ask everyone to extend both arms to the middle of the circle and to grasp the hands of two different people across the circle. Without letting go of hands, the group is to unwind, freeing themselves of the knot, forming a circle. This game can be made increasingly challenging by adding instructions like "Jake and Sally are the only two people in the group who aren't mute today" or "everyone over 16 is blind today." Be sure to ask the group questions at the end: "How did you communicate as a group?" "Was the group too large...to small to work effectively?" "Who took on a leadership role during the exercise?" "Did it help to have less people leading or talking?" "What does all of this say about communicating with others and problem solving?"

TOE STANDS
Form groups of 2-4 people. Ask members to grasp hands/arms and place their toes together at the center of the circle. The object of this exercise is for each group to stand up as a whole--without touching the floor or falling over!

BACK STANDS
Divide the group into pairs. Tell each pair to sit on the floor back to back: knees bent and elbows linked. Ask them to stand up, supporting one another. Once this has been attempted, combine groups--can it be done with 4, 8 or 10?

LAP SIT
This activity is good for larger groups. Ask group members to stand in a circle shoulder to shoulder. Then ask members to turn to the right (or left) and step into the circle to make it tighter. The circle should be very round, without bumps or gaps. Ask everybody to sit down on the lap of the person behind them very gently--everyone should sit at the same time. When you're comfortably seated, you might all wave your arms, give the person in front of you a back rub, or even take a step all at once. Challenge yourselves!
STAND IN A CIRCLE.
One person begins this exercise by saying Zoom and turning their head to the right at the same time. Then the next person to the right does the same. The Zoom travels around the circle—very quickly. Anyone may “put on the brakes” by turning their head in the opposite direction and saying Mooz (Zoom backwards). This changes the direction until someone again “puts on the brakes” and then says Zoom, thus changing the direction again.

OOH, AAH
This is similar to Zoom—use Ooh and Aah instead of Zoom and Mooz.

HOG CALL
Select 3-5 barnyard animal noises and announce them to the group (such as MOO, OINK, NEIGH, BAAA, COCK-A-DOODLE-DOO). Ask each person to choose his/her favorite animal noise while spreading out in the room. Then ask group members to close their eyes and use their barnyard call to find their barnyard family—cows find cows, hogs find hogs, sheep find sheep.

LINE UP
Ask group members to stand in a line. Then give the group a set amount of time to line up according to birthday, age, letter of their first name, etc. This exercise can be complicated by making members mute, blind or by using a railroad tie as a balance beam (the ground is poisonous).

BLOB TAG
Divide the group and have members line up on both ends of a field (with boundaries big enough to run in but small enough to keep the game in one place). Choose one person in the group to be “it” (you may wish to do this as the facilitator). “It” stands between the two lines and yells “Go!” Each person must make it to the opposite side of the field—Those tagged by “it” become a part of the Blob. The last remaining non-blob is the winner.

QUESTION LINES
Create a list of questions to ask the group. Divide the group in half and have them sit in two lines facing each other. Ask the first question and allow for discussion time (5-10 minutes). Then ask one line to move down so that new pairs are formed. Questions can be simple and low-risk help acquaint people who don’t know each other or can be related to a specific topic of discussion.

DIVERSITY SESSION
This is great for large groups of people. Create a group of index cards labeled with stereotypes: high school dropout, a business woman, a phone solicitor, tall black man, someone who has AIDS, strait-A student, a convict, etc. Without showing the labels to participants, tape an index card to the forehead of each person in the group. Ask members to mingle and to act as they feel fit in each situation. After a given amount of time (15-20 minutes), ask members to gather in a circle and guess their labels based on treatment received from other participants. Discuss stereotypes and what this means about our society. This can produce and intense discussion—facilitators need to be sensitive to participants’ feelings and opinions.

Information compiled with help from:

QUESTION LINE QUESTIONS (an example)

1. Why did you choose to come to the Leadership Series this summer?
2. Have you held leadership roles at school, church, in organizations?
3. Name one strength about yourself.
4. Name one weakness about yourself.
5. Who is your hero or idol?
6. Will you volunteer this summer or during next school year? How?
7. How do you define your community?
Directions:

Find one person in the group who fits each description listed below. Ask that person to autograph next to the description.

1. Will volunteer next summer
2. Plays softball/baseball
3. Has a brother and a sister
4. Has visited a state outside of Kansas
5. Was born the in the same month as you
6. Likes the same kind of music as you
7. Has the same favorite food as you
8. Has seen the same movie as you recently
9. Can speak or understand a foreign language
10. Is a cat-person
11. Is a dog-person
12. Is wearing red
Designing Meeting Agendas

Several things make a good meeting agenda. Review the following points as you create an agenda for a meeting.

1. Delegate responsibility for creating the agenda.

2. Review the important things that your group must discuss. Prioritize (rank) the subjects and then list them in order. Copy the agenda.

3. Send agenda to meeting participants ahead of time—or, if you run out of time, give everyone an agenda as they come to the meeting OR write the agenda on a blackboard or big sheet of paper.

4. At the beginning of each meeting, ask if anyone would like to add something to the agenda.

5. Give enough time to each issue on the agenda.

6. At the end of each meeting, talk about the next meeting agenda. Ask participants, "What do we need to discuss next time?" Record the thoughts of participants and set a date and time for the next meeting—you now have a jump on your next meeting!

(Remember to save time for a break and/or snacks during your meeting!!)

This information is from page 41 of the "Participant Workbook" created by Youth Service America in 1993. Revised by Karla Markendorf, KsOCS/POLF, August 1995.
How to Organize and Run Meetings

Organizing meetings is a VERY important part helping a Youth Action Coalition get things done. YACs which organize meetings that are boring, disorganized, long, or without a purpose will be without members in no time at all! Planning meetings that are productive, timely, and well organized is a good way to get the support of members and advisors. Time and energy are important resources!

When planning a meeting, consider the following issues & questions:

**Plan**
- Why is the meeting being held?
- What needs to be discussed, decided?
- Who should attend?
- Where will it be? When?

**Inform**
- Tell when and where (address, start and stop times)
- Send out agendas
- Provide a name and number for questions

**Prepare**
- Have audio visual equipment secured (if necessary)
- Copy any handouts
- Think through your agenda
- Arrange to have food and/or beverages if the meeting will be more than an hour or two

When managing a meeting, consider the following points:

**Structure/Control**
- Arrive early—start on time!
- Have everyone introduce themselves—plan an ice-breaker
- Encourage participation
- Try to stick to your agenda
- Come to conclusions or postpone
- Adjourn on time

**Summarize/Record**
- Keep notes on discussions
- Note names of participants
- Include commitments (things people say that they will do)
- End by setting the date and time for the next meeting

**Follow Up**
- Call people to remind them of their responsibilities
- Ask if they need help
- Be clear about what they need to do for the next meeting

This information is from page 40 of the "Participant Workbook" created by Youth Service America in 1993.
Other ideas......

To make sure that things get done easily and efficiently, think about assigning, or asking volunteers to be responsible for, the following roles:

**Vibes Watcher:**
A person who watches the group to ensure that people are interested--this person tells the chair if an issue needs more discussion.

**Time Keeper:**
A person who keeps the meeting on track and watches the clock.

**Recorder:**
A person who makes a list of all the people who attend the meeting and also any important decisions made for group members that were not able to be present. This person can create archives (a set of decisions, meeting minutes, by-laws..) of the group or organization's progress and history.

Creative Variations for Meetings.....

Check-in:
Check-in can be the first thing on the agenda and should not take a great deal of time—it should allow time for each individual to share his/her own specific expectations for the meeting. It is a brief statement about why that person is there and what they would like to get from the meeting.

Rotating Chairperson:
This means shared leadership during the meeting: whoever is speaking is the chair. Following the check-in, the person who begins the meeting gives the announcements, the group then reviews the agenda and adds things that need to be included.

The first item on the agenda is then addressed (looked at). The chair rotates to whoever wishes to speak and discussion begins. Once the discussion begins, a person expresses his/her desire to speak by raising her hand. The person who is speaking is responsible for passing the chair to the next person who raises her hand. The chair is passed by calling the name of the person that you are asking to speak next.

Each person speaking can trust that she/he will be heard and that he/she may complete his/her thoughts without interruptions.

Passing the Chair:
A good way to give everyone the opportunity to practice their skills at directing a meeting is to have the position of chair passed to a new group member who volunteers for each new meeting. This allows for people to try new responsibilities and gives them an opportunity to gain leadership skills in directing meetings.

Random Ravings:
At some point during the meeting, tensions and disagreements may arise. It is helpful to set aside a few moments for everyone to reflect on any items that may need to be mentioned before the group scatters. We call this time of the agenda "random ravings." At this point, left over issues can be addressed or placed on the next meeting’s agenda for further discussion.

Circling:
Circling is the time when the regular meeting stops and everyone in the group takes a turn around the circle to speak about an issue. Usually, the person who organized the meeting or another member asks that the group circle and each member share her idea of what the focus of the circle needs to be. Everyone speaks briefly with comments limited to the focus of the issue. Circling can be helpful when tensions are high or when two or three people are at the center of a struggle.

Check Out:
Check Out can be the last thing on the agenda and allows each participant an opportunity to mention what he/she was able to take from the meeting. This is a time to reflect on the meeting's effects on each person.


YAC Tracks - 83
ON-GOING SUPPORT FOR YOUTH ACTION COALITIONS

Once your YAC has a purpose, a set of goals/objectives, structure, and members that have been trained, the issue of on-going support must be addressed. To maintain a Youth Action Coalition, several issues must be taken into consideration.

Ingredients for a great Youth Action Coalition:
- Funding, support from adults, enthusiastic members, calendar or timeline, meaningful projects/decision making responsibilities, communication, reflection, evaluation and celebration

Funding:
- through grants, organizations, fundraising efforts

Support from Adults:
- school advisors, administrators, parents, YES Ambassadors, community members, representatives from agencies, religious organizations

Maintaining a Calendar:
- to follow action planning/goal setting - a method of creating on-going support and structure for a group

Consistent (Steady and On-going) Communication:
- Building a system of communication that can be utilized regularly to support and inform YAC members and their supporters.

Meaningful Projects:
- Action based on goals of the body--decision making, training, service projects; this will be reflected on the calendar; supportive adults and youth leaders must help find meaningful activities and decision-making responsibilities for the group.

Reflection and Evaluation:
- A formal time to look at what's been done, assess the positives/negatives personally as well as for the body. This is a great time to review the YAC Mission and Goals: It will reinforce, challenge, transform or eliminate them. It is also a way for advisors and leaders to get usable feedback for future activities.

Celebration:
- Recognizing and celebrating the service contributions of young people. This works best after major events or projects are complete, to acknowledge the holidays, and/or at the end of a program or school year. Be creative!

KsCNCS Youth Advisory Council - An Example of On-Going Support In Kansas

Funding: Through Commission Grant

Staff Support: YES Ambassador, Office for Community Service sends monthly mailings, organizes and facilitates meetings, collaborates with YAC Chair to construct agendas, creates surveys/needs assessments and evaluations

YAC Chair: YAC Chair acts as liaison to Kansas Commission on National and Community Service, facilitates meetings, provides long-term vision

Program Advisors: Provide infrastructure, local support, transportation

Local Level: Capacity building to support Community Youth Action Coalitions - YAC, YES Ambassador and YAC Chair

Calendar: YES Ambassador and YAC Chair establish target dates for meetings; long range calendar to be approved by YAC members in 1995-96.

Consistent Communication: The YACTivator, Kansas' Youth Service Newsletter; Phone calls; Memos; Meeting minutes; Informational and educational mailings.

Meaningful Projects: YAC recommends all specifics for Celebration of Community Service in April of each year; members review grants, support youth service newsletter, assist in the planning and facilitation of YAC meetings and workshops.

Reflection and Evaluation: YAC members were asked at the final meeting of the 1994-95 school year to reflect upon and evaluate the Kansas YAC with a formal (written) evaluation. They participated in a group-evaluation and assessment of progress made on YAC goals, as well.

Celebration: Each year, Kansas YAC members celebrate a job well done!
Extra Steps...

Evaluating the progress of a Community YAC

Evaluating a program allows for a formal time to look at what's been done and look at positives and negatives. This is a great time to review the YAC Mission and Goals: it will support, challenge, change or eliminate them. In addition, evaluation is a tool which helps leaders and advisors to get usable feedback for future activities.

Evaluation can be done in a variety of ways very similar to those described for surveying Community Concerns in Step 1. In fact, it is so similar that we have modified the process of forming a Task Force only slightly to look at the issue of evaluation instead of youth concerns.

What is an Evaluation Task Force?

An Evaluation Task Force is a diverse group of young people who are interested in finding out the progress of a Youth Action Coalition on meeting its Mission and Goals. Evaluation is all about asking good questions.

Why create an Evaluation Task Force?

Participation in an Evaluation Task Force:

- provides usable data for maintaining a Youth Action Coalition,
- fosters leadership skills,
- offers a forum for Youth Voice, and
- offers hands-on learning experience

How can we form an Evaluation Task Force?

The following plan is a step-by-step process for mobilizing an Evaluation Task Force, evaluating the YAC, and analyzing the evaluation results. A Task Force will need a targeted amount of time to plan and conduct its research.

1) Get approval or permission from adults

Make sure that you have the support of officials, advisors, and members before beginning your project.

2) Choose a group of responsible young people from the YAC to form the Evaluation Task Force.

Make sure that the Evaluation Task Force is made up of people who are responsible and who are from different backgrounds, have different friends, etc. In other words, don't limit your Evaluation Task Force to kids from one group or clique. You may wish to involve all YAC members in the evaluation process!

3) Planning for Action:

a) At this stage the Evaluation Task Force will choose the central questions which will tell them about the progress of the YAC. Questions should be kept to a minimum; five or six key questions should suffice.

b) Discuss the different ways the Task Force can evaluate the YAC (questionnaire, interviews, or other methods) and to estimate the amount of time you will have to complete your project. Make the questionnaire or interview format. Questionnaires and Interviews work best when they are short, simple, and to the point.
(You may wish to review the Hand-Out entitled 'Questionnaires and Interviews: What They Are and How to Create Them' (located in Step 1).)

c) The Evaluation Task Force determines who will be interviewed or given questionnaires: members of the Youth Action Coalition only? all students? community members? aquifers (recipients) of service? advisors? administrators? all of the above?
d) The Evaluation Task Force sets deadlines for data collection and members take responsibility for conducting interviews or distributing and collecting questionnaires.

4) Interim Period: Evaluation in Action
Members of the Task Force conduct their research (questionnaires distributed and retrieved, interviews conducted).

5) Compiling and Analyzing Survey Results

a) Task Force members gather to share results of the evaluation process.
   i. Qualitative information can be categorized or listed
   ii. Quantitative information can be tabulated and converted into percentages

b) Task Force members discuss the evaluation results and answer the following questions:
   • Based on our findings, are we working towards our YAC's mission?
   • Are we reaching out to meet the community's needs?
   • Should we change our mission & goals or continue to work toward them?
   • What did we find out about the YAC while we evaluated it?
   • What can we do to improve our group?

6) Celebrate a job well done!

The Evaluation Task Force has completed research on the progress of the Youth Action Coalition in meeting its goals. The organization can now move on with new insight and direction regarding its mission and purpose.

The process for conducting an Evaluation Model for Youth was adapted from information in "Students as Evaluators: A Model for Program Evaluation," by Patricia Campbell, Susan Edgar, and Alice Halstead. Phi Delta Kappan, October 1994.
EVALUATION WORKSHEET

Use this worksheet to organize your plan to evaluate your Youth Action Coalition. Complete this worksheet BEFORE evaluating your YAC.

A) Who will evaluate the YAC?

B) How will we evaluate the YAC--what method will we use? (see "Evaluating the Progress of a Youth Action Coalition")

C) How much time will we need to conduct the research? When will the research be complete?

**************************************************************
Complete this worksheet AFTER doing the assessment.

D) Based on our findings, are we working towards our YAC's mission?

E) Are we reaching out to meet the community's needs?

F) Should we change our mission & goals or continue to work toward them?

G) What is our YAC doing well?

H) What can we do to improve our group?
Award Programs Related to Youth Service

AGES 18 AND UNDER

Alert Youth Award
Awarded by the National Association of Professional Insurance Agents for heroism in saving life or property. Ages 18 and younger. For more information contact: National Association of Professional Insurance Agents, 400 North Washington Street, Alexandria, VA 22314, 703-836-9340.

American Citizenship Award
This award honors K-12 students who make positive contributions to their schools and communities. The award pins are purchased by principals for presentation at schools. For information on administering these awards contact: The National Association of Elementary School Principals 1615 Duke Street, Alexandria, VA 22314-3483 or The National Association of Secondary School Principals 1904 Association Drive, Reston, VA 22091.

American Health Care Association "Teen Volunteer of the Year" Awards are given for volunteer work in nursing homes. Nominated by state health care associations, the award includes a plaque, gift, and expense-paid trip to the convention. Young people age 13-19 are eligible, and the deadlines is usually in August. For more information, contact: American Health Care Association, Public Relations Office, 1201 L Street, NW, Washington, DC 20005-4014, 202-842-4444.

The American Institute for Public Service and Weekly Reader 1993 Jefferson Awards In March each year the Weekly Reader, through its publications, calls for nominations of young people in grades K-6 who have done outstanding volunteer work in the community. For more information contact: The Jefferson Awards, 1025 Connecticut Ave., NW, Washington, DC 20036, 202-463-8340.

America's Teenagers Chip In Contest Nominations of 1000 words are called for in August for teenagers who volunteer time and energy to help their family, school, neighborhood or community. The 2 grand prize winners receive $5,000 savings bonds and the 2 Runner-Up winners receive $2,000 savings bonds. For more information write: America's Teenager Chip in Contest, PO Box 5381, Miami, FL 33102.

Boys and Girls Clubs of America "National Youth of the Year Award" These awards, given at the local, state and regional levels, are given for contribution to home, school, church, community and Boys/girls clubs. National winners receive a $5,000 scholarship sponsored by Reader's Digest. Young people age 12-18 are eligible.
Colgate Youth of America Award
Open to Boy Scouts, Girl Scouts, Boys Clubs/Girls Clubs, Camp Fires, and 4-H Clubs. Forty-three prizes from $100 to $2,000. March deadline. For more information contact: Colgate Youth of America Award, PO Box 1058, F.D.R. Station, New York, NY 10150-1058.

The Congressional Award
Members of Congress recognize the "initiative, achievement and excellence" of young people ages 14-23, involved in public service by means of the Congressional Award. Applicants earn the awards by completing a given number of hours of volunteer service, personal development, and physical fitness. There are three levels - bronze, silver and gold - each level dependant on the number of the hours the applicant participates in the three types of activities. All participants will receive the honor if they complete the requirements stipulated by the award. Bronze and silver awards are presented by local representatives in each congressional district. The ceremony for the gold medalists is held in Washington, DC. Recommendation forms are available from the national office and candidates may apply at any time during the year. For more information contact: Mrs. Kendall S. Hartman, National Director, 6520 Georgetown Pike, McLean, VA 22107, 703-761-6150.

Discover Card - Tribute to Young Americans
This award offers scholarships to high school juniors who exhibit excellence in many areas of their lives, not just academics. The award is available to juniors to allow adequate time prepare for their continuing education. Three awards are given at the state level, a Gold award of $2,500, a Silver award of $1,250, and a Bronze award of $500. The state award winners then compete for three national awards: Gold - $25,000, Silver - $15,000, and Bronze - $10,000. Deadline for submission of applications is January 10, 1995. For more information call (703) 875-0708.

Future Farmers of America (FFA)
Recognitions through high school chapters for community service, safety activities, agriculture awards, etc. For more information contact: Future Farmers of America, 5832 Mt. Vernon Memorial Highway, PO Box 15160, Alexandria, VA 22309-0160, 703-360-3600.

JC Penny National Golden Rule Youth Award
This award is offered in 100 local communities. Ten high school students from around the country are chosen to fly to Washington, DC for an awards program and one individual receives the grand award. This includes a $5,000 award that goes to the nonprofit organization of their choice and a $5,000 college scholarship. Interested individuals should contact the JC Penny store in their area to see if the award program exists in their region.

Keep America Beautiful, Inc.
Annual awards to youth and school groups for environmental improvements, etc. Presentation of awards in Washington DC. August deadline. For more information contact: Keep America Beautiful, Inc., Awards Program Coordinator, Mills River Plaza, 9 West Broad Street, Stamford, CT 06902, 203-323-8987.

Kids Care
Scholastic News, Inc. awards $1,000 to favorite charity. For more information contact: Scholastic News, Inc., 730 Broadway, New York, NY 10003.
National Crime Prevention Council  

National Safety Council  
The National Safety Council recognizes accident prevention and promotion of safety by youth groups and individuals. For more information contact: Community Safety Programs Areas, 444 North Michigan Avenue, Chicago, IL 60611-3991, 312-527-4800.

Noxema Extraordinary Teen  
These awards recognize teams from across the country who are changing the face of the world. There is one group Grand Prize award, 5 groups are Regional Finalists and 5 groups receive honorable mentions, one Grand Prize winning teen and 5 Finalists. The grand Prize winning group receives $5,000 for its cause and $5,000 for its school. The five Regional Finalist groups receive $2,500 for their projects. The Grand Prize winning teen receives $2,500 for his/her project and the five individual teen Finalists receive $1,500. Applications are usually due in March.

"Outstanding Total Youth" and "Outstanding Youth Project" Awards  
Given by the Civitan International Leadership Development Department for all areas of youth work, community service and projects on behalf of the physically and mentally handicapped. Open to all club members. Plaque awarded. For more information contact: Civitan International Leadership Development Department, PO Box 130744, Birmingham, AL 35213-0744.

President's Environmental Youth Awards  
Ten regional winners receive expense-paid trip to Washington, DC, to receive annual awards for contributions to the environment. July deadline. For more information contact: President's Environmental Youth Awards, 401 M Street, SW, Washington, DC 20460, 202-382-4965.

Religious Heritage of America  
Ten youth awards for service and/or leadership on church, school and community. Awarded in October with airfare and expenses for RHA weekend, conference. For more information contact: RHA, 7900 Jerome Avenue, St. Louis, MO 63143, 314-781-7888.

Sea Breeze Awards  

Student of the Year Award  
Awarded by the National Indian Education Association to deserving Native Americans. Also offers scholarship applications. For more information contact: National Indian Education Association, 1819 H Street, NW, Suite 800, Washington DC, 20006, 202-835-3001.
Take Pride in America
Recognizes youth who make contributions to public lands, natural, and cultural resources. Awards trophies to winners at the White House, Washington, DC. Check with state coordinators for deadlines. For more information contact: Take Pride in America, PO Box 1339, Jessup, MD 20794-1339.

United Nations Environmental Program
Recognizes environmental contributions by youth for Global 500 Awards. For more information contact: United Nations Environmental Program, Information and Public Affairs, PO Box 30552, Nairobi, Kenya; Tel. 333930; Telex. 22068; Cable address: UNITERRA NAIROBI

The Yoshiyama Award for Exemplary Service to the Community
Sponsored by the Hitachi Foundation, this award provides a unique opportunity to recognize those high school seniors who are engaged in extraordinary community service activities. Given to approximately ten high school seniors, it is accompanied by a gift of $5,000 over two years. This program is not based on academic achievement and high school students may not nominate themselves. The awards are based on the significance of the service activities, the extent to which the service provides a solution to important problems faced by society, and demonstration of self-motivation, leadership, creativity, dedication and commitment. For guidelines, please contact: The Yoshiyama Award, P.O. Box 19247, Washington, DC 20036, 202-457-0588.

Young American Medals
U.S. Department of Justice awards "Young American Medal for Bravery" and "Young American Medal for Service" for outstanding character and community service. Nominations must come from state governors. Also awarded is an expense paid trip to Washington, DC to receive medal. Ages 18 and under. For more information contact: Young Americans Medals Committee, 10th and Constitution Avenue, NW, Washington, DC 20001.

Youth of the Year Award
Awarded by Parents Without Partners to children of members of the organization for family, school, and community involvement. For more information contact: Volunteer Services, 8807 Colesville Road, Silver Spring, MD 20910, 301-588-9354.

COLLEGE - LEVEL AWARDS

Howard R. Swearer Student Humanitarian Award
Five students from Campus Compact schools receive $1,500 as a part of the Student Humanitarian Award each year. Students must be nominated by their college or university president. Applications are usually sent out in February and nominations must be submitted by April. For more information contact: Campus Compact, Box 1975, Brown University, Providence, RI 02912, 800-662-2266 extension 1119.
Giraffes on Campus

The central theme of the Giraffe Project is that our society’s problems will truly be solved only when enough ordinary citizens are willing and able to stick their necks out and take responsibility for working on the solutions. Through its network of spotters, the project learns of largely unknown people committed to courageous, compassionate service. After staff verifies each story, a committee selects those to be honored as Giraffes. For more information about the Giraffe Project and Giraffes on Campus, contact: The Giraffe Project, P.O. Box 759, Langley, WA 98260, 206-221-7989.

Michael Schwerner Activist Awards
Awarded by the Gleitsman Foundation to undergraduate college students who are challenging inequities on campus or in the community and promoting positive solutions for social change. Five awards of $1,000 each are presented annually. January deadline. For more information contact: Gleitsman Foundation, Michael Schwerner Activist Awards, PO Box 6888, Malibu, CA 90264, 310-457-6199.

Tylenol Scholarship Fund
Tylenol awards $1000 and $10,000 scholarships for higher education to students who demonstrate leadership in community and school activities. Deadline is November 15. For more information contact: Tylenol Scholarship Fund, Citizens' Scholarship Foundation of America, Inc., 1505 Riverview Road, PO Box 297, St. Peter, MN 56082, 507-931-1682.

Volunteer Spirit Award
The Volunteer Spirit Award presented by Buick is a student volunteer recognition program, which is currently on 40 Campuses. Students who distinguish themselves as volunteers on campus and/or in the community, receive recognition and awards for their efforts. In partnership with the university, the people at General Motors feel strongly that recognition of students who give freely of their time to help others is important for both students and society. The award winner on each campus receives a recognition award plaque, five shares of General Motors Common stock, and an awards ceremony and reception on their campus. For more information, contact: General Motors College Program, 6320 Canoga Avenue, Suite 1600, Woodland, CA 91367.

9 MONTH - 1 YEAR AWARDS/STIPENDS

Samuel Huntington Public Service Award
Graduating seniors who wish to pursue public service for up to one year before embarking on a career or graduate work are eligible for $10,000 stipend, and they may go anywhere they choose. For more information contact: Don F. Goodwin. The Samuel Huntington Fund, 25 Research Drive, Westborough, MA 01582, 508-366-9011.

Service Entrepreneur Awards (SEA Change Awards)
This award offers a stipend of $15,000 for nine months of service and is open to former Summer of Service participants who wish to design a new and innovative service project. The service projects may create new nonprofit organizations or initiate a new project in an existing nonprofit organization. Up to twelve Service Entrepreneur Awards will be given. For more information contact: The Corporation on National and Community Service at 202-606-5000.
Achievement Against The Odds Award
This award recognizes low-income persons for their outstanding community achievements using self-help approaches. For more information contact: The National Center for Neighborhood Enterprise, 202-331-1103.

America the Beautiful Fund
100 individuals and programs are chosen each year based upon community efforts that utilize free seed packets for the improvement of the environment. For more information contact: America the Beautiful Fund, 219 Shoreham Bldg., Washington, DC 20005, 202-638-1649.

American Red Cross "Woodrow Wilson Award"
This award goes to a young person under 21 for contributions to the American Red Cross and community. Nominations are done by chapters and the deadline for entries is December 15th. For more information, contact: American Red Cross, National Office of Volunteers, Attn: Awards and Recognitions, 17th and D Streets, NW, Washington, DC 20006, 202-638-3054.

Caring Institute Awards
This award goes to adults and youth whose actions exemplify a caring spirit. It includes a scholarship award for students. Nominations are due in May and winners are announced in September/October. For more information contact: The Caring Awards, 202-547-4273.

Chesebrough-Pond's National Hero Award
Honors 40 nominees in eight categories: Arts' Business, Entertainment, Legendary, Lifesavers & Crusaders, Music, Sports, and Kids through a national effort in People Magazine and newspapers nationwide. For more information contact: Chesebrough-Pond's National Hero Award, 150 East 58th Street, 15th Floor, New York, NY 10155, 212-421-9770.

Chevron - Times Mirror Conservation Awards Programs
Annual Awards of $2,000 are given to volunteers and organizations for conservation efforts. There is a December 31 Deadline. For more information contact: Chevron Conservation Awards Programs, P.O. Box 7753, San Francisco, CA 94120, 415-894-2457.

Jefferson Awards Under 35
This award is given for the greatest public service performed by an individual thirty-five years or under. Anyone is invited to submit nominations for the annual awards. The selection of award winners is based upon public service performed during the preceding calendar year. Awards are given by almost 100 local media sponsors and finalists in each state are selected to travel to Washington DC. To find out if there is a local media sponsor in your area, contact The Jefferson Awards, 1025 Connecticut Ave., NW, Washington, DC 20036, 202-463-8340.

Joint Action in Community Service
Awards for volunteer work in communities. For more information contact: Joint Action in Community Service, 5225 Wisconsin Avenue, Suite 404, Washington, DC 200015, 202-537-0996.
Joseph G. Phelan Award
Given by the International Juvenile Officers' Association to honor a youth for outstanding service in delinquency prevention and control. May deadline. For more information contact: International Juvenile Officers' Association, 309 Spring Hill Road, Monroe, CT 06468, 203-452-1509.

Lewis Hine Awards
Both paid and volunteer individuals who work on the behalf of children and youth are eligible. Nominations are due in late October and winners are announced in December. For more information contact: The National Child Labor Committee, 212-840-1801.

Maxwell House - Real Hero Awards
50 outstanding Americans are honored each year for their contributions and sacrifices to make a difference in their community. The 50 Real Heroes are honored at a week long, all expense paid trip to Washington DC. All nominations must be received by September 1. For more information write to: Maxwell House Search for Real Heroes, P.O. Box 514, Sayreville, NJ 08871-0514.

McKee Award
This award goes to individuals from the public and private sector who have contributed significantly to the development of the Partnerships in Education movement. Nominations are due July/August and recipients are announced in November. For more information contact: The National Association of Partners in Education, 800-992-6787.

National Public Service Awards
Awarded by the American Society for Public Administration and the National Academy of Public Administration to pay tribute to public service practitioners who have exhibited the highest standard of excellence, dedications, and accomplishment over a sustained period of time. Up to five awards presented annually. Deadline February. For more information contact: National Public Service Award, National Academy of Public Administration, 1120 G Street NW, Suite 850, Washington, DC 20005, 202-347-3190.

National Wildlife Federation National Conservation Awards Program
Annual awards for contributions to the environment. Awards statuette of a whooping crane and an expense-paid trip to receive the award. For more information contact: National Wildlife Federation National Conservation Awards Program, 1400 Sixteenth Street, NW, Washington DC, 20036-2286, 202-797-6800.

The President's Volunteer Action Awards
Both individual volunteers and volunteer programs, corporate and nonprofit are recognized. Nominations are due in January and winners are announced in April. For more information contact: The Points of Light Foundation, 202-223-9186.

President's Youth Service Awards
Provides a large scale grass roots system for recognizing youth, ages 5-22, for community service. Local organizations nominate youth, purchase, and present awards at two levels, The President's Award, and the National Award. Some winners selected to attend annual White House ceremony. For more information contact: President's Youth Service Award, c/o Jefferson Awards, 1025 Connecticut Avenue, NW, Suite 307, Washington, DC 20036, 202-8340.
YAC Tracks... A publication of
The Kansas Office for Community Service
PO Box 889 • Topeka • KS • 66601 • 913-234-1423
Editor: Karla E. Markendorf
YAC Tracks... A publication of
The Kansas Office for Community Service
PO Box 889 • Topeka • KS • 66601 • 913-234-1423
EDITOR: Karla E. Markendorf