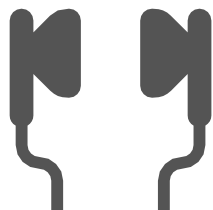
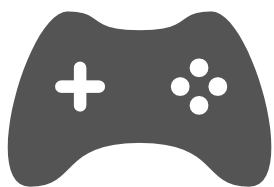


Youth Advisory Council Toolkit



Background

This toolkit is designed to help organizations engage young people, allowing youth to serve as true leaders for programs that affect them. Specifically, this toolkit is tailored for involving youth in local adolescent health programs through youth advisory councils (YACs). It can be used by local health departments, nonprofits, schools, and more to inform programming on a variety of health topics. While this toolkit may be distributed through paper copies, it will need to be viewed online to access some links and supplemental resources.

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1. Defining Youth Engagement

Lots of people and organizations want to include youth in their programming, but they don't know where to begin. A first step is to understand what we mean when we say youth engagement. Below are common terms and their definitions.

Youth Engagement

ACT for Youth defines youth engagement as “the result when young people are involved in responsible, challenging actions to create positive social change”. This means involving youth in planning and in making decisions that affect themselves and others. Youth engagement happens in [youth-adult partnerships](#) that are structured so that both groups contribute, teach, and learn from each other (2018).

Eight Approaches to Youth Engagement

1. Youth councils
2. Youth governance
3. Youth serving on boards
4. Youth voice
5. Youth leadership programs
6. Youth advocacy
7. Youth service

Youth-Adult Partnership

Youth-adult partnership involves youth and adults working together in collective action to benefit an organization or community. Youth and adults are colleagues. They struggle and celebrate together, and all members have the opportunity to collaborate using their unique strengths. The voices of both youth and adults are crucial in the collective action (Zeldin and Collura, 2010).

Positive Youth Development

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

Youth Leadership

Youth leaders from the Providers and Teens Communicating for Health (PATCH) Program talk about youth leadership in this way:



“Youth leadership is having a voice and giving other kids a **voice that wouldn't be heard otherwise**. It is making change and being aware of societal issues.”

“Youth leadership is important because **we are the next generation** to take the world into our hands. We have a vital say in what happens to society and what we can do to help.”

“Youth leadership is **being at the forefront of important conversations** regarding social change. Youth leadership is also giving youth the space to create change in their communities and ensuring that they recognize the value of their voices.”

“A youth leader is a **change-maker**, paving the way for the future of their generation.”

“Helps youth feel prepared to engage in leadership positions.”

“Empowerment...builds on [existing] skills and creates new skills.”

Characteristics of Authentic Youth Engagement

- Youth are **respected, valued, and trusted**.
- Youth feel **appreciated, safe, and comfortable**.
- Youth voices are **heard**—youth are listened to and their opinions are valued.
- Youth **make decisions**.
- Youth **gain leadership** skills.
- Youth make their **ideas realized**.
- Youth participate in the **social** aspects of their involvement.
- Youth create change and **make progress**.
- Youth are **experts in their own experiences**.
- Youth are **equals**.

(Jim Casey Youth Opportunities Initiative, 2012 and PATCH Youth Advocates, 2022)

2. The Benefits of Youth Engagement



Benefits to Youth

By extending opportunities for youth leadership, your organization can support positive youth development and social-emotional learning.



What Do Youth Gain From Being A Part Of Youth Engagement Efforts?

Skills: Youth can gain skills in leadership, communication, teamwork, cooperation, conflict resolution, initiative, strategic thinking, innovation, decision-making, time management, organization, negotiation, and more (Adolescent Health Initiative, 2014).

Confidence: Building skills, being trusted and listened to, and being involved in something larger than themselves helps youth build self-esteem and confidence (GeneratiON, 2012).

Community investment: Youth become more aware of community issues and more invested in making positive change in their communities (Rabinowitz, 2016).

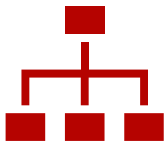
Better outcomes: Youth who have positive, meaningful relationships with adults are better prepared for adulthood and are less likely to engage in risk behaviors (Jim Casey Youth, 2012).

Experience: Youth gain leadership experience and practice new skills. They learn how organizational decisions are made. They can carry these experiences forward to help them achieve future goals (Rabinowitz, 2016).

Networks and new opportunities: Being a part of leadership projects and youth-adult partnerships exposes youth to networks and new opportunities, through which they can have a greater impact (GeneratiON, 2012).

Benefits to Programs

If your organization works with or serves youth, youth engagement opportunities are not extra work—they are the work. They are critical to your mission and support positive youth development. If your organization needs more convincing, youth engagement doesn't just benefit the youth. Youth leadership opportunities also help programs and organizations.



How Does Youth Engagement Benefit An Organization?

Fresh, new ideas: Youth can bring innovative ideas and solutions and new energy into your group. Having less experience means that they are more likely to think outside the box and bring new perspectives. While no one young person or group of young people represents all youth, they can help you learn about the needs and interests of their peers (Jim Casey Youth, 2012).

Better decisions: When your leadership team represents the people your programs serve, your decisions reflect their needs better and are more strongly grounded in reality (GeneratiON, 2012).

Credibility and buy-in: Both your adult stakeholders and youth will find your organization and programs more credible when they know youth voice is at the table. More youth may join or tell their friends to join if they know your program truly responds to youth needs (Rabinowitz, 2016).

Make a statement: Including youth as leaders in your organization shows that you believe youth voice is important. Incorporating youth voice is a strong way to show that your organization's actions are consistent with its philosophy (Rabinowitz, 2016).

Human resources: Though at first it can take additional resources to get youth up to speed, eventually they share work with adult partners (GeneratiON, 2012).

Community capacity: Building youth's skills and abilities also builds community capacity, which makes it a better place for everyone to live and work, including your organization (Rabinowitz, 2016).

Benefits to adult partners: Adults who partner with youth may develop more positive and/or realistic views on youth and change how they interact with other youth in your organization or in the community (Rabinowitz, 2016).



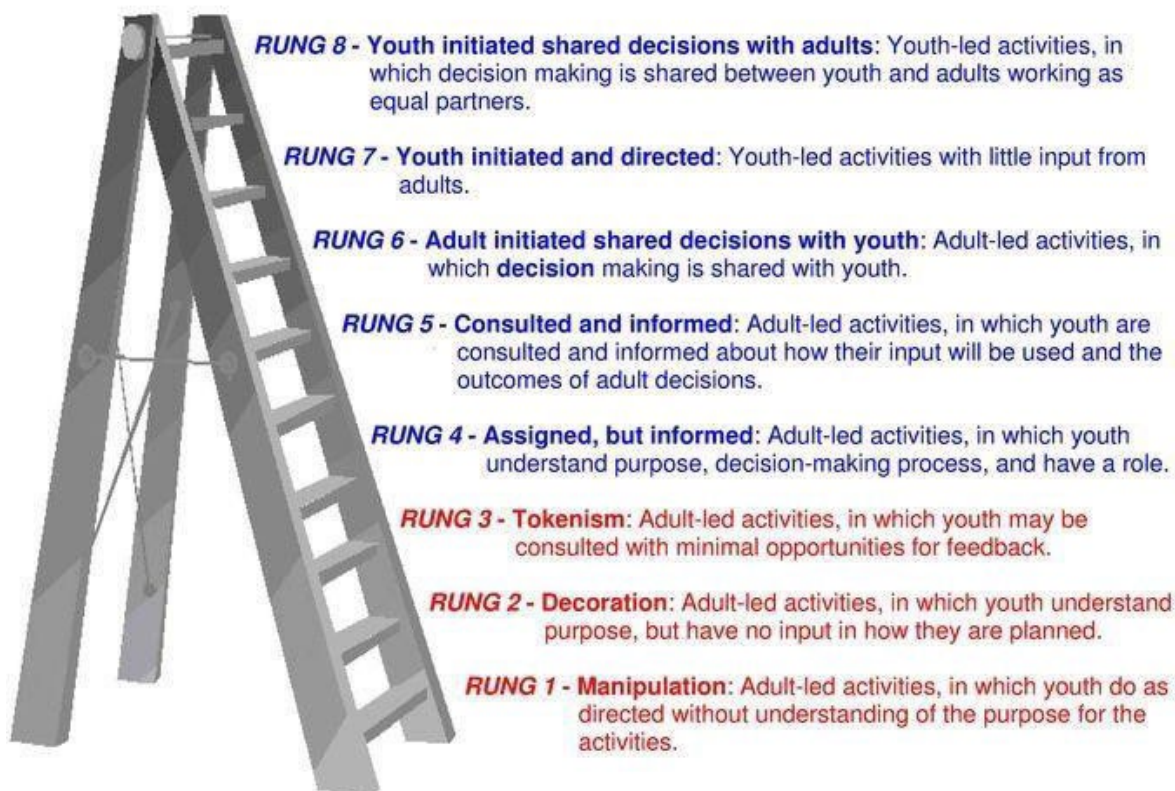
3. Getting Ready for Youth Engagement

It's important to assess your capacity and readiness for youth engagement before you begin as well as understand the different levels of youth engagement. There are a few theory-based approaches that can help us think about these levels.

Participation at Different Levels

One of the most popular theories of youth engagement is Roger Hart's ladder of participation (1992). This ladder helps visualize that youth can be engaged at different levels. (Graphic from [Youth Power](#), 2023).

ROGER HART'S LADDER OF PARTICIPATION



Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

Hart's ladder of participation **provides a starting point for thinking about youth engagement**, though not every level is applicable to every program or organization. For example, level 7 will not occur if youth are working with adults to improve an adolescent health program. Hart's ladder also reminds us to consider nonparticipation. Understanding nonparticipation (levels 1,2, and 3) is an important part of understanding youth engagement. Programs engaging youth should commit to **avoiding degrees of nonparticipation.**



Assessing Organizations Readiness and Capacity

Harry Shier, another youth participation expert, proposed an alternate model for understanding youth engagement called Pathways to Participation (2001). It includes five levels:

1. Young people are **listened to**.
2. Young people are **supported in expressing their views**.
3. Young people's **views are taken into account**.
4. Young people are **involved in decision-making processes**.
5. Young people **share power and responsibility** for decision-making.

The Pathways model goes beyond Hart's ladder and adds stages of each level.

For each level of participation, there are three stages:

1. **Are you ready?** You and/or your organization are ready to include youth voice at this level. This stage requires commitment. Are you truly ready to involve young people at the level that you want to? Is your team?
2. **Can you make it happen?** Once you are committed, you and your team or organization must make it possible for young people to be engaged. The opportunity must exist to include them. It means that needs (e.g., training, staffing) are met to include youth at your desired level and new procedures are established to make it possible. In spite of their readiness, including youth voice at the desired level is not possible for every organization because of constraints or unmet needs (e.g., lack of leadership support, lack of staff time, lack of understanding of youth engagement.) However, once they identify barriers, organizations can work to break them down and move to the final stage.

3. **Is it your policy?** Your organization or setting makes it a policy to engage youth at this level. It is the way the organization or setting does business. Responsibility for continuing to work in this way belongs to all staff, not just one person or group.

Self-Reflection

Continual self-reflection will be important to your youth engagement process. Here are a few other questions to ask yourself before you start to work with youth— and throughout the process. Doing youth engagement work well can be challenging. Keeping these questions on your mind will help you meet the challenges.

- Are you checking your assumptions at the door?
- Have you structured your effort so that youth will be able to lead?
- How will you maintain transparency throughout your work with young people?
- What were you like as a young person? What did you want and need?



Is Your Organization Ready to Include Youth as Leaders?

Directions: Organizations can use Shier's model to self-assess their current level of youth engagement and determine the level they want to reach. Below, Shier's model is adapted into a worksheet. Ask yourself these questions in sequence for each level, but go beyond checking the boxes. This worksheet can serve as a valuable discussion tool. If your team answers questions with "no," ask yourselves if you should be able to answer "yes." If so, what changes can you make to get there? Are you ready to make them? Not every organization must reach the highest level of youth engagement, but these are questions that all youth-serving organizations should ask themselves.

Level	Are you ready?	Can you make it happen?	Is it your policy?	What is your evidence?
1. Young people are listened to.				
2. Young people are supported in expressing their views.				
3. Young people's views are taken into account.				
4. Young people are involved in decision-making processes.				
5. Young people share power and responsibility for decision-making.				

Adapted from Harry Sheir's Pathways to Participation (2001).

There is a wide variety of assessment tools available online in addition to this one. For a more comprehensive assessment, check out the [Youth Engagement Toolkit Evaluation Tool](#) from the Youth Research and Evaluation eXchange (YouthREX). This tool covers organizational readiness, youth-adult partnerships, youth leadership and decision-making, evaluation, and diversity.

4. Ingredients for a Successful Youth Engagement Effort



While answering the question, “Can you make it happen?” for each level of engagement, you should consider the following ingredients for a successful youth engagement effort.

Dedicated Staff

Managing a youth engagement effort doesn’t have to be a full-time job, but it is important to have one or two designated staff people who can dedicate time and energy to making the effort successful, including arranging meetings and other logistics for projects; creating a safe, youth-driven space; and serving as a point person for the effort. This is especially important if you are running a youth advisory council or similar initiative (Adolescent Health Initiative, 2014).

If your organization can hire an adult advisor to your effort, the sample position description in the appendix on page 36 may be helpful.



Youth-Friendly Meeting Spaces

You might choose to meet in a community room, a coffee shop, a conference room, your office, anywhere! It is ideal if youth have some say in when and where you meet.

In-person:

- Let your young people design a space if you have funds and a space they can all their own.
- Ensure the space is accessible for people with different physical and mental abilities.
- Choose a quiet and lower distraction environment.
- Ensure the space has door or is away from other areas so youth feel the space is confidential.
- Develop safer space guidelines with youth and keep them on display.
- Rearrange the furniture so everyone can sit in a circle.
- Create spaces for movement.
- Bring flip chart paper so that youth can write their thoughts on the walls or help you take notes.

Virtual/Zoom:

- Add safer space guidelines to a presentation/slide-deck.
- Use icebreakers and introductions.
- Set expectations for participation.
- Provide a visual like a slideshow.
- Offer breakout rooms for smaller group discussion depending on the size of your group.

Resources

Besides staff time, resources can include a budget for projects, compensation for youth leaders, a space to meet, and technology to check in between meetings or to meet remotely. Things that may seem small, like snacks at meetings, can make a big difference.



Your group can make a little go a long way with careful planning and prioritization. Funding can be found from outside organizations, grants, stakeholders, and even local businesses (GeneratiON, 2012). Tips for seeking funding can be found on pages 43 and 44 of this toolkit.

When choosing your space and communications method, consider youth friendliness. Transportation can be a challenge for youth leaders. Can your organization provide it? Can you meet in a place that is convenient for youth? How you communicate matters. While you may not be used to conducting official business through text messaging or social media, that may be the best way to get in contact with your group—ask what works for them!

Goals

Before bringing youth on board, you should not only make sure that your organization is ready, but that you have a clear idea of why you want to involve youth: a vision for youth engagement. While it is important to encourage youth to bring forward their own goals and ideas, starting with your organization's "why?" can provide structure and support to both you and the youth (GeneratiON, 2012).

Why do you want to engage youth? Why this project? What role will youth play? Assessing your organization's needs is a great place to start. The next chapter provides more ideas on potential goals for your youth engagement strategy and activities that support those goals.



5. Youth Engagement Projects and Activities

What Youth Engagement Projects Make Most Sense for Your Organization?



Below is a non-exhaustive list of goals and activities for youth engagement opportunities. Many activities support multiple goals and all youth engagement opportunities can mix and match goals and activities.

Goal: **Provide youth perspective and advise on program content**

Projects and activities:



Propose new ideas for program.

Conduct program **evaluation**.

Create or provide **feedback** on health education or other program materials.

Participate in a **Photovoice** project to communicate community strengths and needs.

Design meeting space or the youth space for your program.

Goal: Be advocates and raise awareness

Projects and activities: **Identify change-makers** in their community and engage them to make a change.



Write to an **elected official**.

Create a **public service announcement**.

Create a video or **social media campaign**.

Conduct a **community project**.

Participate in **service learning**.

Host or participate in a **health fair**.

Hold an **awareness walk**.

Plan and host a table with a message in the cafeteria.

Goal: Teach others

Projects and activities: Plan workshops or **youth summits** regarding your organization or group's objectives.



Host trainings on topics important to the group.

Tip

Many organizations benefit from youth expertise by having youth train adults on topics like:

- Using **youth-friendly language**
- Understanding **youth's perspective**
- **What it's like to be a teen**
- **Outreach** to teens and parents

Goal: Gain leadership skills

Projects and activities: Be an **ambassador** for your program.

Recruit other youth.



Act as **peer mentors**.

Attend **professional development** opportunities.

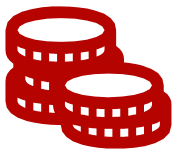
Participate in trainings, conferences, and other teams.

Participate in youth advisory council-specific **trainings by adult advisors**.

Lead own sessions at trainings (train other youth or adults).

Goal: Fundraise

Projects and activities: Write **grants** or letters of support.



Outreach to local businesses and **request donations** or grant funds to sustain programs.

Plan, support, and **host fundraising events**.

Goal: Prepare for adulthood

Projects and activities: Learn about your organization and the **work of professionals** in your organization or network.



Practice **civic engagement** skills.

Practice **positive interactions** with adults in both professional and youth-friendly environments.

6. Youth Advisory Councils



Youth advisory councils (YACs) are groups of young people who support and counsel organizations. They conduct activities and projects to benefit the organization and their community (GeneratiON, 2012).

Why Youth Advisory Councils?

While there are many ways to engage young people through organizations and programs, YACs can be an effective way to achieve a high level of youth engagement. YACs are a means by which to accomplish many of the youth engagement goals listed in the previous chapter. YACs are specifically designed for youth and give young people a formalized role in your organization's decisions and actions.

Creating a Youth Advisory Council

YACs are usually made up of young people with an adult supporter advisor. However, you can also structure your YAC as a youth-adult partnership, and include roughly equal numbers of youth and adults. This works best for specific projects that need the expertise of multiple adults and young people.

Structuring Your YAC

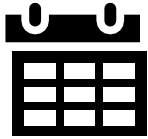
How you structure your YAC is entirely up to you. You'll want to consider several elements when planning the structure of your youth council.



Number of youth:

Youth councils of many sizes have done great work, from very small to very large. While you'll probably want to start off smaller, a larger group can function if youth have the opportunity to be a part of smaller group activities. This works especially well for large statewide councils. They can form a network of smaller local councils or connect the group members to existing local councils.

The experience of Wisconsin Department of Health Services partners indicates the most success in a group of no more than 12 without creating subgroups. Group dynamics, representation, and idea generation tend to be best in groups of 10-12.



Frequency of meetings:

How often a group meets will depend on what it wants to accomplish and the resources you have. Many YACs in schools meet weekly. Community YACs may meet monthly. Meetings could also be facilitated via conference call or videoconference to make communication more frequent if the group is spread out geographically. Make sure you set clear expectations with YAC members about the frequency of meetings.

It's important that meeting times are regular and easy to remember. For example, meeting every other week might sound like a good idea because meetings will be frequent while freeing up some time, but it can be difficult for youth (and adults) to remember which week you are meeting and lead to low turnout (Adolescent Health Initiative, 2014, p. 13).

When youth are brought on board, they can help decide when, where, and how often to have meetings.



Eligibility:

You will want to decide eligibility criteria for participants based on your organization's goals, your funding sources, and other factors. For example, most youth councils have age restrictions. Some only accept high school students. Some accept youth up to age 26. Others focus on middle school. The age group you choose will depend on the goals for your group, and may depend on some practicalities, like your funding source or what age group your organization is ready to work with (GeneratiON, 2012). Remember that, in general, the needs of a 12- or 14-year-old are vastly different than that of an 18-year-old. Make plans to properly serve the age group you choose.

You may also want to recruit only from a certain geographic area that your program serves. If you have meeting dates ahead of time, eligibility can depend on the ability to attend a certain number of meetings or events.

While some groups require a certain GPA or only consider applicants who already have extensive resumes, this is not always best for youth or the program. This limits opportunities for other youth who may not have found their passion yet, but could find it in your group. It also may exclude the precise population you intend to serve.

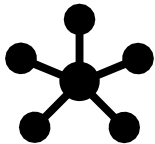
Recruiting Youth

Once you have all your plans in place, it is time to recruit youth! But where do you start? How do you get youth to join your group? There are several options.



Through nomination:

If you work in or with an organization that serves youth, you can ask your adult partners to nominate a young person to join your group. Be sure to be clear about the purpose of your group, and ask your colleagues to nominate youth in the population you are trying to serve. Nomination often works well when you are just getting started, or cannot or do not want to have a formal application process. It also may make sense if you are a statewide or larger organization looking to put together a board from the membership of existing groups. However, nomination has the disadvantage that it does not allow all youth an equal opportunity for membership, since adults choose who to nominate, and the nomination process in general is not youth driven. To solve this issue, many groups recruit youth through networks and ask adult partners to nominate youth to *apply* for membership.



Through networks:

Most YACs find their members through existing networks. While these networks include direct partners, they can also be wider than that. Recruitment can be done through listservs, teachers and school counselors, and a variety of community partners. You can also share your youth leadership opportunity through social media.



Through a public application process:

In addition to recruiting youth via networks, you can choose to further widen the pool of applicants by creating a general, public announcement, that allows any youth that meets the eligibility requirements to apply. This information can be shared via posters and flyers, your organization or partner organization's webpage, social media, or even a recruitment event.

You should note that youth are more likely to participate in a YAC or youth leadership opportunity if they are recommended or referred by someone they trust. It may be beneficial to hold an introductory or informational meeting for youth to learn more about the organization and youth leadership opportunity.

Application and Selection Process

One of the best ways to select youth for your YAC is through an application process. Many successful youth councils choose to frame youth participation as a job, meaning that youth are paid, and they go through an application and interview process. A youth job description can be found in the appendix on page 35. Examples of interview questions and application forms can be found in the [Game Changers: Establishing a Youth Advisory Council](#) and [Creating and Sustaining a Thriving Youth Advisory Council](#) toolkits.

If you choose to select youth using an application process, you will need to set up a selection process ahead of time. This is the perfect time to set the tone for youth leadership. If possible, include youth on the selection committee. This is especially important if you are already working with youth. Including them communicates that their voice is important and will grow your group according to the needs and priorities of the youth leaders you work with.

The selection committee will need to agree on the selection criteria ahead of time, prior to reviewing applications. Review the eligibility requirements with the group. Determine if a score sheet will be used and what kind. Determine what would constitute ineligibility (e.g., Will an incomplete application be considered? Will you consider youth who cannot make it to certain events?), as well as your hopes for the group that you will recruit. Your main priorities should be outlined in the application so that youth applicants are aware of expectations and able to address them (GenerationON, 2012, p. 26).

Select Your Youth Advisory Council

Make sure you have selected youth according to your selection criteria. Let them know they were accepted, and then send them a welcome packet with the appropriate documents to get them registered as a YAC member.

You may want to include:

- **Parental permission forms** for anyone under 18
- **Calendar of meetings** and orientation information as applicable
- **Photo release form**
- **Emergency contact form**
- **Behavioral contract** or organizational rules
- Additional information your organization requires for **risk management** (insurance cards, list of approved people who can transport the youth, signed blogging and social media policy)

Examples of parental permission and emergency contact forms can be found in the appendix on page 37. Detailed information on photo release forms, including a sample photo release form, can be found at [this link](#).

Please note that any waivers or other legal documents should be reviewed by your legal team.

Set and communicate your first meeting date, and you're off!



7. The First Meeting

Congratulations! You've hired your youth and started a youth advisory council or other youth engagement project.

What Happens Next? It Is Time For Your First Meeting.

Your first meeting (or several meetings, if your meetings are shorter) sets the tone for the group, but it doesn't have to be nerve racking. Focus on getting to know each other and making a vision for what your group can be. Keep it simple and fun. Building positive relationships among the youth, and trust between them and all adult leaders, is the focus during this time.



Introductions

Have the group members introduce themselves. You might choose to have them say why they decided to become a member of the group or share something unique about themselves. Don't forget to introduce yourself and any other adult partners that will be working with them. You should share in the same way they did.



Icebreakers

It is time to break the ice. Yes, icebreaker games are a necessity for any new group. From a question ball to a circle game like "As the Wind Blows" or "Two Truths and a Lie," you'll want to pick a couple of your favorites—or do an internet search for new ones. Not everyone enjoys icebreakers, but most people enjoy games. [**Youth Group Games**](#) is a great resource. Try to pick a couple that are not overused. Make sure the game is age appropriate, and be sure to include everyone, including adults in the space! If any of the youth seem reluctant, encourage participation by getting to know them and allowing them to step back until they feel comfortable.

More ideas for icebreakers and activities, with detailed instructions, can be found in Module 2, Section 1 of [**The Institute for Community Action Research's Youth Participatory Action Research Curriculum**](#) as adapted for the state of Oregon.



Self-Awareness and Team Building

In order to make a team that works together well, it is important to spend some time learning about one another and helping youth learn about themselves. Everyone brings different strengths, communication styles, and leadership skills to the group.

One way to start doing this is to have the group take a personality or strengths assessment. You will want to lead them through activities to help them interpret the results and apply those to help make a better team.



Group Norms

To create trust and make a positive learning or working environment, every group needs a group agreement or group norms. This agreement can include the way you want to go about achieving your goals (ex., expectations of meeting attendance, working on projects outside of meeting times), the way you want to treat one another, and what to do if someone is not meeting expectations.

Adult partners should guide youth voices in creating their own group norms during the first meeting. This allows youth to set their own behavioral standards, which they are more likely to follow and enforce with one another. Adult partners must let youth voices be primary in the process of setting group norms, but may add their own ideas. Discuss what you expect of one another and how the group would like to respond when someone does not follow these expectations. Once you have finalized the group norms, write them down, have all members sign the sheet, and display them. Review them at the start of each meeting (GeneratiON, 2012, p. 32). Detailed information on how to lead youth in creating group norms is included in the appendix on page 38.

Lots of people who work with youth also use behavioral contracts. They are usually sent in the welcome packet to be signed by youth and their guardian. They outline behaviors that are expected

Example Group Norms

One Mic: Only one person talks at a time

Don't Yuck My Yum: Refrain from negative language like "that's gross" or "that's stupid."

Confidentiality: What's said here stays here and what's learned here leaves here.

Use personal statements: Don't tell others' stories, even if they are your best friend. Share your perspective by saying "I feel" or "I think."

Step up, Step Back: If you are talking a lot, give others a chance. If you are not speaking up and you want to challenge yourself, say more.

Better than we found it: Everyone should make sure to leave a space clean and organized after our event.

(e.g., respect) and are mostly focused on what behaviors will not be tolerated (e.g., illegal substance use) and their consequences. Not everyone agrees about whether behavioral contracts benefit YACs. They can be seen as a scare tactic or keep out youth who are struggling with risky behaviors. Many of these youth can contribute to a group and may benefit most from the group's structure and support. Behavioral contracts are also largely created by adults with little to no youth input. If you do not choose to have a behavioral contract as a part of the welcome packet, the group norms can become your behavioral contract, and each of the youth can sign their own copy.



Group Vision

After you have spent some time getting to know one another and establishing trusting relationships on your team, it is worth using some paper or a dry erase board to brainstorm ideas of what the young people want to do in the next month, semester, or year. If you have a new group working on a specific topic, you may want to wait to do group visioning until after you lead the youth through training on the topic. When you begin visioning, start by brainstorming. Ideas can be narrowed down and details can be added as time goes on. Refer to Chapter 5 if your group needs some ideas to get started.

Going Deeper: Building Relationships, Learning About and Working across Difference

Youth often already have skills for working and forming relationships with people who are different from themselves. However, it is worth providing support to facilitate deeper learning about this topic.

Who am I? What is my role? How do I relate to others? These are key developmental questions that teens will be exploring naturally on their own. Your support can help youth find their place in their community and in society based on the unique things that make them who they are. At the same time, it can be hard to talk about differences such as culture, gender, and age.

Establishing a space where people trust each other, can ask questions, learn, and grow is the first step to building relationships, learning about and working across difference. For detailed ideas about how to facilitate activities regarding difference, please see Module 2, Section 2 of [The Institute for Community Action Research's Youth Participatory Action Research Curriculum](#) as adapted for the state of Oregon.

Example Personality or Strength Assessments

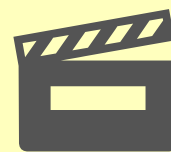
CliftonStrengths: Also known as StrengthsFinder2.0, this is one of the most popular paid assessments for teams. It is an online assessment that allows people to discover their top five strengths out of 34 themes. Some groups compile all of the themes to discover the team's overall strengths and use them to inform collaboration and action planning.

VIA Survey of Character Strengths: For a free strengths assessment, groups can use the VIA Survey of Character Strengths. The survey was created by Dr. Martin Seligman, the "father of Positive Psychology," and Dr. Christopher Peterson, and validated by Robert McGrath, Ph.D. The VIA Survey is regarded as a central tool of positive psychology and has been used in hundreds of research studies and taken by over 5 million people in over 190 countries. Both the youth and adult version of the VIA survey can be found [here](#). The survey, along with many other positive psychology tools and assessments, is also available through the [University of Pennsylvania Authentic Happiness Questionnaire Center](#).

Myers-Briggs Type Indicator (MBTI): MBTI is a personality assessment that helps people understand themselves better. The results separate people into 16 personality types. Knowing their type can help youth recognize patterns in the way they work, communicate, make decisions, and more. It can also help them appreciate the differences in others. MBTI offers a [paid online survey option](#). Unofficial or free versions are also available online.

Communications Style Inventory, Platinum Rule Assessment: This informal survey excerpted from The Platinum Rule, by Tony Alessandra and Michael J. O'Connor, helps users not only learn their own communication style, but also think through how this style impacts their work on a team.

8. After the First Meeting



You did it! You held the first meeting. After the first meeting, you may need some help getting started on your projects or keeping the group going. What do you work on? How is the group organized and led? What happens when things change?



A Youth-Driven Agenda

While adult advisors will probably set the agenda for your YAC at first, eventually you will want to get to the point where youth also facilitate sessions. You will find a sample agenda and agenda template on pages 39 and 40 of the appendix. You may choose to offer up an agenda template or skeleton and allow your youth leaders to adapt it, or you might want to leave the way meetings are structured entirely up to them. This depends on your group, what they want and need, and what you are trying to accomplish.

This process does not always have to stay the same. Adapt and adjust as needed.



Charters and Bylaws

Many long-term YACs choose to develop a charter and bylaws. Going through the process of developing a charter can help youth solidify goals for the group and create a process for governing themselves.

The charter and bylaws can answer tough questions, like how members are chosen and the term of membership. Can previous members return? If so, what should the ratio of returning to new members be? Youth should have input in all of this, and your organization may have requirements as well.

Youth may want to develop an executive committee—they can elect a president, vice president and other officers; limit leadership to co-chairs or create another structure. This should be documented in the charter and bylaws. Make sure the elected officials know their exact job, and make sure they help facilitate a welcoming environment for everyone. They may also want to define what the group does and does not do, how the group will address transitions and changes as time goes on, and more (GeneratiON, 2012). An example can be found on pages 41 and 42 in the appendix.



Planning for the Future

The future is unpredictable, but we can predict that things will change. Youth graduate, funding sources change or disappear, expectations from leadership shift. Through all of this, it is important to maintain open communication with the youth you work with. They won't be able to control or lead some of the changes; but, if you remain transparent, they can learn more about what it is really like to do this work. If you keep the future in mind, you will be able to give them more opportunities for input. Youth can help write grant proposals, decide how to fundraise, make a transition plan for when they graduate, ask leadership to prioritize an issue, and more. **As a facilitator, it is your job to plan far enough ahead that they have these opportunities.**

In particular, working through membership transitions—not losing the wisdom of your alumni members and orienting new members—can be challenging. Strategies to address this include developing a member handbook, which can be given to every member; asking leaders to document what they know through meeting minutes and other guidelines; and encouraging alumni members to stay involved as formal or informal advisors (GeneratiON, 2012).

Self-Care Check In



Try these activities with your group or on your own to promote health and prevent burn out. Ask the young people you work with, “What is one thing you are going to do to take care of yourself between now and the next meeting?”

Practice mindfulness: Mindfulness is a research-based practice of calmly acknowledging one's feelings, thoughts, and body sensations. Many free how-to videos can be found online. Find a quiet space and let the video help you find balance.

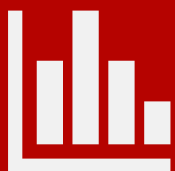
Be active: Being active has many health benefits, which include having more energy and feeling more positive.

Take stretch or dance breaks: Getting up to stretch (or dance) every hour will improve circulation and increase mental focus.

Focus on fruits and veggies: Eating well helps keep us healthy and strong. Try eating a fruit and veggie with every meal or aim for 5 or more servings per day.

Practice a hobby: Make time for the things that make you you. Hobbies can be a great way to “check out” of the sometimes stressful world of youth advocacy work.

Focus on gratitude: Take a moment to write down 2–3 things for which you are thankful. Acknowledging all the good in our lives can make us more effective workers and happier people.



9. Evaluation

Every program should be evaluated to ensure it is achieving the desired outcomes. If you have the resources, design your program with evaluation in mind. Both formal and informal evaluation should take place throughout your program. Consistently seek youth feedback. Ask youth to reflect on their achievements and make suggestions for improvement.

You can design your own evaluation, such as a survey or form, use existing tools, or do a combination of both. You might use a logic model for your program as the basis for your evaluation. For more information on logic models, see [this resource](#) from the Community Toolbox. For additional evaluation support, you may choose to recruit a fellow or intern. Including youth in your evaluation process is also highly recommended. Ask them how they define success and see if the program met their goals.

Youth Input: A Checklist

Below is a checklist of all of the things that youth can—and should—provide input on in a youth program. This input doesn't just have to come from a youth council or select group of youth. In fact, adult facilitators should strive to elicit feedback on these items from all program participants in both formal and informal ways. This can be done formally through surveys, meetings, forming work groups, focus groups, and more. Informally, adults should truly listen and consider all youth feedback that they receive, and ask youth what they think throughout programming.

- ✓ Physical environment (furniture arrangement, design)
- ✓ Program governance (ex., boards, committees)
- ✓ Behavioral expectations
- ✓ Communications
- ✓ Program schedules
- ✓ Program offerings
- ✓ Projects and activities
- ✓ Quality review and improvement
- ✓ Program evaluation
- ✓ Hiring and staff decisions (of both youth and adults)
- ✓ Recruiting other youth
- ✓ Community outreach

The items above are some of the items assessed in the Youth Program Quality Assessment (YPQA), a tool that can be used to evaluate your youth program (Adams, Brickman, & McMahon, 2012). You can access the full YPQA and learn about using it to assess your youth program [here](#).

10. Q and A

Frequent Problems and Solutions

I am having a hard time getting youth to consistently attend our youth council meetings. They sign up and seem excited, but they aren't showing up. What should I do?

Try paying them and treating it as a job. Show them their voice matters and you prioritize it. Also, make sure meetings are well scheduled, start and end on time, and generally are useful from start to end. If teens feel like a lot of their time is being wasted, they are less likely to come back. Find good ways to remind them—for example, can you text or email them reminders the day before and the day of the event? If you haven't heard from youth in a while, reach out to them and show compassion and understanding for what they have going on.

I am trying to facilitate youth leadership in a rural area, and distance and transportation is a huge barrier for achieving our youth council's goals, or even seeing our youth on a regular basis. Any suggestions?

Transportation can be a huge barrier, but we know meeting in person is sometimes the most productive. Consider applying for funding to cover transportation. That way you can offer gas cards to the young people who drive, cab or bus vouchers to those that will use them, or pay staff mileage to transport youth. You could also help to organize carpools for young people in similar areas to conserve resources. Sometimes parents or local partners are willing to be drivers and make a standing commitment to getting youth there. If you're looking for alternatives, consider getting small groups together, or having some call-in meetings to ease the burden. Youth really enjoy meeting in person, so keep a commitment to an in-person meeting in the future to keep them engaged.

Do you have suggestions for engaging youth not working or in school, or other traditionally underserved youth as leaders in our programming?

Know your community and use your connections. Work with service providers like counselors, social workers, culturally specific programs, or other youth-serving organizations to identify and connect with these youth. Ensure that youth workers in your area know of your program and how to connect young people to it. Then, have open conversations about barriers to participation and address them individually.

The young people in my area seem really overscheduled. There isn't anything like the leadership program we hope to offer in the community, but between school, sports, other activities, and family commitments I don't know when to schedule any of our activities so that youth can attend. I think we have something of value to offer, but the youth's time is limited. What do you think?

Establish Consistency: It's all about establishing consistency. We've found maintaining a common time allows young people to plan better and allows other organizations to work around what you have established. Additionally, if you communicate these times early, like scheduling the meeting dates for the year, it allows teens the opportunity to opt in based on availability and engages teens who are able to prioritize the effort.

Check Youth Availability: When setting consistent dates, DO make sure you consult the youth members. It might be helpful to have a school calendar to know when major school events are happening and check in with youth about other community events that may conflict with the meetings. Additionally, consider nontraditional meeting times. Maybe there is an opportunity to meet before school, over the lunch period, or on weekends.

Meeting Frequency: Consider how often you are meeting and if you need to be meeting as often as you do. Are there ways to alternate meetings, allow different meeting times for different "committees" or offer flexibility that doesn't overburden the group?

Meeting Requirements: When things are optional, other activities simply take precedence and it's unlikely that you'll get any reliable participation. Attempt to frame the commitment as a privilege, like a job! You may get fewer applicants, but they'll be committed and take the role seriously, prioritizing it over other activities.

Provide Stipends: If you can, pay your group members. This allows them to prioritize it as a job and treat meetings the same as they would a shift at work.

There is a young person engaging in disruptive behavior during our youth leadership opportunities. I'm not sure how to respond. Any suggestions?

Consider working with the group to set group norms or safe space guidelines at the beginning of programing. Outline acceptable and unacceptable behavior and prioritize respect for the team and the space. Make it clear that anyone in the space must adhere to making it a safe, welcoming, and positive environment. Also, ask what to do if someone is not meeting expectations and then follow that response. Set the group norms or guidelines before the program starts and revisit them at every meeting or keep the guidelines posted in the room so it can be referenced when needed.

Further, consider making individual progress reports and one-on-one check-in opportunities as a standard part of your work. This allows teens to self-reflect and also allows you to bring up the disruptive behavior and make a plan moving forward without embarrassing the teen or calling them out at an inappropriate time.

Special thanks to the [Providers and Teens Communicating for Health \(PATCH\) Program](#) for answering these frequently asked questions. If you are working on a project that will affect youth or young adults, consider [consulting with PATCH Youth Advocates](#) on your project!

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Additional Resources

Being Y-AP Savvy: A Primer on Creating and Sustaining Youth-Adult Partnerships

Shepherd Zeldin and Jessica Collura

Center for Nonprofits, University of Wisconsin-Madison

4-H Youth Development, University of Wisconsin-Extension

Do you need more tools to structure your organization toward effective youth-adult partnership? This guide includes tools for defining quality youth-adult partnership in your organization, deciding why it is important and where it should occur within your activities, building a culture of partnership, and sustaining Y-AP. Included are many worksheets and conversation starters to guide your process.

Creating and Sustaining a Thriving Youth Advisory Council

University of Michigan Health System's Adolescent Health Initiative

This is a completely example-based toolkit based on the experiences of youth in six youth advisory councils for school-based health centers across the state of Michigan. It is helpful to see the steps of creating and sustaining a YAC through tangible, specific, real-life cases. There is also a large appendix of resources, including sample applications, interview questions, meeting agendas, and bylaws.

Game Changers: Establishing a Youth Advisory Council

generationOn, A Points of Light Enterprise

Take a look at this step-by-step guide to establishing a youth advisory council. It approaches many of the topics covered in similar resources from the angle of service, but many of the overall principles can be applied to any youth advisory council. It also has an extensive appendix, including applications, letters of acceptance/declination, code of conduct, waivers, and feedback forms, if you need more examples.

Including Youth on Your Board, Commission, or Committee

Community Tool Box: The University of Kansas

This section of the Community Tool Box is designed to help existing boards learn why and how to include youth. If you work with an existing group of adults, you can consult this resource to consider whether including youth is a good fit, recruit and engage youth, learn how to train the board to work with youth, prepare youth to work with the board, get ideas on how to structure your partnership, and evaluate the experience.

Positive Youth Development Measurement Toolkit

USAID, PEPFAR, and Youth Power

This is a deep dive on evaluating youth programs, and includes a framework to measure positive youth development, indicators, and how to create a logic model using these items. It also includes examples of how this framework can be applied using a case study.

Youth Leadership Toolkit

National Resource Center for Youth Development

The Youth Leadership Toolkit provides the fundamentals of meaningful youth engagement strategies, including strategic sharing, public speaking, focus groups, outreach, and branding. While aimed at professionals who work with youth in foster care, the information included can apply to most youth. It also includes a guide that specifically addresses traveling with youth, which can be a part of many youth leadership activities.



Appendix

Examples and Resources

Youth Leader Job Description

Do you want to **change the world**? Interested in **improving the health of young people** like you? Got a passion that you **HAVE** to share? **[Program]** is **hiring Youth Leaders**!

What is [Program]?

[Insert mission statement]

Job Description

We want to improve adolescent health—and to do that, we need young people in charge. Develop your communication and leadership skills, learn more about health and wellness, and work directly with health care advocates, health professionals, policy makers, and partners throughout Wisconsin who are dedicated to improving adolescent health.

Apply NOW!

Email cover letter and resume to [Name at email@email.com].

For questions, please email [Name], or call at [xxx-xxx-xxxx].

- ❖ You will learn about key issues in adolescent health and be offered the opportunity to help **be a part of the solution**.
- ❖ You will learn how to give feedback on **health-related** materials, procedures, and policies that affect you. You will make your voice heard.
- ❖ You will **be a leader** for other teens in your community.
- ❖ You will create your own **health advocacy** project!



Duties

- **Attend in-person training** [insert dates] and **monthly conference calls** with the group.
- **Respond to requests** for feedback on health-related initiatives or materials once a month.
- Create a **health advocacy project**.



Hours

[5–10 hours] **per month** in the evenings, plus in-person training.
Pay is [\$12/hr].



Qualifications and Requirements

- **[14–24 years old]**
- Able to commit to program for **one year**.
- Passionate, responsible, flexible.
- Able to **communicate reliably via email and telephone** and to **travel** to in-person training on [dates].
- Motivated; able to **work on projects independently** and hold self accountable.

Youth Program Coordinator

Job Description

Do you want to **change the world**? Interested in improving the **health of young people**? Are you passionate? Energetic? Real? Can you support young people as they learn and grow as advocates? **[Program]** is **hiring** a **Youth Program Coordinator**!

What is **[Program]**?

[Insert mission statement]

Apply NOW!

Email cover letter and resume to [Name at email@email.com].

For questions, please email [Name], or call at [xxx-xxx-xxxx].

[xxx].

Job Description

The Youth Program Coordinator shapes the entire experience of youth leaders in [program] through building a team, fostering a positive relationship with each youth leader, planning and implementing of activities for youth leaders, and creating experiences to give the youth leaders the tools to take charge.

Duties

- **Recruit** youth.
- **Select** youth.
- Schedule and arrange **logistics** for in-person youth leadership training [insert dates] and monthly conference calls with the group.
- Maintain existing **partnerships** with [local health department, school, etc.]. Form new partnerships to enrich youth experience.
- Develop youth programming—**research community needs** [etc.]
- Create a curriculum to **lead youth** through the process of creating their own **community advocacy projects**.

Compensation and schedule

[\$XX,XXX], full-time, **40 hours per week**

Qualifications

A successful candidate for this position:

- **Understands [topic]** and its impact on youth.
- Has previous program coordination or **youth leadership experience** (required).
- Is able to use **positive youth development** and **youth-adult partnership frameworks**.
- Is able to use methods of **technology** to connect with youth across long distances (social media, email, conference calling technology, Skype, etc.)
- Is able to **form strong relationships with youth** while maintaining **healthy boundaries**.
- Is motivated; able to work on projects independently and hold **self accountable**.
- Possesses **strong skills** in team building, decision making, problem solving, communication, mediation, and negotiation.

Permission Form Templates

I, _____, give permission for my child, _____, to be a part of [program], which consists of attending regular meetings at [location] and [time].
I understand that transportation [will/will not] be provided. [Transportation details].

Emergency Contact Information

Full Name:

Relationship to Child:

Phone Number:

Signature:

Meeting Permission Form

I, _____, parent or guardian of _____, understand that my teen will be attending [meeting name] in [location] on [date] at [building-optional] from [time-time]. The youth advocates will be participating in [description of activity]. Youth will be accompanied by [staff] from [time-time].

Signature

Special needs/accommodations:

Exercise: Establish Group Norms

Establishing these norms in the beginning helps group participants understand, recognize, and take ownership of how everyone is expected to be in the group space. Below is an example of how to set up group norms.

Materials Needed

- Flipchart paper
- Markers

Instructions

- Before activity write NORMS on the top of the flipchart paper.
- Facilitator has anyone answer (being mindful to not have any one person dominate the conversation):
 - What comes to mind when you think of supportive group?
 - What are you excited for this year?
 - What challenges might we face as a newly formed group (meaning we have newcomers)?
 - What are some things we should learn about each other so we can work together well?
- Facilitator, “Thank you. We believe that getting to know each other and setting norms can help us work together well as a group so that is what we’re going to do today!

Creating Norms for the Year

Facilitator explains to participants, “We want to make sure that this space is a safe environment for each of us to try new things, make mistakes, and grow.”

- Facilitator asks the whole group to answer, one at a time: What's a place you feel like yourself?
- Facilitator has anyone answer (being mindful to not have any one person dominate the conversation):
 - What makes that place feel safe?
 - What do you like about being there?
 - What's it like to hang out in a place that's the opposite of that?
 - How do you act differently when you're uncomfortable?
 - What kinds of things do people do to make a place feel uncomfortable or awkward?
 - How do you act when you're feeling like you can be yourself?
 - What difference does that make?
- How can we behave to make this a safe place where we can be ourselves?

Special thanks to EndAbuse Wisconsin for providing this exercise.

Sample Agenda: Social Media Campaign

June 1, 2018
5:00 p.m.
Anytown Library

Group norms:

One mic
Confidentiality
Step up, step back

Don't yuck my yum
Use personal statements
Better than we found it

Welcome and Introduction

10 minutes

- Name, pronouns, icebreaker question: "If you were an animal, what animal would you be?"
- Brief overview of agenda

Event planning

10 minutes

Discuss timeline for social media campaign

Discussion

30 minutes

- Narrow down previously brainstormed ideas for campaign
- Decide on slogan
- Next steps → What will we need to get started?
- Homework → Assign tasks to groups for next steps
 - Graphic design
 - Accompanying activities
- Update timeline
- Time for feedback: questions, comments, concerns

What's next?

10 minutes

- Review next steps
- Agenda always open

Agenda Template

[Date]

[Time]

[Location]

Group Norms:

Welcome and Introduction

[Time]

- Name, pronouns, icebreaker question: _____
- Brief overview of agenda

[Facilitator]

Discussion and Planning

[Time]

- Topic
- Question

[Facilitator]

Next Steps

[Time]

- Next meeting
- Review any assignments

[Facilitator]

Charter Example

Article I – Purpose

The purpose of this organization shall be:

- A. To promote the health and safety of adolescents in Wisconsin.
- B. [purpose, mission, vision, and objectives]

Article II – Membership

- A. In no aspect of its programs shall there be any difference in the treatment of people based on race, creed, color, national origin, disability, age, gender identity, any consideration of sexual orientation, or any other classification that would deprive the person of consideration as an individual.
- B. There can be _____ members.
- C. [Describe how someone becomes a member and—if applicable—how and why someone might be removed from membership].

Article III – Officers and Duties (if applicable)

A. [Example: Executive Board]

The Board will be composed of the co-chairs, secretary, treasurer and publicity chair. Any member of the group is eligible to hold office. In case of a vacancy, the group will elect a replacement at the next meeting of the entire group. An officer may be removed by a two-thirds majority vote of the organization.

B. Responsibilities of Officers:

Co-Chairs: lead general and board meetings. Develop programming for the meetings and facilitate discussions during the meetings. Act as a liaison with institutions, organizations, and people engaging with [your organization].

Secretary: Record notes during the meetings and collect data on the number of members who attended. Send meeting reminders.

Treasurer: Responsible for managing the [organization] budget.

Publicity Chair: Facilitate the creation of publications and advertisements for [your organization] and its events.

Article IV – Advisor

- A. [Person] is responsible for advising [your group].
- B. The advisor will be responsible for supporting the organization by providing advice on its operations and making sure it acts in accordance with the values and policies of [your organization].
- C. [Describe how advisor selected].

Article V – Meetings

- A. Meetings will be held [how often].
- B. Members will receive notification of special meetings at least ____ days in advance.
- C. The chair and co-chair have the authority to run meetings, and if necessary, the other members of the executive board can run the meetings.

Article VI – Elections

- A. Elections will be held at the second-to-last meeting during the spring semester.
- B. Members will be notified two meetings in advance of any election.

Article VIII – Amendments

- A. Any member may propose an amendment at any point during a meeting.
- B. An amendment will be discussed for integration into the charter if it received a majority vote at the meeting when it is first suggested.
- C. Discussion for integrating an amendment needs to occur within two meetings after when first proposed.
- D. An amendment requires a two-thirds majority vote to be adopted.

Tips for Writing Grants

Large Net

- Donation requests
- Foundations
- Social responsibility/Business
- City government
- County government
- State government
- Federal government
- Community Development
- Financial Institutions
- Partnerships

Resources

[The Grant Plant](#)
[UW Madison Grants Information Collection](#)
[Grants.gov](#)
[Vendomet.wi.gov](#)
[Philanthropy News Digest](#)

Vision First

- Be aware of State Plans.
- Know the evidence.
- Create a committee.
- Have a plan!

Resources

[Tearless Logic Model](#)
Plan-Do-Study-Act
Evaluation Plan

Technology

- Mirror the format of the application.
- Explore hidden features.
- Leverage the strengths of Excel, PowerPoint, Publisher, and Word.
- Do not expect the system to work the day the grant is due.

Resources

How-to Videos and Blogs

7-Second Rule

For data that are not required (charts or tables): Be able to read the data or graphic and understand it in less than 7 seconds. Too long = Gone!

Resources

[Stephanieevergreen.com](#)
[Colorbrewer2.org](#)

Sparkle

- Save past applications and piece them together when possible.
- Make a list of key words.
- Be organized and share resources.
- Make a grant summary document.
- Read the rules and use the application as an outline.

Resources

Your colleagues
Create a shared file folder for all of your organization's grant applications.

“Skate where the puck is going.”

Sample Donation Request Letter

March 23, 2018

Jane Doe
777 Lucky Street
City, WI 12345

Subject: Opportunity to sponsor youth leaders in our community.

Dear Ms. Doe,

For nearly five years [My Organization] has been ensuring youth are ready to succeed after high school. We do this by engaging youth as partners in the planning, implementation, and delivery of our many programs. This year, our goal is to raise \$100,000 to support the Awesome Sauce Youth Leadership Council. For many of the Awesome Sauce youth leaders, the Youth Leadership Council is their first job. Awesome Sauce trains youth on important skills such as leading teams, facilitation, civic engagement and more.

Alan is a great example of how the Awesome Sauce Youth Leadership Council keeps youth on the right track. Before Alan joined the council, he was failing two classes and had no plans after high school. After joining Awesome Sauce, Alan has developed a deep love of gardening and horticulture, is passing all of his classes, and was recently admitted into XYZ University where he plans to study urban agriculture.

John is just one of many amazing youth leaders who benefit from the Awesome Sauce Youth Leadership Council. [Your Organization] is invited to join our annual **Supporting our Youth Gala**. The gala will include breakfast, a silent auction, and youth performances. We hope that your organization will consider sponsoring the event by pledging online at [\[website\]](#) or returning the pledge form below to 123 Street Name.

Sincerely,

Support Our Youth Gala Sponsorship Pledge Form

What level of sponsorship are you interested in providing?

- ☐ Individual Ticket \$25
- ☐ Table Sponsorship (8 tickets) \$200
- ☐ Event Sponsorship \$1000
- ☐ Donation of an amount of your choice \$_____

Pay with a card online at [\[website\]](#) or send a check with this pledge in the self-addressed envelope provided

Thank you for supporting the Awesome Sauce Youth Leadership Council



WISCONSIN DEPARTMENT
of **HEALTH SERVICES**