

# Youth Leadership Forums

A Handbook for  
Army Child, Youth & School Services Staff



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The Youth Leadership Forum Handbook is a resource for Youth Program professionals. It is an easy-to-read guide designed to assist planners in growing program quality through careful logistics planning, stronger involvement of youth in program development and evaluation, strategies for implementing the program in the most effective way possible, and evaluating strengths and future directions after the program has been delivered.

Many people contributed to the development of this unique handbook. First we would like to thank M.-A. Lucas, Director of Army Child, Youth & School CYS Services, who recognized the need for this type of documentation in strengthening the impact staff have on the lives of Military middle school and teen youth. This directly reflects the high quality of the tangible products and outcomes which have resulted from projects that utilized our Army youth as resources. We also recognize Sherri Wright, National Program Leader (retired), National 4-H Headquarters. Her strong support and leadership in the 4-H/Army Youth Development Project have created many opportunities for the 4-H vision of youth leadership to be realized. Finally, we would also like to recognize the Army and 4-H youth who have worked within the Teen's Chain of Communication and other CYS Services programs. Their hard work and dedication to representing their peers are among the many valued contributions that have profoundly influenced this document.

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This guide will assist adult professionals to expand their knowledge of youth program design, execution, and evaluation. It will help to build stronger mentoring skills and greater youth involvement in all aspects of their youth program. Finally, this guide will assist them in realizing the 4-H vision of youth as active and contributing members of their communities right now, and it is to these youth that this guide is dedicated.

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# WELCOME

Welcome to the Youth Leadership Forum Handbook. As Army Youth Program professionals, we want our programs to be outstanding. In Child, Youth & School CYS Services, doing the best job possible is an expectation that comes with the territory. There are critical pieces that must be in place to be considered successful by Army standards. “Successful” programs meet or exceed the planners’ goals, involve youth as resources, showcase Army values and minimize risk. This Handbook outlines Army CYS Services standards and expectations, shows how to involve youth in the planning process, and identifies leadership expectations for CYS Services professionals conducting those programs.



A Youth Leadership Forum (YLF) may be something large such as a Region Youth Leadership Forum or it may be as small as a lock-in at the Garrison youth center. Your YLF may last a day, multiple days, or even a series of dates. Your YLF may be on or off the Garrison. From logistics planning to program evaluation, this handbook is designed to bring together the information needed to conduct Army strong youth development programming activities and Youth Leadership Forums with reduced risks and measurable outcomes. As a CYS Services professional you are encouraged to read it carefully and revisit it often so that you are prepared for contingencies large and small. You are also encouraged to execute its guidance with your program’s own “creative flavor,” and to meet its standards in your own unique and interesting ways.

Garrisons will conduct Youth Leadership Forums individually or in groups prior to their Region YLF and will usually be no longer than three days in duration. Issues raised and “lessons learned” during the Garrison YLF will be addressed during Region YLFs. Participation in Garrison YLFs will be open to all. Detailed information for Garrison YLFs including staff responsibilities, application process, computer release, issues template and After Action Report are posted on the CYS Professional Website, <https://cyservices.army.mil>.

Region Youth Leadership Forums will generally be conducted over five days and include:

- A theme/title/specific focus
- A service learning project
- An opportunity for you to share experiences and establish support systems related to deployment
- Technology access and integration
- Workforce preparation workshops
- A process for identifying and prioritizing youth issues including those identified at the Garrison level
- Teen selected open recreation activities



During Region YLFs participants will develop a Region action plan for how they will contribute to their Garrisons in three areas; Service Learning, Technology and Character Education.

The Action Plan document will be submitted to FMWRC-CYS Services with the YLF AAR. A final report will be submitted to FMWRC-CYS Services six months after the YLF. Adult Advisors attending YLF will be charged with supporting youth to execute the Action Plan. Detailed information on Service Learning projects can be found in the Service Learning Manual at [cyservices.com](http://cyservices.com)

Region Youth Leadership Forums will be coordinated by Region 4-H/Army Youth Development Specialists. Required forms described in this Handbook as well as other useful information for Garrison and Region YLFs are posted on the YLF website at >>[www.armyylf.org](http://www.armyylf.org)<<

No handbook can apply to every situation all the time, and some of the following guidance will not apply to small or “daytime only” events. If you have questions about it’s appropriateness as you plan your YLF, you should contact your CYS Services Coordinator or other supervisor within your chain of command. For now, strap on your seatbelt and start the engines...it’s time to blast off into the exciting world of Youth Leadership Forum planning!

## Weaving Character into Our Programs

As you work with this handbook and as you move to everyday application keep in mind that character education should be woven throughout all that happens at CYS Services. There are a number of ways you can promote character development in youth:

- **Model good character.** One of the best ways to teach and encourage character is by example. Youth, like adults, learn from what they do and see. Listening with respect, planning programs with character in mind and modeling good character can be a great help as youth learn to make wise choices. Be aware of your actions, words and even your thoughts throughout the day, at the Youth Center and at home. Consider your choices in the context of good character.
- **Speak the language of character.** Youth cannot develop an understanding of positive character unless people around them use the clear language of right and wrong consistently.
- **Make character visible.** The Six Pillars of Character<sup>SM</sup> should be posted everywhere in the Youth Center. Character Counts! posters and signs send a great message and can be attractive additions to the facility.
- Develop an ear and eye for what youth are absorbing since so much of what they take in daily involves making ethical decisions. Books, songs, the Internet and films are continually delivering messages – of good character and bad – to youth, so it is important to allow young people an opportunity to process conflicting information they hear from sources outside the Youth Center.
- **Recognize teachable moments.** Building good character requires patience and attention. Look for instances where you may talk more with youth. Encourage them to talk about their day at school and conflicts they have with other youth, parents and teachers. Use these opportunities as teachable moments. Help young people define what the right thing to do is in a situation they are facing. Discuss times when you had to make a choice between right and wrong and the consequences of your decisions.



\* CHARACTER COUNTS! and the Six Pillars of Character<sup>SM</sup> are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics, >>[www.charactercounts.org](http://www.charactercounts.org)<<.



# YOUTH LEADERSHIP FORUMS

## A Handbook for Youth Program Professionals

Youth Program professionals demonstrate a commitment to quality programming by:

- Involving youth in program development and evaluation,
- Reducing risk to youth with thorough logistics planning,
- Implementing the program in the most effective way possible, and
- Evaluating what did and didn't work, for continued improvement.

## Involving Youth in Youth Programming

Without proper youth involvement, your Youth Leadership Forum is put at a disadvantage before you've even begun. The biggest mistake most adults make when planning a YLF is how they involve youth. The adult planner's ideas about youth and youth input can be the difference between success and failure in developing programs. A clear understanding of how the Army views youth can help adult planners avoid pitfalls and design their programs for success.

## Setting Goals

As you work with youth to make YLF plans, you must consider the questions, "Why are we doing this?" What are we hoping to accomplish? What are we trying to achieve? Without these answers you can expect to spend a great deal of time, create a lot of confusion, and accomplish very little. Some important questions to ask include:

- Why are we doing this?
- Why is this event needed?
- Who is the target audience?
- What do we hope they will get from this experience?
- Who will benefit from this program, and how?
- If all goes well, what will happen?
- What will make this program a worthwhile success?

Once you have these answers, it is time to identify your goals. Goals aren't necessarily things you can measure. They are simply what you want to accomplish. Some examples of goals are:

- Youth will strengthen their leadership skills.
- Youth will learn new technology skills.
- Adult staff members will strengthen their skills in creating youth-adult partnerships.



It is not enough to know your YLF goals, or to have them in your head. You must write them down. The goals you identify will be the bright beacons that the rest of your efforts will be directed towards. Putting them in writing helps you stay consistent, communicate clearly with your youth, and keep everyone on the same page.

As you continue the planning process you will also need to know what your budget is, and which personnel will be needed to carry out the Youth Leadership Forum. For now, with your goals identified and written down, you have taken a solid first step. Now it's time to set yourself up for success, with an approach that will help you reach those goals.

## Involving Youth

Some adults may plan a program with no youth involvement at all. They make decisions based on their knowledge of youth, youth culture, and youth issues. Of course there is a central question in the issue of whether that adult is as knowledgeable or current as they think they are: who decides? It is usually that very same adult! Some of the least successful YLFs are those that do not involve youth in the planning process. Ironically, the youth are often the ones who get blamed when a Forum isn't very successful.

In one segment of a USDA study called "Volunteers for the Future," surveys were taken of adult attitudes towards youth. The study specifically looked at how adults involved youth in organizing, planning and evaluating programs. Dr. William Lofquist identified the adult attitudes as falling into one of three categories: viewing youth as objects, recipients, or resources.

**Youth as Objects:** Adults with this view usually don't involve youth in planning, operating and evaluating their programs in any real way. They believe they know what is best for youth, and carefully control how and when youth are involved, if ever. Youth may have a seat at the table but their thoughts are rarely asked for and are given little consideration. What most of these adults don't realize is that when youth are being viewed and treated as objects, they usually know it.

**Youth as Recipients:** This view is a trap that many youth professionals fall into with the best of intentions. It occurs when the adult "gives" youth the opportunity to be involved in decision-making. The adult still feels that youth have little to offer, but believes the involvement will be "good for them" in their growth and development. Though they are not taken very seriously, youth "get" to share their ideas anyway. The young people are supposed to gratefully receive the benefits that the adult gives to them.

**Youth as Resources:** The most effective professionals view youth as resources. Youth viewed as resources are involved and encouraged to participate in all aspects of program planning, implementation and evaluation. Expectations of the youth are high, and it is assumed that they have valuable ideas that will make the Youth Leadership Forum exciting, interesting and relevant to other youth. They are seen as having something meaningful to offer right now. These adults see youth involvement as a win-win situation: they understand that the youth will benefit from the experience and that the YLF will benefit from their involvement. High quality YLFs are usually the result.

## Building Youth-Adult Partnerships

Like any other professional work with young people, building youth-adult partnerships can be harder than it looks. Treating youth as resources often means letting go of old ideas about adult roles, youth abilities and what defines achievement. It requires listening skills and can also require adults to put their egos aside as they share both the responsibility and the credit for a successful Youth Leadership Forum. Youth-adult partnerships are built on a foundation of respect.

## How to build youth-adult partnerships.

The first and most important condition of a youth-adult partnership is **meaning**. Youth need to know that the Youth Leadership Forum they are being asked to help with is meaningful, and relates to the things in life they consider important. Just as important as a meaningful YLF is a meaningful role in that YLF. Youth must have real input into the planning of a YLF, as well as its execution and evaluation. The YLF must reflect their insights and interests, and this can only happen when their voices are being heard.

Often, adults who are new to a Youth Leadership Forum find that youth seem ambivalent. They hesitate to become involved with a new project the adult is trying to start, such as a Youth Council. It is common for youth to not believe they will be “allowed” to have meaningful input into the project, usually because of a past experience where they dared to hope and were then treated as objects (see previous section), or sometimes because they have never been given such an opportunity. By getting the youth together, focusing on an area that is meaningful to their lives and discussing it with them, interest can often overcome wariness and the adult can start building trust with the youth by involving them in real ways and viewing them as resources in every step of the process. This trust can build a bridge to greater participation and less ambivalence with future projects.

A second condition of a youth-adult partnership is an adult who is **listening**. For adult leaders, this can be the hardest part of partnership building! Adults are often trained to “take the ball and run with it” and told to “lead, follow or get out of the way!” But building a successful youth-adult partnership involves much more than this. Adults must guide the discussion, but they must also be able to “step back” so that youth can “step forward” and share and discuss ideas that they come up with. This requires the adult to listen carefully, so that they can ask the right questions to keep the discussion on course. It is surprising how often adults start out as good listeners, only to get excited about the quality of youth ideas and then start dominating the conversation themselves! Youth involvement is fueled by their interest in a project and the belief that their voices are being heard. If the adult is interjecting too many of their own thoughts and ideas, without listening to the youth, interest and participation will drop off quickly and the youth-adult partnership will die quietly...much to the confusion of the adult “leader.”

A third condition for strong youth-adult partnerships is **action**. As youth and adult ideas are transformed into plans, the adult must take the lead in ensuring those plans are implemented. Sometimes this requires the adult to be an advocate for the teens to upper management, their peers, and to those on the “front line” who will later be expected to buy into the process. Action should be quick and decisive, avoiding long waits whenever possible. Even if the project has great youth interest and participation, youth support will fall away if results aren’t seen fairly quickly. The adult must advocate for the youth, open the necessary doors, and work hard to dismantle the roadblocks to success.

### Adult Mentoring Basics

Adult mentoring is critical to the success of a YLF. While many adults find it difficult to step back and allow some space for youth ideas and leadership to grow, there are also many who believe they should stay out of the process entirely. They hesitate to step in when they see the group going in the wrong direction. They don’t correct problems when they occur. They smile and tell youth their efforts are “great!” regardless of strength or quality. While “over involved” adults can stifle youth interest and participation, “under involved” adults provide insufficient direction and guidance. Youth quickly figure out that the adult is either not invested, not interested, or simply not up to the job. The result is reduced levels of youth-adult communication, respect and youth participation.

Adult mentoring involves strong character, active leadership, role modeling, and high expectations. Strong mentors respect themselves, expecting to be taken seriously, and respect the potential of youth

***Being a  
strong adult  
mentor to  
Army youth.***

leadership. Because of this respect, they place great value on the responsibility demanded of them and see it as an opportunity. They ensure that fairness and caring are always a part of the leadership process, and display the very trustworthiness that they demand from their youth. Finally they are models of citizenship, leading by example and working within the guidelines of strong ethics, Army regulations and CYS Services policy.

Strong adult mentors are active leaders, holding youth accountable to meet their responsibilities and providing the help they need to do so successfully. They step in and help youth make corrections when the process is going down the wrong path or not representing the Army appropriately. They assist youth in identifying problems and generating solutions. Strong adult mentors know when to step in and take charge, as well as when to step back so that the youth may make the necessary adjustments. As a result, youth gain confidence in their own ability to interact and relate to adults through their relationship with a strong, caring adult mentor.

Finally, high expectations are a critical part of strong adult mentoring. High expectations communicate the message that youth are competent, capable and have great potential. Youth are challenged to grow and stretch their limitations, discovering new abilities and higher definitions of themselves. When youth are inspired to meet these high expectations the results can be life-changing, but they only become possible when adults are themselves a model of character as outlined above. “Do as I say and not as I do” is not an inspiring approach but “Do as I do, and together we’ll make it better” is. Good adult mentoring empowers youth to assume meaningful leadership roles, and that experience develops life skills that lay the groundwork for success.

### **The Teen Chain of Communication**

When designing for success, making the best use of your resources is critical. The combination of youth-adult partnerships with strong adult mentoring creates a powerful team working to reach the program goals. Knowing about the Teen Chain of Communication (TCC) can help you strengthen this resource even further. The TCC is an Army-wide program intended to keep the Army’s top leaders informed on the issues teens are concerned about. There are three “links” in the Teen Chain of Communication:

1. **Garrison Youth Council: Roles and Responsibilities.** This group of teens is the Youth Council on your Garrison, and it is the most important link in the Teen Chain of Communication. Membership on the Youth Council is open to all. The role of the Garrison Youth Council is to identify and provide leadership to issues affecting middle school and teen youth at their installation, issues they feel are important to their development and well being. The Youth Council’s purpose is to provide ongoing input to Youth Services programming, staff selection, the facility and other environmental issues. By coordinating with the Adult Advisor, you can assist the Council in fulfilling their roles as you seek out youth to assist with the development of the Garrison Youth Leadership Forum. Each Garrison will appoint two Representative from their Youth Council to the Region Teen Panel.
2. **Region Teen Panel (RTP): Roles and Responsibilities.** This group does much the same thing as the Garrison Youth Council, except at a Regional level. The role of the Region Teen Panel is to review and monitor teen issues identified by all the Garrisons in a Region. RTPs familiarize themselves with the issues affecting Teens and advocate for them by helping create an Army Youth Action Plan (AYAP). If an issue has Army-wide significance the Region Teen Panel representative reports that issue to the Army Teen Panel (ATP). Each Garrison Youth Council has two representatives that serve on the RTP, and these youth should be heavily involved in the planning and leadership of the Region YLF. Youth must complete the Garrison application process and be selected to serve on the RTP.

3. Army Teen Panel (ATP): The role of the ATP is to review and monitor the issues generated annually by Garrisons and Region YLFs. To do this the ATP relies on information provided by the RTP. Each year the ATP briefs the status of the Army issues to the highest level of Army Leadership.

The ATP is made up of two representatives from each Army Region, as well as youth representatives from the Army National Guard, Army Reserve and Accessions Command. Youth must complete an application and be selected to serve on the ATP for a two year term. Most Garrisons will not have their Region's ATP Representative living at their location. In cases where they do, these youth are expected to be heavily involved with the rest of the team in the planning and leadership of the Garrison and Region Youth Leadership Forums.

There is also an educational component woven into the work with Youth Councils. Youth Councils not only help identify issues and shape programs but they are also hands-on learning laboratories for the democratic process. Councils give children/youth first hand experience with the system of government under which we live. They also gain exposure and understanding of group process and interpersonal relations through experiential learning.

### Army Regulations and Youth-Adult Partnerships

Because youth involvement is so important, Army CYS Services regulations require it when planning, implementing and evaluating youth programming. The following sample excerpts are from the Programming section of the Installation Youth Evaluation Tool (IYET) which provides standards and requirements for CYS Services Middle School & Teen Programs:

Y-304 Youth and staff together plan and implement a program offering a variety of age appropriate choices. (27 Points)

*INTENT: To ensure that youth and staff work together to develop program options. To provide program activities that are appropriate for a wide range of youth ages, needs and interests. To consider scheduling and appropriate space needs for different programs. To ensure staff encourage youth to develop new skills.*

\_\_\_\_ Youth have decisive input in determining the scope and type of program choices to be offered. (2)

\_\_\_\_ Youth and staff work together to determine frequency of choices (daily, weekly, monthly, etc.) unless already designated. (2)

\_\_\_\_ 1) Youth Councils / Keystone Club / Torch Club

- Provides opportunities for youth to actively participate in planning and conducting youth programs.
- Encourages youth to be a "voice" for youth/teen issues on the installation.
- Staff advise and support youth in assuming leadership positions.
- Regular meetings are held and written standard operating procedures are developed by youth.
- Designated staff support the Council and ensure youth involvement in planning, implementation and evaluation.
- Youth Council members are actively involved in youth program design, operation and evaluation.





# LOGISTICS

There are many logistical issues to consider when designing a large youth program event such as an Army Youth Leadership Forum. Knowing what they are, how to handle them, and where to find the right information is the major key to your success. Logistics is an area that is often overlooked by program planners until it is too late. Some planners assume that “everything will come together” and that any problems will be solved by “winging it.” Below are some actual examples of issues that arose from mistakes or oversights in logistics planning:

- 60 youth lined up at the front desk at Lodging waiting for room keys & assignments at 11 p.m. At 1:30 a.m. everyone finally had their assigned rooms and keys.
- Frustrated youth and adults gave a program low ratings because they felt rushed from session to session and were always late.
- Appropriate food was not available to youth with certain medical and religious dietary needs.
- High numbers of youth “sneaking out” at night, engaging in high risk activity.
- No medical staff on hand to treat injured youth. Adults did not know how to reach the hospital.

Good logistics planning allows your YLF to have a strong impact. It eliminates dangers and distractions, preventing problems before they occur. In order to meet Army standards for a CYS Services youth program, logistics planning must be done with excellence.

## “Internal Logistics” - Budgeting Issues

Before you start, there are several important things to know about the rules for dealing with the financial aspects of program planning. These guidelines will affect the procedures you follow in planning the youth program. For example, as locations are selected and contractors are hired, the Contracting Office requires that a “sole source justification” be completed when only one site or service provider is being considered for your program. This sole source justification describes the process that was undertaken to make the selection and explains why it was a better value than other available alternatives. A sole source justification must also be completed for contractors that are hired and any other large purchases. For information on correct procedures in a specific situation, contact your Region’s NAF Contract Specialist or other appropriate professional.

CYS Services funds are provided through the Uniform Funding Management (UFM) system. These funds are converted to Non-appropriated (NAF) funds before reaching CYS Services. Therefore, CYS Services program activities must take place within the parameters and guidelines of the Army regulations governing NAF funds. To review the Army’s guidance on NAF funding, refer to Chapter 4 of AR 215-1. For information specific to NAF funding of program activities, refer to AR 215-1 Chapter 4, Section III. For guidance on hiring contractors, refer to AR 215-4.





Finally, CYS Services programs must be funded by the resources of CYS Services, partnership organizations (such as 4-H and Boys & Girls Clubs of America), commercial sponsorship or private organization donations. According to Army CYS Services policy, “youth are not allowed to hold fundraisers to support CYS Services programming.” However, they can participate in fundraisers being held by local 4-H clubs or Boys & Girls Club programs that they are involved with off-post. They may also participate in fundraising activities if the group of youth is sponsored by a private organization eligible to conduct fundraisers and who are registered with Financial Management Division (FMD). These partners can also share resources such as programming space, facilitators, supplies, equipment and other key assets to assist in an off-site program. Garrisons need to consult with their local FMD to ensure they comply with local policies.

## Basic Logistical Issues

Planning your YLF well is the best means to prevent problems before they occur. It is much easier to build the program around your logistics needs from the start than to move everything around later when you realize you’ve forgotten something critical. Below are some things to consider as you put together an itinerary for your YLF. Many of the topics are supported by the forms that make up the Registration Packet that can be found on the web at >>[www.armyylf.org](http://www.armyylf.org)<<.

<b>Protocol</b>	In making arrangements for travel, guest facilitators, VIP’s, etc., the CYS Services Coordinator and Youth Program Director should be kept informed at all times. They will determine the extent of their involvement, and must pre-approve all expenses and commitments made. It is particularly important to consult with the CYS Services Coordinator before issuing invitations or communicating any information about your program up the Chain of Command.
<b>Contracting</b>	If you are contracting with outside agencies to lease facilities, rent equipment, or provide a service at your YLF, Army Regulation 215-4 outlines the requirements and procedures to follow. If these are not followed, the contractor could conceivably not be paid and staff involved may face disciplinary action. Regions/ Garrisons need to work with their contracting office to ensure contractual requirements are met.
<b>Required Content</b>	Certain content should be woven throughout your YLF as a conscious part of the program’s design. This includes the integration of technology, service learning and Character Counts! For suggestions on how to accomplish this, contact your Region’s 4-H/Army Youth Development Specialist or your Youth Program Director.
<b>Meals</b>	Meals and snacks should meet USDA guidelines and include alternatives for those with special dietary needs due to medical, religious or other reasons. They should taste good and quantities should be sufficient for everyone in attendance. Your youth advisory team should be involved in the menu selection. Mealtimes should be regular and consistent. Snacks are acceptable providing they include healthy choices, a requirement that many youth will insist on. Typically snacks are served mid-morning, mid-afternoon and evening in all day programs. Water should be available throughout the day.

<b>Breaks</b>	<p>Many Adult facilitators do poorly in this area, particularly if their group is well-mannered and attentive. It is very easy to mistake the good manners of your group for rapt fascination! Regardless of how utterly fascinating facilitators may believe themselves to be, no class or session should last longer than 90 minutes without a short break. Breaks provide opportunities to stretch, compare notes, discuss ideas and allow mental “downtime” the brain needs to process everything that is being learned. With appropriate breaks youth will learn more, have better attitudes and find the learning experience more enjoyable.</p>
<b>Balance</b>	<p>Too much time in a classroom type setting is not productive. Without a chance to unwind and have fun, youth can “burn out” and lose interest in the very things they came to learn. Similarly, if your event is little more than a large party, it is unlikely that youth will gain any of the important life skills that you created the program for (using Army funds!). As you design your YLF, focus on learning, but don’t forget to make time to have fun.</p>
<b>Marketing</b>	<p>With approval from the CYS Services Coordinator, working with the Morale, Welfare and Recreation (MWR) Marketing Department and Public Affairs Office (PAO) can be extremely valuable, as you seek to publicize your program. When marketing the program, be aware of copyrights, credit language, and rules involving the logos of MWR, CYS Services and partnership organizations. A complete set of rules and guidelines are located at the following online locations:</p> <p><b>4-H Clover</b>  <a href="http://www.national4-hheadquarters.gov/library/4-Hguidelines-v4-26-04.pdf">http://www.national4-hheadquarters.gov/library/4-Hguidelines-v4-26-04.pdf</a>.</p> <p><b>Boys &amp; Girls Clubs of America Logo</b>  <a href="http://marketing.bgca.org">http://marketing.bgca.org</a></p> <p><b>CYS Services Logo</b>  <a href="http://www.army.mil/-images/2008/09/15/22221/">http://www.army.mil/-images/2008/09/15/22221/</a></p> <p><b>MWR Logo</b>  <a href="http://brand.armymwr.org/">http://brand.armymwr.org/</a></p>
<b>Media Release</b>	<p>It is important to get photos of your youth programs and tell the CYS Services story. Be sure to photograph your YLF and publish stories about youth involvement at every opportunity. To facilitate this, the registration materials include a media release form allowing CYS Services to use the youth photos in print or electronic media. Youth whose parents do not allow this must be identified and made known to adult chaperones so that their photographs are not taken.</p>

## Lodging Issues

Having a safe, comfortable place to sleep at night has a tremendous effect on how youth and adults feel about being a part of your YLF. Lodging is a very important part of logistics planning, and the program benefits in many ways when it is handled correctly. The following are key issues to consider when making lodging arrangements:

<b>Coordination</b>	<p>The adult in charge of the program should be onsite before other attendees arrive, and in most cases should conduct a site visit well in advance of the event. This person will serve as the liaison to the lodging management staff, acting as their POC in cases where problems arise.</p> <p>For security reasons, when making reservations, do not identify the name of the group as an Army youth group. Similarly, signs and other visual cues should not identify your group as Army youth.</p>
<b>Oversight</b>	<p>Adult/chaperone rooms need to be located near youth rooms, in order to monitor activity, keep noise to reasonable levels, and enforce curfews. As the adult, you are responsible for the behavior of your youth participants, and must be in a position to monitor their behavior.</p>
<b>Location</b>	<p>If you are in a shared facility, such as a hotel, youth rooms should be located away from other guests. Many adults are intimidated by unfamiliar teens, which can lead to increased likelihood of calls and complaints to the front desk for very minor disturbances. The presence of strangers also creates unnecessary risks for the youth. The lodging area for participants in your YLF should be segregated from other guests of the facility as much as possible. Having entire wings or a floor set aside for your event can be an ideal situation, depending on the facility and the size of your group. As per Army anti-terrorism training guidelines, hotel rooms should be located on lower floors, with doors facing the interior of the facility.</p>
<b>Room Assignments</b>	<p>Adults and Youth staff should never be housed in the same room as youth participants. Youth who room together should be the same gender, at approximately the same age and level of development and be assigned separate beds.</p> <p>During YLF, Junior Advisors are considered “junior staff”. They may room together but not with other youth attendees.</p> <p>Whether adults room together or have separate rooms depends on your budget, staff, room availability and program needs. Some adults function better if they have time and space to themselves at night, while others are more likely to stay on task as chaperones if they have another adult with them. Whatever the arrangements, staff lodging should be equitable and fair. If some have their own rooms while other staff are housed with three roommates, problems can result that affect morale, cooperation and teamwork. As people of character, staff at higher levels of command should lead by example in their room arrangements.</p>

<b>Check In</b>	<p>If the program is being held in an off-site lodging facility and if youth and chaperones are arriving separately, the adult in charge of the YLF should designate someone to pick up room keys for the group and distribute them accordingly if the lodging will allow this. Otherwise, participants should be encouraged to check in when they arrive, not all at once at a later time. This creates opportunities to identify any problems with room keys, computer glitches, etc. as they arise, and at a leisurely pace. It also allows the front desk personnel to do their jobs at a reasonable rate and keeps the impact on other customers to a minimum. After all, no lodging guest enjoys waiting in line behind a large group for their turn to check in!</p>
<b>Assigned Rooms</b>	<p>Adult chaperones should have a list of participants, the rooms they are assigned to, and the telephone number in each room (if any). The person in charge should work with the lodging in advance to ensure mini bars are emptied or kept locked, chargeable items (baskets of candy, bottled water, etc.) are removed, balconies are locked. Phones and pay per view movies should also be blocked in youth rooms if necessary. Youth should not be allowed to change rooms at will. Room changes will be discussed and decided by the adult in charge. All chaperones should be notified of any room changes as soon as possible.</p>
<b>Etiquette</b>	<p>Expectations for youth behavior should be addressed at the start of the program, outlined verbally and in writing. If youth are being lodged in a shared facility, issues such as noise levels, door slamming, voice levels, music volume and roughhousing should be addressed clearly. If the group is being lodged in a large room, such as a gym at a lock-in, expectations may be quite different.</p>

## Risk Management Issues

The best way to avoid tragedy is to avoid situations that leave your youth open to danger. Risk Management is the process of anticipating possible problems and then minimizing your program's exposure to them. Below are a few of the basic practices your YLF should follow to avoid unnecessary problems, dangers and complications. Youth and Adult Codes of Conduct are in the Registration Packet which can be found at >>[www.armyylf.org](http://www.armyylf.org)<<.

### Code of Conduct

Youth and adults need to clearly understand what is expected of them and that they are being held accountable for their behavior and actions. They should be informed verbally and in writing, before the event. Some planners require a mandatory parent meeting prior to the event before a youth can be eligible to participate. Separate Youth and Adult Codes of Conduct outline what is required to be successful in your program and require a signature indicating they understand and agree to meet these expectations. Among other things, this avoids the "I didn't know" defense and puts everyone on the same page from the start.

Remember that adults participating in your program may have a different professional background than a CYS Services staff person. They may be volunteers or come from a partner agency or branch of the Service other than Army. If they are CYS Services Program Assistants, they may also be close in age to the participating youth. Therefore, an Adult Code of Conduct should include the following:

- Acknowledgement that they are role models.
- Appropriate boundaries between adults and youth.
- Commitment to knowing and upholding program rules.
- Understanding of touch, discipline and guidance policies.
- Understanding of ratio requirements.
- Understanding that all adults working with youth who do not have a background check must be within line of site supervision (LOSS) of a cleared CYS Services staff person when working with or around youth.
- Information on all other Army CYS Services requirements that relate to their role in your program.
- Commitment to uphold Army CYS Services standards and guidelines for adult chaperones.

Topics a Youth Code of Conduct should cover include the following "non-negotiable" rules:

- All non-prescription drugs (including alcohol & cigarettes) are always forbidden at all times.
- Respectful language and behavior.
- Room policy – Males and females are encouraged to interact, but never in each others rooms. Males and females are not to enter each others rooms unless directed by an adult for a specific purpose.

*(Code of Conduct continued on the following page)*

<p><b>Code of Conduct</b></p>	<p><i>(Code of Conduct continued from the previous page)</i></p> <ul style="list-style-type: none"> <li>• Clothing should be appropriate to the environment the group will be working in, adhere to the dress code of your Garrison, and not disrespect Army values. When traveling (particularly OCONUS), clothing, jewelry, luggage, etc. should not identify youth (or adults) as Military or DOD dependents.</li> <li>• Weapons are not permitted to be brought to your event unless specifically directed otherwise (i.e., a 4-H Shooting Sports event) by the event organizer.</li> <li>• Sexual harassment of any type will not be tolerated.</li> </ul> <p>In addition, certain “negotiable rules” should be addressed with the group as a whole. Youth should play an active role in outlining the guidelines the group will follow in order to be successful, such as:</p> <ul style="list-style-type: none"> <li>• Punctuality – Early is on time, on time is late, and late is unacceptable (Army Teen Panel policy).</li> <li>• Noise levels (voice, music, etc.) ~ should be low by teen standards, as this is usually still high by adult standards.</li> <li>• Character Counts! Pillars should be considered the guidelines for behavior and decision-making ~ Respect, Responsibility, Fairness, Carling, Citizenship and Trustworthiness.</li> <li>• Guidelines for handling conflict and informing adults.</li> </ul> <p>In both negotiable and non-negotiable rules, consequences should be clearly stated (including immediate parent pickup) and parents should be required to sign off on them before their youth is accepted to attend.</p>
<p><b>Health Issues</b></p>	<p>At the Garrison level, all Army CYS Services staff fill out health forms as part of their in processing and have annual health assessments. All parents fill out health assessment forms on their children when they enroll them in CYS Services. Some programs prefer to have parents fill out a health form that is geared specifically to their event, as it can be tailored to include specific areas and will contain the most current information on the youth. The on site adult in charge of the YLF should check with all hospitals in the area surrounding the event location to determine whether health forms need to be notarized.</p> <p>For your program, signed health forms should be on hand for all participants and kept in a central location that can be reached quickly and easily in an emergency. They should grant medical power of attorney, be signed by the parent or guardian, and be notarized if necessary. One adult POC should be responsible for collecting, organizing and managing the health forms, and that person should be reachable at all times. The Garrison and Region YLF health forms for youth and adults are available online at <a href="http://www.armyylf.org">www.armyylf.org</a>.</p> <p>The adult in charge should know the names, contact numbers and locations of the nearest hospitals. They should have printed directions to those facilities, which are kept with the health forms. An emergency plan of action should be in place. During multi-day youth events held away from the Garrison, it is advisable to include a qualified medic or nurse on staff to manage health forms and attend to medical issues.</p>

<b>Language</b>	YLFs that are conducted off-post must include at least one adult on the planning team and attending the event who speaks the local language fluently. They should be involved in all communication with outside agencies and partners that are not fluent in English.
<b>Participant Information</b>	Along with health forms, there should be a master list of all youth and adult participants. This list should include full names, ages, parent or guardian names, emergency contact numbers, any dietary restrictions, the room they are assigned to, their roommate's name, instructions for pickup by non-custodial parents, and their flight or travel information. Since adult leaders should be able to reference this information quickly and easily, keeping the master list with the health forms is a smart idea. This information should not be accessible to anyone beyond the management team. When YLFs are held off-post a copy of this information should be left behind with the CYS Services Coordinator, along with destination, departure time, route and time of return. For a complete list of off-site safety procedures, please see the Safe Field Trip Checklist in the Military Youth Staff Training Program, Module I Safe Content Guide.
<b>Nighttime Security</b>	Though we expect the most out of our YLF participants, it is still necessary to have nighttime security persons on-hand that are not part of the daytime program staff. Their role is to guard against intruders, return wandering youth to their rooms, monitor for excessive noise or other problems, and handle minor nighttime emergencies. These security persons should have undergone background checks. They may be CYS Services staff, Military Police, or even college campus security guards. It is not advisable to use adult chaperones for nighttime security, as they need rest to be effective in their job of participating in the program while keeping the youth safe and on track during the day.
<b>Room Checks</b>	Nightly room checks allow adult chaperones to know where their youth are located in case of an emergency or other issue. This is a basic responsibility of an adult chaperone, and should not be taken lightly. The task should not be handed off to a nighttime security person, unless they are familiar enough with the youth to match faces to names. Checking rooms before a designated "lights out" time allows the chaperone to confirm that youth are where they are supposed to be.



<b>Transportation</b>	<p>Adults may not transport youth in privately owned vehicles (POV's) or 15 passenger vans. Busses, cars or minivans must be provided by CYS or the post Motor Pool or rented. Adults must have a valid driver's license and be on travel orders, so that they are covered by Risk Management Program (RIMP) insurance in the event of an accident or incident.</p> <p>When air travel is involved, an adult chaperone should escort youth to the gate at the terminal and stay until the flight actually takes off. It should be pre-arranged that another adult will meet the youth at the destination, either at the gate exit or in baggage claim. By showing identification and explaining that they are the youth's chaperone, adults are usually able to accompany their youth to the gate. Comparable arrangements should be made for other modes of travel (bus, train, boat, etc.). Youth are always required to call or e-mail the YLF POC when they arrive home.</p> <p>As per Army anti-terrorism training guidelines, youth and adults using public transportation should not wear clothing or jewelry or carry bags identifying themselves as having a military affiliation. When possible, assigned seats should be near the middle by the window, where they are the least accessible to potential hijackers.</p> <p>When traveling off-site with medium-to-large groups, youth should be organized into transportation groups that always ride in the same vehicle. While this limits flexibility, it greatly increases accountability, the speed of pre-departure head counts, and your ability to have your group at their destination on time.</p> <p>OCONUS programs that travel off-post must have at least one adult present who speaks the local language fluently. If the youth are organized into separate groups, that person must be reachable at all times while the youth are off-post to assist with questions, emergencies or other issues.</p>
<b>Supervision</b>	<p>Having the right number of responsible observers present at all times is critical. They may include lifeguards, adult chaperones, spotters or qualified individuals in other roles depending on the program situation. Be familiar with guidelines for MWR, CYS Services, the Red Cross and other program-appropriate bodies.</p> <p>There may be steps necessary to determine the appropriate level of supervision. For example, if swimming is involved a swimming assessment should be conducted, or a swimming ability form signed by the parent should be collected prior to the event.</p>
<b>Internet</b>	<p>If youth are to have Internet access as part of the program, signed CYS Services Internet permission slips should be on file for each youth. Rules and guidelines should reflect those from the Region's CYS Services programs and adhere to Army requirements.</p>

<b>Displaying Names</b>	<p>In any area or medium accessible by the general public, first and last names of youth, their home Garrison, and other identifying information should not be displayed. This includes print materials, Internet sites, names on doors, etc. As mentioned above, signs and other visual cues should not identify your group as Military youth.</p>
<b>Equipment</b>	<p>When youth are allowed to use equipment (e.g. games, paddles, etc.), it is wise to employ a check out system. By identifying who is responsible for the equipment and when it was used, unnecessary accidents, omissions and carelessness can be minimized. Maintaining equipment benefits the program, as well as participating youth and adults.</p>
<b>Alcohol &amp; Drugs</b>	<p>CYS Services does allow parents to give teens permission to self-administer some over-the-counter drugs, such as aspirin and prescribed medications. Except in these situations, youth possessing alcohol, tobacco or other drugs should be sent home immediately, along with youth who had prior knowledge of this but did not report it. The youth's parents and the Garrison and Region CYS Services Coordinators should be contacted immediately. In the event that parents are unable or unwilling to retrieve their youth, the local Military Police can be of assistance in assuring the youth is returned home safely. If the event is off-post or at a remote location, request guidance from the CYS Services Coordinator and work with the youth's parents accordingly.</p>
<b>Sexual Harassment &amp; Inappropriate Behavior (e.g. Bullying)</b>	<p>Sexually inappropriate behavior among youth must be addressed quickly and clearly by adult staff. Issues involving mutual consent should be dealt with in a manner appropriate to the situation and expectations of attendees. When possible, adult leaders should capitalize on the "teaching opportunities" that minor issues can present, helping youth develop better judgment and embrace higher standards of conduct in future endeavors.</p> <p>Nonconsensual behavior (sexually inappropriate or otherwise) should be dealt with quickly and reported to the appropriate Chain of Command. Youth who pose a threat to the physical and/or emotional health of other program participants must not be allowed to remain in the program.</p> <p>Sexually inappropriate behavior on the part of adults cannot be tolerated under any circumstances. This includes unwanted touching, touching for self-gratification instead of for the benefit of the other person, and comments or suggestive body language that is inappropriate to the role of an adult chaperone. For fuller definitions of sexually inappropriate behavior and sexual harassment, see the Army policy on Prevention of Sexual Harassment and consult the appropriate standard operating procedure (SOP) at your Garrison.</p>

# DELIVERING A YOUTH LEADERSHIP FORUM SUCCESSFULLY

The point where the YLF planning is complete but implementation has not begun can feel like the proverbial “eye of the storm.” For a brief moment time stands still, as you wonder whether you’ve missed anything and try to anticipate the unexpected surprises that surely lie ahead of you. You know

that in a few short days the strength of your program plan will be tested by the gale force winds of reality! While it’s important to have a firm grasp of the budget and logistics issues you’ll be dealing with, it is just as important to set yourself up for success by delivering your YLF program in a way that helps you reach your goals. A firm program delivery strategy will help keep your YLF afloat, and assist you in delivering it in the most effective ways.

## Leadership Roles

### Adult Program Coordinator

The YLF Coordinator should be the model of what is expected from YLF participants. YLF Coordinators must always be on time, prepared and assure that everyone working for them does likewise. The YLF Coordinator is ultimately responsible for ensuring that

all rooms are available, computer equipment is in place and functioning, chaperones and other staff are doing their jobs, all logistics have been worked out in advance (lunch lines, meeting hall exit procedures, etc.) and that all involved in the planning process have done what they promised to do. They are also in charge of delegating work, motivating their staff while assuring everyone is doing his/her job, communicating with stakeholders, keeping the youth advisory team actively involved, and ensuring that youth feedback is received and heard. In Garrison YLFs this can be a very big job. With Garrison and Region YLFs it is important to delegate responsibilities to members of your team.

### Junior Advisors

The Junior Advisors are Youth Council, Region Teen Panel (RTP) and/or Army Teen Panel (ATP) teens who assist the YLF Coordinator in running the program. They help adult leaders understand the youth point of view, while assisting with rule enforcement and other leadership tasks that are sometimes unpopular. Junior Advisors lead the group discussions, make announcements, assist with room checks, and complete a variety of other tasks that put them in leadership roles where they must demonstrate good character and behavior.



***Clear roles  
are vital to  
a successful  
program.***

As older youth themselves, Junior Advisors are in a position of not being “one of the teens” or one of the adults. Their role as an authority figure can create a sense of “separateness” from their peers, which can be a difficult challenge for even the most mature teen. The YLF Coordinator must work closely with the Junior Advisors to motivate them, support them, keep them on task, help them be successful, and ensure that they are full partners on the leadership team.

At Region-wide events, Junior Advisors should be the Region and Army Teen Panel representatives who represent your Region. Additional Junior Advisors may be the current or former Teen Panel members. These youth have leadership experiences and training they have received at YLF and RTP/ATP that will be very valuable to your program. At Garrison YLFs, ATP representatives may not be on-hand, and local Youth with exceptional maturity and strong leadership potential may be tapped to fill the Junior Advisor role. Whoever your Junior Advisors are, be sure they are involved in the program planning process and make time for training and orienting them to these important roles.

**Adult Advisors**

The primary role of the Adult Advisor is to keep youth safe. They carry out roles assigned by the YLF Coordinator, share their insights and suggestions, enforce the rules, model appropriate behavior, provide positive encouragement to all youth participants, and handle other tasks that help the YLF Coordinator keep the program running smoothly. Finally, Adult Advisors assist the Junior Advisors in filling their roles successfully.

Putting the spotlight on Junior Advisors and helping them take the lead whenever possible can be a challenge for Adult Advisors who are not experienced in facilitating youth leadership. While they have authority (as adults) over Junior Advisors, it is very important not to undermine the Junior Advisors in front of the youth participants as they carry out their roles (unless safety is involved). Helping others to lead requires a special kind of leadership ability, and the YLF Coordinator must plan time to orient Adult Advisors to these unique roles.

**Session Facilitators**

The primary role of the Facilitator is to teach the information they have been brought in to share. A good Facilitator knows how to present the material in a way that is interesting, interactive, and fun. The YLF Coordinator should have a basic feel for how each session will be conducted. In orienting session facilitators, the YLF Coordinator must be sure they are aware of the unique issues that come with Military youth participants, as well as “local” factors (i.e., troop surges, impending deployments, etc.) that will influence the way they interact with their audience. For example, a facilitator should use the term “obstacle course” instead of “minefield” if they conduct that teambuilding activity, as they may have several youth with parents who are literally in minefields with their lives at risk.

It is important to include a counselor or mental health professional among the staff team since some of the participants may need support in dealing with intense, emotional or disturbing feelings during the YLF. Military Family Life Consultants (MFLC) are available through the Army to work with the planning team and to attend the YLF. The Army YLF Coordinator should arrange for an MFLC’s participation.

## Program Delivery

YLFs often include “classes,” or sessions, guided by a trained Facilitator. To reach the highest potential, these sessions must be designed with room environment, experiential learning, and the variety of learning styles and personality types in mind. No matter how important the training topic, many well-planned programs fall short of their potential because of poor program delivery. Below are some keys to success which are often overlooked when planning an effective learning session.

*The things  
no one notices  
are very  
important.*

### Time and Space

The space where the sessions are being held should be comfortable. It should not be too hot or cold (71° Fahrenheit is generally considered the optimal temperature), chairs should be the appropriate size for your participants and the room should be neat and clean. The Facilitator (instructor) should be in the room before the participants arrive, greet them, and interact with them informally before the session begins.

The arrangement of chairs can make a big difference in how a session goes. For example, it is often best for the chairs to be arranged in a square or circle, to encourage participation and ensure that everyone in the room can see each other. This will allow for 2-way communication, better group involvement, better levels of attention, and easier monitoring of problem behavior. However, which room set up works best will depend on the lesson plan, subject matter, and other factors.

Another important factor to consider is time of day. Programs that schedule fun activities during the day and classes in the evening will face stronger challenges in keeping participants engaged and involved. It is sometimes necessary to schedule that way, particularly in locations and seasons where sunset occurs very early. Evening sessions should strive to include more interaction and activity to overcome higher levels of fatigue and distraction. The schedule needs to be balanced between time for concentration and for less structured activities.

### Effective Presentation Strategies

Your sessions should be designed to be effective with various learning styles. According to training expert Robert Pike, most people remember about 10% of what they read, 20% of what they hear, and 30% of what they see<sup>4</sup>. He maintains that the average person remembers about 50% of what they hear and see, 70% of what they say and write, and 90% of what they say as they do something! It is important to remember that everyone is different however, and some individuals will learn better through visual cues, remembering mostly what they see, while others (auditory learners) will retain more of the things they hear. This diversity can present serious challenges to a facilitator wanting to be effective!

*How to  
reach  
people more  
effectively.*

For these reasons, it is best to use a “multi-method approach” to presentation. By including flip charts, displays or graphics (visual cues) along with your spoken messages, those who are visual learners will have the same advantage as the auditory learners in the group. In addition, by providing opportunities for participants to problem-solve and have “hands on” experience with the subject being taught, the program will be more interesting and effective with more youth as they process the information out loud and “learn by doing.” In order to have the most effective session, scheduled opportunities to move around, interact, and process should be included in the design of any session.

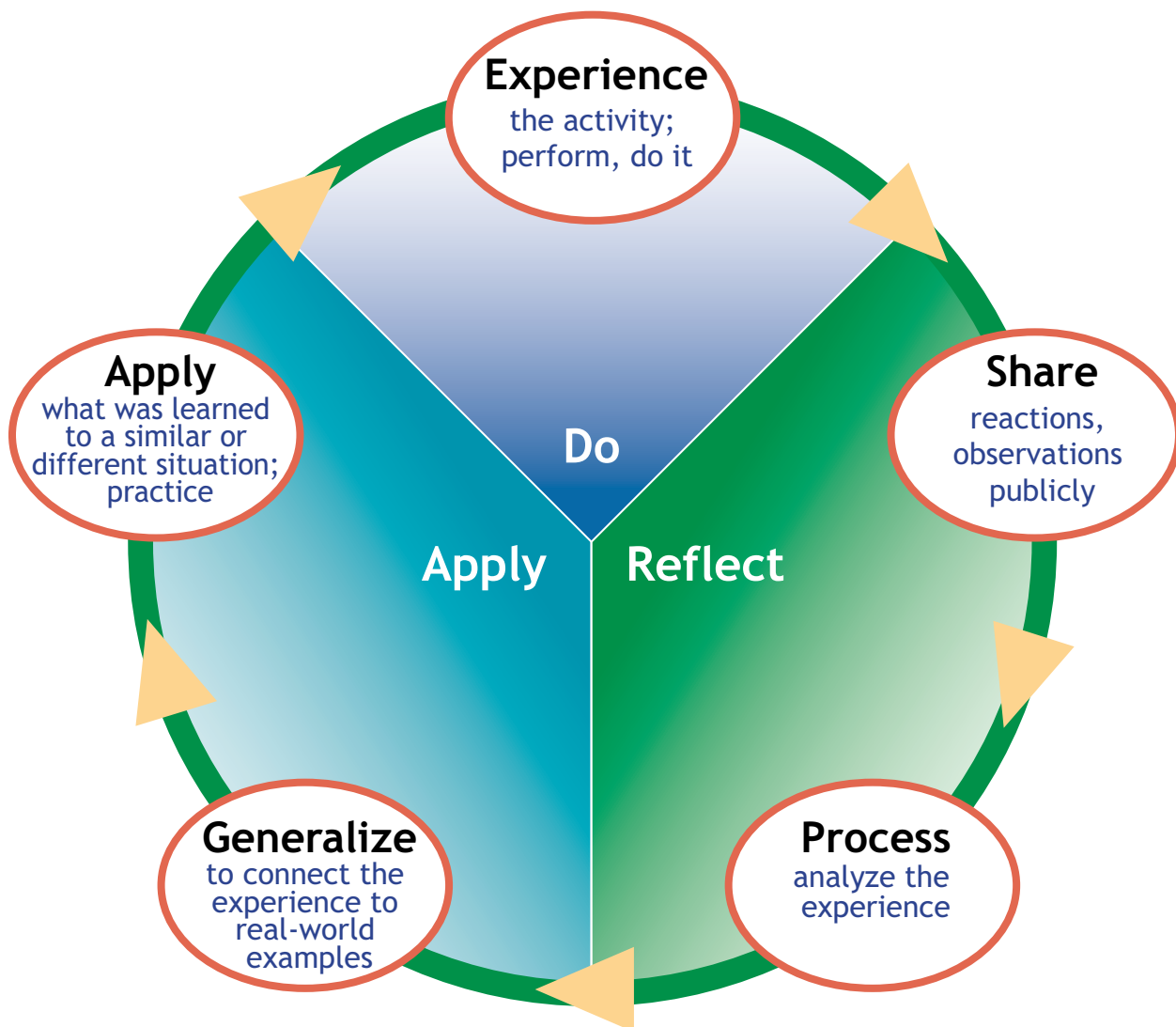


In treating youth as resources (see Part II), a good Facilitator recognizes that their experience is very valuable. As with adults, most youth have a real desire to share their experiences and are more satisfied if their experience is utilized. By including opportunities for group discussion and encouraging participants to share their insights, a good Facilitator helps achieve his/her teaching goals. Youth tie the topic to their own experience, consider ways it can apply to future situations, and understand the topic's relevance to their lives.

### Experiential Learning

It's important that youth get the most out of our efforts. The experiential learning model is an excellent resource to accomplish this. No session should end without the participating youth discussing what they learned, how it is relevant to their lives, and how it might apply to some future situation they are likely to find themselves in. These discussions are teaching moments and sometimes they are all that separates a "fun activity" from a "youth development experience." Remember these discussions are also part of the fun and should not become a lecture.

***Experiential  
learning  
makes it real.***



Using an experiential learning approach is not hard. It simply involves having a brief guided discussion with the youth at the end of the training session. By using your skills in casual conversation and drawing upon your relationship with participating youth, you can help them get the most from what they learn and carry the lessons throughout their lives.

The conversation should flow in the proper order, according to the experiential learning model. After doing the activity (“experience”), the facilitator should lead the youth in “sharing” what was done. Next the conversation progresses to “process,” analyzing the experience and reflecting on it. After several participants have shared their thoughts, the facilitator guides the conversation to “generalizing,” which involves connecting the experience to their real lives. Finally through the conversation the facilitator helps the participants “apply” their knowledge to be useful in future situations.

For additional information and materials on experiential learning, visit the University of California’s web site<sup>1</sup> at >><http://www.experientiallearning.ucdavis.edu/default.shtml><<, and see the illustration on the next page. For additional training on using experiential learning in your programs, work through your chain of command to contact your 4-H/Army Youth Development Specialist, and arrange for a technical assistance visit.

### **Breaks**

As mentioned in Part I, every 60-90 minutes a short break should be given unless the session has involved a very large amount of talking and moving around. Breaks provide opportunities to stretch, compare thoughts, discuss ideas and allow the mental “downtime” that brains need to assimilate everything that is being taught. With appropriate breaks, both youth and adults will learn more, have better attitudes, pay better attention, and find the learning experience more enjoyable.

### **Final Tips**

There are three things that make some teachers better than others:

- Subject matter expertise – Know what you are talking about.
- How practical the information is to the participants – Involve youth in planning your sessions! It will help you find topics that are relevant and useful to your participants.
- Enthusiasm about the subject matter – Use humor! People learn best when they are having fun, and good humor can help keep a group’s attention

### **After the Activity:**

#### **Tips for Processing Experiential Learning**

- **Make it a conversation**
  - Don’t just read questions
- **Have your questions planned out in advance**
  - Don’t “wing it”
- **Let “the answers” come from the Group**
  - Guide the conversation by asking guiding questions.
- **No wrong answers**
  - Don’t ask for their insights and then say the answer is wrong. Ask more questions!



## Sample Guiding Questions

### Reflect

Was this fun? What happened? What was the hardest? What was the easiest?

### Process

What ways did you find to be successful in this activity?

What problems or issues seemed to occur over and over?

### Generalize

How does this relate to other parts of your life? Your work? School?

Do you ever encounter similar situations? Do you ever feel this way?

### Apply

How can you use what you learned here in future situations?

Will you think differently about similar situations that arise?

Will you act differently in the future? How?

# EVALUATING OUR EFFORTS

Whether the program was a blazing success or a misguided disaster, as a true professional you will want to know what went right or wrong. You will also want to know what can make future programs better, and this is the purpose of evaluation. There are many different ways to evaluate a program. Below are some common evaluation methods, and information on what they can help you accomplish.

## Pre- and Post-Tests

This can be a very effective way of finding out how much your participants have learned while attending your program. With this approach, a “test” is given at the start of your program, and then the same test is given again at the very end. By comparing the answers, you can see how much your participants feel they have learned.

To create this kind of test, a list of questions or statements is created that involves the topics that will be covered, and then it is made into a questionnaire. Participants may read a statement or question and then be asked to circle a number on a scale, answer “true” or “false,” or rate their knowledge of a topic (on a scale of 1-10 for example). This is called “quantitative data,” because the meaningful part of the answer can be quantified, or described by a number. These are the items that you’ll be comparing in the pre- and post-tests. For example:

How much do you know about what good character is?									
1	2	3	4	5	6	7	8	9	10
Nothing					Everything				

The questionnaire should also include open ended questions that ask for the thoughts and ideas of the participant. An example might be, “What do you hope to get out of this experience?” or “What do you think is the most important thing about leadership?” This kind of information is called “qualitative data,” because the meaningful parts of the answers are qualities that may be seen differently by different people.

Qualitative information cannot be described by numbers (quantified) and some of the questions won’t be as useful to compare in a pre- and post-test. However, the answers can guide you in understanding where the youth are coming from, what they are seeing, and how best to tailor your program to meet their needs. When deciding which questions to carry over to the post-test, keep the ones which have answers that you expect may change as a result of your program.

Pre-tests should be given as early as possible at your event, before any training or presentation takes place, and post-tests should be given near the very end. By looking at the pre-tests



you can identify issues, concerns, strengths, etc. of your participants and tailor the program to more closely meet their needs. After you have collected the post-tests, you will be able to compare them with the pre-tests and see if the answers were different.

## Green Camp Pre-Test

Name: **Maverick**

Date **7/17/09**

## Green Camp Post-Test

Name: **Maverick**

Date **7/22/09**

It is very important that participants put their names (or some other identifying information) on their pre- and post-tests. Otherwise you won't know which pre- and post-tests to compare! It is also important to have this identification on each page of the test, in case the pages become detached. Checking for a name as they are collected can save much time and effort later. Alternatives to names include "call signs," a number on their nametag, etc.

When creating your pre-test (which is also most of your post-test), there are a few things to keep in mind.

**First**, keep it fairly brief. If you have several pages of questions, youth can easily get bored and start circling answers randomly (which messes up your results). A page or two is plenty for most pre-tests.

**Second**, it's okay to throw in a fun question or two! This keeps them interested and makes the experience more enjoyable.

**Third**, if there are qualitative questions on the pre-test that you don't need to compare, you can substitute them with different qualitative question on the post-test. When you give the tests, be sure to instruct your group that there are "no right answers and no wrong answers. Honest answers are the only thing that's important in filling out these kinds of tests." Be sure to have plenty of pencils on hand.

Every activity does not need to have a pre- and post-test conducted but it is very appropriate for large sessions, classes, and programs as a whole. As you analyze the information you've collected, some scores may be higher and suggest that the participants feel they learned more about the topic during your program. Sometimes, lower scores can suggest the same thing! Participants may enter your event

believing they know a great deal, but leave with a more realistic understanding of how much is left to learn based on the knowledge they've gained from your program. Many find the qualitative answers on the post-test to be the most rewarding and fun to read. If you have made sure that each person wrote their name on each page of both tests and answered every question, you will likely learn a lot from this method of evaluation: what worked, what didn't work, and how to make it even better the next time. The last step is to collate the responses and share the results with your supervisor and CYS Services Coordinator.

## Questionnaires

Whether you do a pre- and post-test or not, sometimes the best way to know if your program was successful is to find out what happened afterwards. By creating a questionnaire and sending it to your participants, you can often find out what changes took place as a result. Questionnaires can be sent and returned by e-mail, traditional mail or conducted by phone. Keep the questionnaire short, to increase the chances that it will be read and responded to.

If your participants have e-mail access, this is usually the best route. E-mailing your questionnaires allows you to send the questionnaire to everyone at once, do so more quickly, follow-up easily if the questionnaire is not returned, and sometimes to involve the appropriate Chain of Command with a "carbon copy" (cc) to increase the likelihood that the questionnaire will be returned to you. Questionnaires are not always necessary, but can provide important information when they are needed.

## After Action Reports (AAR's)

After the data from the pre- and post-tests have been analyzed, and the questionnaires (if appropriate) are collected, the last step in the evaluation process is to complete the YLF After Action Report, or AAR. This is sent up your Chain of Command to FMWRC-CYS, informing them of the successes and lessons learned from the program. Those who made the decision to allow you to commit time and resources to the program will be especially interested in this data. An AAR form can be found in the Appendix of this Handbook.

- Name of event/program
- Date and location of the program
- Description of the program (including itinerary, topics addressed, etc.)
- Staff involved & participating Garrisons (if more than one)
- Number of participants involved & participating Garrisons
- Any partnership organizations who participated or assisted (i.e., 4-H, BGCA, or ACS).
- Facilitators, volunteers and other partners who assisted.
- Goals and objectives of the program.
- Observations, thoughts and lessons learned from the program.
- Recommendations for improvement.
- Summary of the evaluation data.
- Selected pictures from the event.

The YLF Coordinator should print off the AAR and use it as a guide that identifies the kinds of information to be documented during the planning and execution phases of the YLF. Keeping track of this information along the way will help ensure that complete and accurate information is submitted on the AAR.

## Conclusion

Youth development programming is not easy, but as the 4-H pledge suggests, it is vital to the future of our clubs, our communities, our country and our world. If done correctly, the effects are both subtle and magnificent. As you continue on your path as a youth development professional, please know that the rest of the Army Child Youth and School Services team stands ready to assist you. In striving to implement these youth development methods and to find new ways to meet the high standards of Army CYS Services, you are encouraged to utilize all the resources at your disposal. Contact your 4-H/Army Youth Development Specialist, use the strengths and talents of your colleagues, and always utilize the strengths and talents of your youth.



**The future is truly  
in your hands.**

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## What's next?

Involve youth in planning, implementing and evaluating your Youth Leadership Forum. Then assess all risks, work through logistics issues, and go boldly into the future with your expectations high and your hopes higher!





# APPENDIX

## APPENDIX A Garrison Youth Leadership Forums

### Garrison Youth Leadership Forum Eligibility and Responsibilities

Annual Garrison Youth Leadership Forums provide opportunities for young people, who are 13-18 years old and in grades 8-11 to develop the skills they need to become successful and contributing members of our communities. Accessions Command, National Guard and Army Reserve youth living near Army Garrisons should be included in Garrison YLFs whenever possible. Garrison staff will assist unregistered youth to register in CYS Services.

Garrison Youth Leadership Forums are generally conducted over a minimum of two days and may be residential or non-residential. Garrisons will conduct Youth Leadership Forums individually or in groups prior to their Region Youth Leadership Forum. Garrison Youth Leadership Forums will incorporate the following topics:

- a. an opportunity for youth to share experiences, establish support systems and build interpersonal skills, e.g., Youth Sponsorship activities, Speak Out for Military Kids, Operation: Boots On, Hero Packs, or Resiliency Skills,
- b. technology access and integration, e.g., GPS, GIS, or digital photography/video, mobile technology lab,
- c. a process for identifying and prioritizing youth issues, and
- d. teen-selected open recreation activities.

The Six Pillars of Character will be integrated throughout the Youth Leadership Forum.

Garrison Youth Leadership Forums are the first link in the Teen Chain of Communication through which Garrison Youth Councils identify and feed issues of teen concern to the Region Teen Panel and then to the Army Teen Panel. These issues are inserted into the Army Family Action Plan (AFAP) process.

- a. Forum participants must be given an opportunity to raise, discuss and prioritize issues of concern to them. Garrison YLF staff are encouraged to coordinate this activity with their Garrison AFAP Point of Contact.
- b. Forum “top three to five” youth issues will be briefed to Garrison senior leadership as part of the Forum report out. This briefing will include a recommendation on how Garrison level issues will be resolved. Issues which have Region or Army-wide application will be sent to the Region Teen Panel for consideration during the Region Youth Leadership Forum.
- c. Teens will also report how they will work with CYS Services staff in a leadership role to strengthen their local Youth Programs.

“Lessons learned” during Garrison Youth Leadership Forums will be shared with the Region Youth Leadership Forum planning committee.

Garrison Youth Leadership Forums will be:

- a. Coordinated by Garrison Youth Program Managers
- b. Open to all CYS Services eligible teens. Garrison Youth Council members will assist in planning and executing Youth Leadership Forum activities. Army/Region Teen Panel members will be trained and serve as Garrison YLF Junior Advisors
- c. Funded in the QCYS MDEP. Accessions Command, National Guard and Army Reserve will fund the attendance of their youth and Adult Advisors

Detailed information for Garrison Youth Leadership Forums including Youth Leadership Forum eligibility criteria, staff responsibilities, registration materials, photo/transportation release, Issues template and After Action Report template are available at >>[www.armyylf.org](http://www.armyylf.org)<<. Staff and teens attending Garrison Youth Leadership Forums will fill out and submit the forms on this website online.

**1. Teen attendees will:**

- Register with Army Child, Youth & School Services
- Be 13-18 years old and in the 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade
- Participate in all Youth Leadership Forum sessions and activities unless officially excused by the Youth Leadership Forum Coordinator
- Demonstrate good character and behavior
- Work with both adults and youth at their Garrison for at least a year after YLF to further their leadership skills acquired at YLF and strengthen their local Youth Program

**2. Junior Advisors (Garrison Youth Council, Region Teen Panel and Army Teen Panel members) will:**

- Be members in good standing of the Garrison Youth Council, Region Teen Panel or the Army Teen Panel and regularly participate in their local Youth Programs and demonstrate the ability and willingness to advocate for the CYS Services Program
- Participate in all YLF pre-planning and training sessions and all activities during YLF
- Exhibit and model good character and behavior
- Facilitate activities for groups of peers

**3. Adult Advisors (Garrison CYS staff) who serve “in ratio” with youth will:**

- Be employees of Army Child, Youth & School Services
- Have a completed background check and not be required to be under Line Of Sight Supervision
- Be a member in good standing in the military or civilian community
- Attend all Youth Leadership Forum sessions and activities unless officially excused
- Supervise the teens from their Garrison and assist with supervision of YLF teens from other Garrisons/Components as required
- Role model good character and professional behavior
- Assist YLF teen attendees to meet their requirements after YLF

**4. Adult facilitators (Guest instructors and speakers who supplement CYS Services staff) will:**

- Engage groups of youth in program activities at YLF and not be left alone with youth
- Submit activity or class objectives, outline and materials list to YLF Coordinator one month prior to YLF

**5. Adult Advisors (Garrison Youth Program Manager and staff) will:**

- Locate/Reserve a facility for the YLF
- Prepare and provide information and guidance to their Parents regarding YLF schedules, logistics, and requirements
- Invite Garrison Senior Leaders to receive issues briefing and participate in last day ceremonies
- Secure facilitators to conduct sessions, such as personality inventory, Challenge Course, Workforce Preparation, Character Counts!, Soldier Family Action Plan, etc.
- Ensure that the YLF program includes the elements outlined in FMWRC-CYS Services guidance as well as teen-selected open recreation, e.g., dances, games, sports, cultural events, etc.
- Ensure that the “top three to five” issues of concern to youth identified during YLF are entered into the Teen Chain of Communication process
- When Garrison YLFs are overnight events, ensure nighttime supervision and staff are available as appropriate
- Use the FMWRC YLF website for use by staff, parents and youth to download YLF registration materials, convey an overview of their YLF, and communicate with youth
- Communicate what to bring and other information to parents and youth
- Role model good character and professional behavior
- Carry all emergency contact information, forms, checklists and other documents to YLF



## APPENDIX B Region Youth Leadership Forums

### Region Youth Leadership Forum Eligibility and Responsibilities

Annual Region Youth Leadership Forums provide opportunities for young people in grades 8-11 to develop the skills they need to become successful and contributing members of our communities. At least 3-5 spaces will be reserved for Accessions Command, National Guard, and Army Reserve youth.

Region Youth Leadership Forums will generally be conducted over five days and include the following:

- a. a theme/title/specific focus
- b. a service-learning project
- c. an opportunity for youth to share experiences and establish support systems related to deployment, e.g., Speak Out for Military Kids, Operation: Boots On, Hero Packs, Resiliency Skills
- d. technology access and integration, e.g., GPS, GIS, digital photography/video, mobile technology lab
- e. workforce preparation workshops
- f. a process for identifying and prioritizing youth issues and
- g. teen-selected open recreation activities.

The Six Pillars of Character will be integrated throughout the week in all activities.

During Region Youth Leadership Forums, youth participants develop a Region-wide action plan which outlines how the youth will contribute to the plan in three required areas when they return to their Garrisons: Service-Learning, Technology and Character Education. Adult Advisors attending YLF are charged with supporting youth to execute this action plan. The Action Plan document will be submitted to FMWRC-CYS Services with the Youth Leadership Forum After Action Report. A final report on the success of the project will be submitted to FMWRC-CYS Services six months after the Youth Leadership Forum.

Following Youth Leadership Forum, youth participants will brief their chain of command, follow through on their action plans, and work with CYS staff in a leadership role to strengthen their local Youth Programs.

Garrisons will conduct Youth Leadership Forums individually or in groups prior to their Region Youth Leadership Forum. Issues raised and “lessons learned” during Garrison Youth Leadership Forums will be addressed during Region Youth Leadership Forums.

Region Youth Leadership Forums will be:

- a. Coordinated by the Region Youth Program Director and supported by 4-H /Army Youth Development and Technology Specialists.
- b. Attended by an Army Teen Panel Member and up to three Region Teen Panel Members who serve as Junior Advisors and assist in the planning and execution of Youth Leadership Forum activities.
- c. Centrally funded to cover the cost of facility rental, travel and per diem for attendance by one adult and two teens from each Garrison, Junior Advisors, Region staff and guest facilitators. Accessions Command, National Guard and Army Reserve will fund the attendance of their youth and Adult Advisors.

Region Youth Leadership Forums are an extension of the Teen Chain of Communication which feeds into the Soldier Family Action Plan (SFAP) process.

- a. Forum participants must be given an opportunity to raise, discuss and prioritize issues of concern to them.
- b. Forum “top five” youth issues are briefed to Region senior leadership as part of the Forum report out and sent to the Region or Army Teen Panel for consideration and resolution.
- c. Issues with Army-wide application will be communicated to the Army Teen Panel by the Region Army Teen Panel representative who participated in the Youth Leadership Forum.

During Region Youth Leadership Forums, teens will create discrete “take away products” that document/communicate services provided and demonstrate outcomes for youth. Products may include:

- a. two to three minute slide shows/videos created using Youth Mobile Tech Labs
- b. a one page slick Youth Leadership Forum report describing youths’ accomplishments in Youth Programs throughout the year
- c. a pod-cast, web site postings, media stories, photos, etc.

Products will be forwarded with their After Action Report and “top five” youth issues through command channels to the FMWRC-CYS point of contact within 30 days after the Youth Leadership Forum.

Detailed information for Region Youth Leadership Forums including Youth Leadership Forum eligibility criteria, staff responsibilities, application process, computer release, photo/transportation release paperwork, “issues template,” and After Action Report template are posted on the CYS Professional Website. Information for Region Youth Leadership Forums including registration package and After Action Report template are available at >>[www.armyylf.org](http://www.armyylf.org)<<.

#### **1. Teen attendees will:**

- Register with Army Child, Youth & School Services
- Be 13-18 years old in the 8th, 9th, 10th, or 11th grade
- Attend YLF no more than twice in the same Region; those who attend a second year will do so in a leadership capacity and take on some programmatic responsibility during the YLF
- Participate in all Youth Leadership Forum sessions and activities unless officially excused by the Youth Leadership Forum Coordinator
- Demonstrate good character and behavior
- Participate in Garrison Youth Leadership Forum prior to the Region YLF
- Brief Garrison Chain of Command upon return from Region YLF, implement action plans, train peers, mentor younger youth, and further the leadership skills acquired at YLF

#### **2. Junior Advisors (Garrison Youth Council, RTP and ATP members) will:**

- Be members in good standing of the Region Teen Panel or the Army Teen Panel
- Participate in all YLF pre-planning and training sessions and all activities during YLF
- Role model good character and behavior
- Facilitate YLF activities for groups of peers



**3. Adult Advisors (Garrison CYS staff) who serve “in ratio” with youth will:**

- Be employees of Army Child, Youth & School Services
- Have a completed background check and not be required to be under LOSS
- Be a member in good standing in the military or civilian community
- Ensure that a meeting occurs prior to YLF for teen attendees and their parents to explain the purpose, goals and expectations for the teens both before and after YLF
- Attend all Youth Leadership Forum sessions and activities unless officially excused
- Transport the teens from their Garrison to the YLF site and home again in either a military or rented vehicle or via public transportation
- Supervise the teens from their Garrison and assist with supervision of YLF teens from other Garrisons/Components as required
- Role model good character and professional behavior
- Assist YLF teen attendees to meet their requirements to brief the Chain of Command, train others, mentor younger youth, and carry out action plans once back at their Garrison

**4. Adult facilitators (Guest instructors and speakers who supplement CYS staff) will:**

- Engage groups of youth in program activities at YLF and not be left alone with youth
- Submit activity or class objectives, outline and materials list to YLF Coordinator one month prior to YLF

**5. Adult Advisors (Region CYS Team) will:**

- Communicate with IMCOM/FMWRC regarding funding of their YLF
- Locate/Contract a facility for the YLF
- Prepare and provide information and guidance to Garrisons regarding YLF schedules, logistics, and requirements
- Ensure staff are on hand who are fluent in both the local language and English
- Ensure that medical assistance is available and accessible to teens and adults at all times during the YLF
- Ensure that appropriate procedures and allowances are in place to screen and accommodate participants with special needs
- Invite Army Senior Leaders to receive issues briefing and participate in last day ceremonies
- Invite guest facilitators to conduct sessions, such as personality inventory, Challenge Course, Character Counts!, workforce preparation, Soldier Family Action Plan, etc.
- Ensure that the YLF program includes the elements outlined in FMWRC-CYS guidance as well as teen-selected open recreation, e.g., dances, games, sports, cultural events, etc.
- Ensure that issues of concern to youth identified during YLF are entered into the Teen Chain of Communication process
- Ensure nighttime supervision and staff are available as appropriate
- Use the FMWRC YLF website for use by staff, parents and youth to download YLF registration materials, convey an overview of their YLF, communicate with youth and share daily updates and photos during YLF
- Communicate what to bring and other information to Garrisons for parents and youth
- Role model good character and professional behavior
- Carry all emergency contact information, forms, checklists, other documents and extra copies of blank forms to YLF



## APPENDIX C Youth Issues Template

This template is provided for use during both Garrison and Region Youth Leadership Forum Issues Identification and Prioritization Activities. At the end of this activity, each issue should be written up in this format. Garrisons should submit their Youth Issue Templates to their Region for use during their Region Youth Leadership Forum. Regions should submit their top 3-5 Youth Issue Templates to FMWRC-CYS with their Region Youth Leadership Forum After Action Report for incorporation into the DA AFAP Process.



### CHILD, YOUTH & SCHOOL (CYS) SERVICES YOUTH LEADERSHIP FORUM YOUTH ISSUES TEMPLATE



Garrison/Region: \_\_\_\_\_

1. Issue Title:

2. Issue Description: (Explains the issue: who's impacted, how they're impacted, why they're impacted, when they're impacted, where they're impacted)

3. Scope: (Does the issue apply to just the Garrison, to the entire Region, to the entire Army?)


4. Recommended Solutions: (List up to three possible means to resolve the issue, e.g., change policies, change funding, change staffing, change supplies/equipment, change other requirements)

This template is provided for use during both Garrison and Region Youth Leadership Forum Issues Identification Activities. At the end of this activity, each issue should be written up in this format. Garrisons should submit their Youth Issue Templates to their Region for use during their Region Youth Leadership Forum. Regions should submit their top 3-5 Youth Issue Templates to FMWRC-CYS for incorporation into the DA AFAP Process.




## APPENDIX D Region Youth Leadership Action Plan

During each Region Youth Leadership Forum, the youth will identify a Region-wide Project which they will plan and then contribute to once they return to their Garrisons. Required components of the Region-wide Project are Service-Learning, Technology and Character. This template should be used to complete the Region Action Plan. It should be submitted to FMWRC -CYS within 30 days after YLF as part of the Region YLF After Action Report. An additional report summarizing the success of the Region YLF Action Plan will be submitted to FMWRC-CYS.



**ARMY CHILD, YOUTH & SCHOOL SERVICES**  
**REGION YOUTH LEADERSHIP FORUM ACTION PLAN**



REGION: \_\_\_\_\_

TITLE: \_\_\_\_\_

REGION ACTION

Service-Learning Component	Technology Component	Character Component
Component Description:	Component Description:	Component Description:
Supplies needed:	Supplies needed:	Supplies needed:
Who's Involved:	Who's Involved:	Who's Involved:

**Project Description:** Tell what's to be done, by whom, the due date, the cost, and what completion and success will look like.

**Supplies needed:** List supplies and equipment necessary to complete the project and how you will obtain them.

**Who's Involved:** Describe the target audience as well as who will do the work.

During each Region YLF, the youth will identify a Region-wide Project which they will plan and then contribute to once they return to their Garrisons. Required components of the Region-wide Project are Service-Learning, Technology and Character. This template should be used to complete the Region Action Plan. It should be submitted to FMWRC-CYS within 30 days after YLF as part of the Region YLF After Action Report. An additional report summarizing the level of success of the Region YLF Action Plan will be submitted to FMWRC-CYS.





## APPENDIX E Garrison YLF After Action Report Outline



### ARMY CHILD, YOUTH & SCHOOL (CYS) SERVICES GARRISON YOUTH LEADERSHIP FORUM (YLF) AFTER ACTION REPORT



Garrison: \_\_\_\_\_ Dates and location of YLF: \_\_\_\_\_  
Report Submitted By: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART I: PROGRAMMING AND ATTENDANCE

What was the theme/title of your YLF? \_\_\_\_\_

How many Garrisons participated in your YLF? \_\_\_\_\_

How many youth attended YLF?

Active Duty: \_\_\_\_\_ National Guard \_\_\_\_\_ Army Reserve \_\_\_\_\_

Accessions Command \_\_\_\_\_ Junior Advisors \_\_\_\_\_

How many adults attended YLF?

Garrison staff \_\_\_\_\_ Reserve Component staff \_\_\_\_\_

Others adults, specify how many and what organizations they came from \_\_\_\_\_

(Please indicate if they were facilitators and which sessions they facilitated)

Describe below how the following program elements were incorporated into your YLF:

Character Counts!	Open recreation
Technology	Service-learning
Workforce Preparation	Teambuilding/challenge course
Youth issue identification and prioritization	
Opportunity for youth to share experiences/establish support systems related to deployment	

Please submit up to six photos or video clips that support this description. Photos should be high resolution and capture the essence of the youth experience showing 2-3 youth at a time. Photos of large groups of youth posed with the YLF banner are not desirable.

#### PART II: LOGISTICS AND FORMS

How were the following issues addressed during your YLF: (explain all that apply)

Youth screening process	Medical needs
Transportation	Foreign language translation
VAT tax forms	Money exchange
Training for junior advisors	Travel orders and vouchers
Night-time security watch	Room assignments
Meals	Special Needs
Special recreation, e.g., life guards for swimming, boating, etc	

Describe below any unusual circumstances and how you handled them: (e.g., bus broke down, bad weather, scheduled presenter couldn't make it, etc)

Submit up to 5 completed Youth Issues Templates with this report

Attach a copy of your YLF daily schedule.



## APPENDIX F Region YLF After Action Report Outline



### ARMY CHILD, YOUTH & SCHOOL (CYS) SERVICES REGION YOUTH LEADERSHIP FORUM (YLF) AFTER ACTION REPORT



Region: \_\_\_\_\_ Dates and location of YLF: \_\_\_\_\_  
Report Submitted By: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART I: PROGRAMMING AND ATTENDANCE

What was the theme/title of your YLF this year? \_\_\_\_\_

How many installations are in your Region? \_\_\_\_\_

How many participated in YLF? \_\_\_\_\_

How many youth attended YLF? \_\_\_\_\_

Active Duty: \_\_\_\_\_ National Guard \_\_\_\_\_ Army Reserve \_\_\_\_\_

Accessions Command \_\_\_\_\_ Junior Advisors \_\_\_\_\_

How many adults attended YLF? \_\_\_\_\_

Region staff \_\_\_\_\_ Installation staff \_\_\_\_\_ Reserve Component Staff \_\_\_\_\_

Others adults, specify how many and what organizations they came from \_\_\_\_\_

(Please indicate if they were facilitators and which sessions they facilitated)

Describe below how the following program elements were incorporated into your YLF:

Character Counts!	Open Recreation
Technology	Service-learning
Workforce Preparation	Teambuilding/challenge course
Youth issue identification and prioritization	
Opportunity for youth to share experiences/establish support systems related to deployment	

Please submit up to six photos or video clips that support this description. Photos should be high resolution and capture the essence of the youth experience showing 2-3 youth at a time. Photos of large groups of youth posed with the YLF banner are not desirable.

#### PART II: LOGISTICS AND FORMS

How were the following issues addressed during your YLF: (explain all that apply)

Youth screening process	Medical needs
Transportation	Foreign language translation
VAT tax forms	Money exchange
Training for junior advisors	Travel orders and vouchers
Night-time security watch	Room assignments
Meals	Special Needs
Special recreation, e.g., life guards for swimming, boating, etc	

Describe below any unusual circumstances and how you handled them: (e.g., bus broke down, bad weather, scheduled presenter couldn't make it, etc)



Submit up to 5 completed Youth Issues Templates with this report

Describe the product created by youth during YLF that will be submitted to FMWRC-CYS

Attach a copy of your YLF daily schedule.



## APPENDIX G Participation of Geographically Dispersed Youth in Garrison YLF chart

	<b>Participation by Geographically Dispersed Youth in Army Child, Youth &amp; School (CYS) Services Garrison Youth Leadership Forums (YLF)</b>	
STEP #	ACTIONS	
1.	Garrison YLF Coordinator notifies Region Youth Program Manager of YLF dates, location and vacancies	
2.	Region Youth Program Manager notifies FMWRC-CYS YLF Coordinator of Garrison YLF dates, location and vacancies	
3.	FMWRC-CYS YLF Coordinator notifies FMWRC-CYS Community Based POC and OMK Coordinator of Garrison YLF dates, location and vacancies	
4.	FMWRC CYS Community Based POC and OMK Coordinator notify the following HQ CYS POCs: National Guard, Army Reserve, Accessions Command and OMK States of Garrison YLF dates, location and vacancies	
5.	HQ CYS POCs: National Guard, Army Reserve, Accessions Command and OMK Coordinator notify their state/region CYS POCs of Garrison YLF dates, location and vacancies	
6.	State/Region CYS POCs: National Guard, Army Reserve, Accessions Command and OMK notify Families and youth about Garrison YLF dates, location and vacancies and identify geographically dispersed youth to attend	
7.	State/Region CYS POCs: National Guard, Army Reserve, Accessions Command and OMK work closely with Garrison YLF Coordinator to get their identified youth registered for and transported to Garrison YLF	
8.	Garrison YLF Coordinator submits YLF After Action Report to Region and FMWRC CYS YLF Coordinators indicating # of Active Duty, National Guard, Army Reserve and Accessions Command youth attending	
9.	FMWRC CYS YLF Coordinator provides copies of Garrison YLF AARs to HQ CYS POCs: National Guard, Army Reserve, Accessions Command and OMK	





## APPENDIX H Participation of Geographically Dispersed Youth in Region YLFs



### Participation by Geographically Dispersed Youth in Army Child, Youth & School (CYS) Services Region Youth Leadership Forums (YLF)



STEP #	ACTIONS
1.	Region YLF Coordinator notifies FMWRC CYS YLF Coordinator of Region YLF dates, location and vacancies
2.	FMWRC-CYS YLF Coordinator notifies FMWRC-CYS Community Based POC and OMK Coordinator of Region YLF dates, location and vacancies
3.	FMWRC CYS Community Based POC and OMK Coordinator notify the following HQ CYS POCs: National Guard, Army Reserve, Accessions Command and OMK States of Region YLF dates, location and vacancies
4.	HQ CYS POCs: National Guard, Army Reserve, Accessions Command and OMK Coordinator notify their state/region CYS POCs of Region YLF dates, location and vacancies
5.	State/Region CYS POCs: National Guard, Army Reserve, Accessions Command and OMK notify Families and youth about Region YLF dates, location and vacancies and identify geographically dispersed youth to attend
6.	State/Region CYS POCs: National Guard, Army Reserve, Accessions Command and OMK work closely with Region YLF Coordinator to get their identified youth registered for, transported to and chaperoned at Region YLF
7.	Region YLF Coordinator submits YLF After Action Report to Region and FMWRC CYS YLF Coordinators indicating # of Active Duty, National Guard, Army Reserve and Accessions Command youth attending
8.	FMWRC CYS YLF Coordinator provides copies of Region YLF AARs to FMWRC CYS Community Based, National OMK , and HQ CYS POCs: National Guard, Army Reserve, Accessions Command

# NOTES





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