

**A Leadership Curriculum for Emerging Adults**

By

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A project presented to the faculty of The University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Master of Public Health in the Department of Maternal and Child Health.

Chapel Hill, NC

Approved by:

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First Reader

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Second Reader

## Abstract

The System of Care philosophy calls for the active participation of those most affected by mental health services to share their expertise and insight in order to guide culturally-competent supports and services that meet their needs. However, meaningful partnerships are hindered by mental health stigma and cultural gaps between agencies and community members. The Leadership Series is a program that attempts to bridge this gap by preparing young adults who are struggling with behavioral and/or mental health issues to become more aware of their strengths and needs, to help manage behavior and triggers, and to develop skills that enable them to advocate for themselves on a personal, local, state, and national level. Prior to the drafting of the following document, there was no formal, standardized curriculum to facilitate the implementation of the Leadership Series in communities. Information for the curriculum was compiled, drafted, edited and formatted in close collaboration and partnership with young adults and agency members, and it is written in an attempt to be both engaging and informative for a wide range of implementers including young adult leaders, supporting staff, and caregivers. In order to bridge the gap between research and practice, it is necessary not only to seek ways in which evidence-based practice can be more effectively implemented, but also to bolster promising programming to a place where it can be standardized, disseminated, and evaluated. The Leadership Series curriculum is a critical first step in this process.

# Training Tomorrow's Leaders Today

A Leadership Curriculum for Emerging Adults



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# FORWARD



It gives me great pleasure to write a forward for “Training Tomorrow’s Leaders Today,” a leadership curriculum for emerging adults with emotional, behavioral and mental health involvement. In general, leadership trainings have been emerging since the early 90’s, each with similar learning objectives that result in the goal of forming leaders who can advocate for themselves and other peers. That was how adult peer support started in many communities, first there was an idea, then a leadership series, then home grown consumer leaders who graduated from leadership, and finally a large cohort of peer support. What the leaders in the adult peer support movement found was that the trainings that were most effective and embraced by consumers were also designed by consumers based on the needs of that consumer population. The Youth Leadership Series hosted by NC Families United started from those very roots of adult peer support.

NC Families United’s Youth Leadership Series has a long lineage to the peer support efforts happening around the country in the mid-nineties. Yvette Sangster Founder of the Advocacy Unlimited in CONNECTICUT emerged as a leader and designer of Peer Education and Adult Peer Support. This model was used in New Hampshire to begin the adult leadership peer support model for the state. Under a grant from the New Hampshire state mental health block grant, The Alliance for Community Supports, Inc. in New Hampshire contracted with peer support pioneer, Shery Mead, to design and implement New Hampshire’s first adult peer support leadership training. The design of the adult leadership series was based on what consumers wanted to know to become better and more effective leaders. As the Alliance for Community Support’s leadership series grew, it became apparent that youth and young adults struggling with mental health issues could benefit from the model to become leaders in their own right. The Alliance for Community Supports received additional funding from the state block grant to design and implement the Youth Leadership Series based on the format of the adult leadership series. It was determined that youth could not benefit from series topics they themselves were not interested in. The NH Youth Leadership series convened a group of youth and young adults to design what they need to know to become leaders. Thus was born the model of what North Carolina Youth Leadership Series is today.

Our Leadership Series at NC Families United is designed by young adults for young adults. It embraces the principles of System of Care and is based on the needs of youth and their peer group to be able to advocate and make change happen. This process aligns fully with the foundation North Carolina has set firmly to expand system of care in every area of the state that is family driven and youth directed. Graduates of youth leadership in our state go on to be Youth M.O.V.E. NC members, they speak through the state and nationally. Our Youth M.O.V.E. NC members sit on policy boards and committees, testify at Capitol Hill, and work to change policy. NC Families United Youth Leadership graduates are the leaders of TODAY.



Gail Cormier  
Executive Director, NC Families United



March 14, 2014

Youth M.O.V.E. North Carolina  
209B North Graham Hopedale Road  
Burlington, NC 27217

To Whom It May Concern:

This letter reflects my support, and the support of my organization, Youth Motivating Others through Voices of Experience (M.O.V.E) National, of Youth M.O.V.E North Carolina, a youth-led organization. We are supportive of their work to provide expanded, statewide youth voice to the youth- serving systems and communities in the state; and we look to them to represent and provide leadership and support for youth within the state of North Carolina. Over the last four years, Youth M.O.V.E North Carolina has provided the community with youth leadership training and support staff for youth engagement. We are pleased that, ultimately, Youth M.O.V.E. North Carolina unites the voices and causes of youth across child serving systems in North Carolina.

Youth M.O.V.E National is a national, young-adult driven organization devoted to improving services and systems that supports positive growth and development by uniting the voices and causes of individuals who have lived experience in various systems. Our work is directed by a passionate, systems-experienced staff; a Board of Directors with young adult representatives comprising a minimum of 60% of the membership; a National Young Leaders Network; and a network of 70 chapters of young people across 34 states. We advocate for youth rights and voice in mental health and the other systems that serve them, for the purpose of empowering youth to be equal partners in the process of change and guide the redevelopment of the youth serving systems with the intent that no youth falls through the crack, and all youth will utilize their power and expertise to foster change in their communities and in their own lives.

We commend the efforts of Youth M.O.V.E North Carolina to meet the need of youth through expansion planning and diversification of funding. As part of our commitment, we agree to continue providing technical assistance through the participation of leadership staff, work collaboratively to identify sustainable resources, and maximize exposure through our extensive network of supporters.

Sincerely,

**Youth M.O.V.E. National, Inc.**



# LETTER FROM BRITTANY HOLT, PRESIDENT OF YOUTH M.O.V.E NATIONAL



Since 2011, I have helped coordinate and facilitate 4 of 6 Youth M.O.V.E. NC Young Adult Leadership Series across the state. I have been fortunate enough to watch young adults recognize their potential as leaders in their lives and in their communities and use the skills they learned in the series to be strong, confident advocates.

My involvement in coordinating the series here in North Carolina has led me to many great opportunities. In 2012, I was recognized by the Substance Abuse and Mental Health Services Administration (SAMSHA) and received their Young Adult Leadership Voice Award. The awards program recognizes the achievements of consumer/peer leaders who are sharing their stories of recovery and working to promote the social inclusion of people with behavioral health problems throughout the nation. That next summer, I was lucky enough to be able to intern with them in their Center for Mental Health Services in D.C. Also in 2012, I became a board member for Youth M.O.V.E. National and was immediately elected Board Secretary. Just this summer at our Board meeting, I was elected Board President and will begin my role in August. During all this, I completed a Masters in Social Work.

I feel that by planning and implementing this series and helping other young adults do the same, I have become a stronger leader, a more confident young adult, and a better person. My work with the Young Adult Leadership Series has been an amazing, rewarding, and at times challenging, experience. However, by formalizing our curriculum, we know this will help to make the planning and implementation a very strategic and smooth process. I believe you will feel confident in your role as a Young Adult Coordinator and have everything you need to pull off a successful Young Adult Leadership Series in your area!

All the Best,

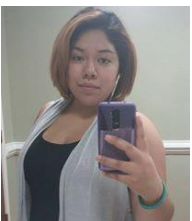
# LEADERSHIP ALUMNI ROCKSTAR PAGE

WHERE ARE THEY NOW? EQUIPPED WITH THE SKILLS AND RESOURCES THEY GAINED FROM THE LEADERSHIP SERIES, THESE YOUNG ADULTS ARE LEADERS IN THEIR COMMUNITIES AND ARE WORKING TO MAKE A DIFFERENCE!



## PRINCESS

Youth Coordinator of Girl's Leadership Series, Contributor to SpeakOut online forum through University of Portland – Research Training Technical Assistance (RTC-Pathways), North Carolina Peer Support Specialist trained, a proud mom and currently a pursuing degree as Medical Assistant through Virginia College.



## VERONICA

A Family Partner with NC Families United and liason to Spanish-speaking families. She is a member of the Alamance System of Care Collaborative and active participant on their Executive Committee, Cultural Linguistic Competency sub-committees, and a Team Member for the Young Adult Leadership Training Planning Committee. She's a joyful mom of two energetic boys.



## ZHANÉ

The young adult representative on Mental Health and Students with Special Needs Steering Committee of the Governor's Task Force on Safer Schools, a rising senior with Guilford County Schools and goal is to pursuit a career in the Mental Health field working with children (0-5) with emotional behavioral health concerns.



## JONATHON

Board member of the NC Mental Health Consumers Organization, and a member of Youth Engagement Response Team (YERT) sponsored by The Juvenile Justice Substance Abuse Mental Health Partnerships (JJSAMHP). Jonathon was accepted as a member of the National Youth Leadership Network through Youth M.O.V.E. National



## Tim

"The Leadership program gave me the ability to turn obstacles in my life into stepping stones. Every challenge became a doorway to something greater for me. It's a beautiful life. It really is."



## Niketa

Is the Secretary of Youth M.O.V.E. North Carolina and an amazing mom to a 5 year-old boy. She is an expert on the concept of Strategic Sharing and is the 2014 recipient of the 2014 National Tricalouise Gurley-Millard Youth Advocate Rock Star Award!!



## BRAD

A Youth Program Advisor with NC Families United, a certified Peer Support Specialist, Youth Mental Health First Aid Trainer, and a member of the Protection and Advocacy for Individuals with Mental Illness (PAIMI) Advisory Council with Disability Rights North Carolina.



## ANDREW

In 2012 was nominated for the National recognize Voice Award through SAMHSA, a member of NC Families United Board of Directors, a panelist in partnership with the National Traumatic Stress Network. Andrew continues to be a national advocate and currently lives in Arizona pursuing his dream in Culinary Arts at the Art Institute of Phoenix



## CAMARON

2012 Graduate of the Young Adult Leadership Series and peer mentor to up-in coming Leaders of Tomorrow, Today. In 2014 elected as President of Youth M.O.V.E. North Carolina and is actively pursuing his dream as an artist.



## JERE

A member of ROTC and completed the week-long residential community leadership program called ANYTOWN sponsored through The National Conference for Community and Justice of the Piedmont Triad, Inc. (NCCJ). Jere now lives in Pennsylvania, graduated with his High School Diploma, and is employed.



# MANY THANKS



Many thanks to all those who contributed to the creation of this curriculum. In particular, we would like to thank our funders, the State Collaborative on Children Youth and Families Training and Technical Assistance Committee and the Division of Mental Health, Developmental Disabilities and Substance Abuse Services (DMHDDSAS) to improve the quality and outcomes of community based services in accordance with P.L. 102-321 (ADM Community Mental Health Services Block Grant under

the Center for Mental Health Services/SAMHSA\*\*\*) for their extraordinary commitment to expand family and youth voice, strengthen system of care practice and principles beyond existing capacity, and to fortify System of Care sustainability in the new cross system, evidence based practice, managed care climate.

Besides, we would also like to thank our fiscal agent, Josh's Hope Foundation Inc., whose mission is to promote public awareness and education on issues and needs of transitioning young adults with mental illness or mental illness with substance abuse.

In addition, we would like to thank Marcia Roth, Director of Training Initiatives and Adjunct Instructor for the Maternal and Child Health Department at University of North Carolina Gillings School of Global Public Health, for her countless hours of in-kind service, her willingness to recruit and supervise graduate students to work on this project, and for her personal commitment to improving supportive services for young adults struggling with emotional/behavioral health concerns.

We wish to express our most sincere gratitude to one such student, Rachel Gillman who spent an extraordinary amount of time organizing, researching, and compiling the content for this curriculum. What was most appreciated is her ability to work within a youth-driven culture and to naturally support the process and to see young adults as co-instructors of knowledge and as experts. It brings me so much pleasure and satisfaction to share comments from members of the planning team for this project. The following are statements about their experience working alongside Rachel:

*"She's phenomenal and is vital to our common goal"*

~Camaron, President Youth M.OV.E. –North Carolina

*"Rachel really understands the purpose and importance of youth and young adults emerging as leaders. She is very insightful when asking just the right questions to get the job done. She is open-minded and extremely flexible when including youth and families. I pray that there will be a long lasting working relationship with North Carolina Families United. "Thanks so much Rachel! You have been a God-Send to this project".*

*~Rev. Frederick Douglas, Director Faith and  
Community/SUCCESS for Children and Families*

*“Rachel has been great and joyful to work with she also should also  
demonstrated that a lot can be accomplished in a short period of time when  
you work as a team. Loved working with her!!”*

*~Veronica, Youth M.O.V.E.-NC & Family Partner – NC Families  
United Inc.*

*“Rachel worked diligently to gather the bits and pieces of information  
thrown at her from myriad directions and pieced them together beautifully in  
our first ever formal curriculum. Her attention to detail and ability to truly  
listen were paramount to the completion of such a monumental task.*

*~April, Private Mental Health Provider*

*“Rachel is extremely dedicated and hard working. Let her know that we (literally)  
couldn’t have done this without that work and dedication she put into the project”*

*~Brad, Youth Program Advisor-Youth M.O.V.E. NC Families United Inc.*

Additionally, thank you to Keri Barnett-Howell, MPH, Sacha Green-Atchley, MPH, and the graduate students in Dr. Anita Farel’s Program Assessment class.

Special thanks to our Leadership Planning Team (Leadership R Us), Reverend Fredrick Douglas, our family partner, April Forsbrey, our agency/community partner, and members of Youth M.O.V.E, Brittany Holt, Brad Biggerstaff, Camaron Freeman, Niketa Currie and Veronica Arias for contributing their time and expertise in editing this curriculum and planning the Leadership Training of Trainers. You all were assets of the team from all your perspectives to create a product that will bring support to Young Adults throughout our state to support Tomorrow’s Leaders Today.

Thank you to all the members of Youth M.O.V.E North Carolina (youth partner of NC Families United, Inc. NFFCMH-SFN) for participating in focus groups, for sharing your perspectives during the process, and for creating the video that captures the value of young adults telling their stories as the road to leadership (<https://www.youtube.com/watch?v=dnsSDjLmS8w>). Special thanks to Leadership Series alumnus Tim Rosenberg for his creative consultation and continued support. And Josh’s Hope for their partnership and shared vision of promoting resilience and youth recovery.

This acknowledgement would not be complete without sincere thanks and heartfelt appreciation to a trail-blazer and unsung hero, Gail M. Cormier, Executive Director of NC Families United. Your mentorship, drive, commitment, and organizational leadership at times go unnoticed. Yet, you continue to inspire all of us to put the needs

of families and emerging young adults with significant emotional behavioral health concerns in the forefront. Before the concepts of youth voice and youth-guided were “buzz-words” or “good-things,” you were already practicing unconditional care by supporting young adults who were often chronically suspended, deficient, and disruptive across settings and viewing them as leaders. Truly, you laid the foundation for this curriculum “Training Tomorrow’s Leaders, Today”.

**Damie Jackson-Diop is the Youth Transition Program Director and provides oversight to all support services offered by NC Families United geared to emerging young adults who experience significant emotional behavioral health concerns including RENEW Transition Mentoring Services, Annual Young Adult Leadership in which this curriculum is based, and Statewide Implementation of Youth M.O.V.E. North Carolina.**



**Frederick Douglas**  
**Director, Faith in Community Ministries**

Family Partner Coordinator @ CenterPoint Human Services Winston Salem NC  
'Its exciting to be a part of the development of The Train the Trainer Curriculum for Youth/Young Adult Leadership. I believe understanding youth culture and implementing youth-driven services will improve service delivery in our local communities. As the young person life is the one that's mostly affected by the plans that created and the goals that are set. It is imperative that young people are equipped to step into leadership roles in directing services in at our local state and national levels."



**April Forsbrey, LPC**  
**Agency / Community Partner**

Throughout the years I have worked in the juvenile justice system, public schools, day treatment, and therapeutic foster care. Now that I am a counselor in private practice, I hear from young adults and their families from all walks of life about the challenges of finding their place in the bigger picture. The Leadership Series is a crucial part of that journey and I feel honored to be a part of this process.



**Young Adult Leadership Planning Team**  
(Left to Right)

Camaron Freeman, Niketa Currie, Veronica Arias, Brittany Holt, Brad Biggerstaff

# YOUNG ADULT LEADERSHIP

The Leadership Series provides a supportive environment for young adults to explore their strengths and needs, to develop effective communication skills, and to learn about their rights as students and individuals with mental health diagnoses.

Many people are learning more about Youth M.O.V.E. and the Leadership Series and want to become a part and engage youth. People continue to learn about the benefits and positive outcomes of Youth M.O.V.E. and the Leadership Series. This curriculum will enable more organizations to engage young adults and more opportunities for the young adults to develop advocacy and behavioral management strategies.

Thus far, over 300 young adults have completed the Leadership Series from counties across North Carolina, including Durham, Guilford, Forsythe, Mecklenburg, Orange, Surry, Alamance, and Yadkin.

## WHY WE MADE THIS CURRICULUM

This curriculum is the result of Youth M.O.V.E. North Carolina strategic planning goal to **bring the Leadership Series to communities throughout the United States**. Their hopes are to **recruit more leaders**, become more **active/visible** in the community, **grow** into 1,000,000 people, and help youth around the country **deal with the problems they really have** (mental health stigmas, homelessness, abuse, education, equality of students, bullying from peers and adults, depression, and drug abuse).

## HOW TO USE THIS CURRICULUM

We hope you find the curriculum easy to use and fun to read. It is designed to be used by both young adults AND adult supports. It provides all the details and information your Leadership Planning Team will need to implement the Leadership Series in your area! It is also designed to be a supplement to the Leadership Planning Workbook (also provided with this curriculum). You should try and read the WHOLE curriculum at some point (cover to cover) but after that, you can easily flip to the section you need by using the Table of Contents and the Phase Introduction Pages. Pay special attention to the “Call Out Boxes” because these are DIRECT QUOTES from young adult coordinators and participants, and let’s face it – they’re the experts! The Appendix items are also provided on the Zip drive so that you can modify and use them as much as you want! Good luck – stay in touch – and enjoy!!

# LEADERSHIP SERIES OVERVIEW

## A QUICK LITTLE INTRODUCTION ABOUT WHAT THIS SERIES IS ALL ABOUT

The Leadership Series is a seven part series (plus graduation) of trauma-informed trainings created **by youth for youth**. The Leadership Series provides a supportive environment for young adults (ages 14-22) who are struggling with behavioral and mental health issues, to explore their strengths and needs, to develop effective communication skills, and to learn about their rights as young individuals. After graduating from the series, participants are encouraged to join Youth M.O.V.E. (see page 77 for more info) which provides an opportunity to **stay engaged** and **advocate** for self and others.

Leadership Series is most effective when young adults can **voluntarily participate**

**Participants are not compensated for attendance**

It is recommended that participation **NOT** be court-ordered, but instead presented as a voluntary option

It is never good to **force** young adults to be somewhere they don't want to be

### Leadership Series IS...

- Therapeutic
- Created by Youth for Youth
- Open to non-traditional leaders and 'unvoiced followers'
- A judgment-free environment
- Trauma sensitive
- Opportunity to discover a better version of yourself

### Leadership Series is NOT...

- Therapy
- Directed by adults
- A punishment
- Classes / school
- Community service work
- A support group, but may establish friendships and FIND support



What were some of the outcomes you observed in yourself after graduating from the Leadership Series?

Gained skill sets for life  
Helped me with college  
“You’re not the only one – you’re not alone”  
I became involved in policy making and advocacy  
“Everybody’s somebody’s everything”  
I understand that everyone has a struggle  
I lend a hand with managing emotions and overcoming trauma  
I became more vocal  
Gave me a voice and made my voice matter  
Know resources  
Joined Youth M.O.V.E.  
Became a mentee  
Became a stronger advocate  
Became a peer support specialist  
Joined mental health and substance abuse boards  
Made new friends  
Helped others around me become more aware of mental health, behavioral health, Youth M.O.V.E. and NC Families United  
I was made to rise!

## WHY LEADERSHIP SERIES?

### WHAT YOUNG ADULTS GET OUT OF LEADERSHIP

The goal of the Leadership Series is to *prepare young adults who are struggling with behavioral and/or mental health issues* to become **more aware** of their strengths and needs, to help **manage behavior** and triggers, to develop the skills to **advocate** for themselves on a personal, local, state, and national level, and to access supportive community **resources**.

#### YOUNG ADULTS BECOME MORE SELF-AWARE BY:

- ❖ Participating in team-building activities
- ❖ Identifying personal strengths and needs
- ❖ Recognizing warning signs of crisis
- ❖ Respecting cultural diversity of others

#### YOUNG ADULTS LEARN TO MANAGE BEHAVIOR BY:

- ❖ Examining emotional responses and triggers
- ❖ Identifying positive ways to cope with triggers and moods
- ❖ Diffusing stressful or tense situations

#### YOUNG ADULTS LEARN HOW TO ADVOCATE FOR THEMSELVES AND OTHERS BY:

- ❖ Learning how to tell their story
- ❖ Understanding what advocacy means
- ❖ Increasing level of self-awareness
- ❖ Developing behavioral management skills
- ❖ Participating on decision-making boards at local, state, and national level

#### YOUNG ADULTS LEARN HOW TO ACCESS RESOURCES BY:

- ❖ Identifying and verbalizing their needs
- ❖ Developing strong work ethics
- ❖ Learning about their rights

# GUIDING PRINCIPLES OF LEADERSHIP SERIES

## YOUNG ADULT PARTICIPATION IS CRITICAL IN SYSTEM OF CARE

Young adult participation is critical to maintaining a **nurturing System of Care**. The Leadership Series engages young adults and helps to build their capacity to fully participate and advocate for themselves and others. The Leadership Series adheres to the following guiding principles:

1. Young adults with emotional disturbance(s) should
  - Have access to a comprehensive, broad array of services
  - Receive individualized services
  - Be provided services in the least restrictive, most appropriate setting
  - Receive coordinated services both at the system and service delivery levels
  - Have services that involve families and young adults as full partners
  - Have care that emphasize early identification and intervention
2. Care should be youth-centered and family-focused with the needs of the young adult and family dictating the types and mix of services they are provided
3. Care should be community-based, with the locus of services, as well as management and decision-making responsibility, residing at the community level
4. Care should be culturally competent with agencies, programs, and services respectful of and responsive to the cultural, racial, and ethnic differences of the populations they serve.

## **Youth Mental Health Bill of Rights**

1. Youth have the right to be **leaders** of their psychiatric treatment plans
2. Youth have the right to **evaluate** their mental health services
3. Youth have the right to the **most non-invasive service transitions** possible
4. Youth have the right to **trained, sensitive** treatment providers

# IMPORTANT TERMS

HERE ARE SOME TERMS THAT YOU'LL SEE IN THE CURRICULUM

**Youth-directed:** Youth are empowered and in control ~~ Youth are heard and respected ~~ Youth-directed recognizes the youth as an advocate; we can make a change and still be “who we are” ~~ Adults have to trust youth, step back, and “chill out,” ~~ Adults have to have faith and help after mistakes are made – expect mistakes ~~ Youth are in charge of their rights, activities, youth helping youth, organizing and strategizing



## **Youth M.O.V.E. (Motivating Others through Voices of Experience):**

Youth M.O.V.E. NC is the state-wide chapter of Youth M.O.V.E. National. Youth M.O.V.E. National is a youth led organization devoted to improving services and systems that support positive growth and development by uniting the voices of individuals who have lived experience in various systems including mental health, juvenile justice, education, and child welfare.

**Natural Support Person:** is a friend, a sibling, a parent, or any other person who the young adult has identified as a supportive person who the young adult coordinator can contact if the young adult gets upset or needs emotional support during the Leadership Series. It is NOT (necessarily) a “responsible emergency contact.”

**Strategic Sharing Agreement:** is a tool developed by Youth M.O.V.E. It is a confidentiality agreement signed by all adults who will hear the young adults’ stories. This protects the young adult and gives him/her power to control how the story is shared with others.

# Young Adult Directed Means....

**YOUTH  
M.O.  
V.E.  
North  
Carolina**

Youth Directed means that the youth have the right to be empowered, educated, and given a decision making role in the care of their own lives as well as the policies and procedures governing care for all youth in the community, state and nation. This includes giving youth a sustainable voice and the focus should be towards creating a safe environment enabling a youth to gain self-sustainability in accordance to his or her culture and beliefs. Through the eyes of a youth directed approach we are aware that there is a continuum of power and choice that youth should have based on their understanding and maturity in this strength based change process. Youth directed also means that this process should be carefree and worthwhile.

## Youth Driven

Youth, initiated, planned and executed in partnership with others

Youth advocate for other young people

Expert level of understanding

## Youth Guided

Continuing with Youth Starter process    Increased knowledge of services and resources

In a safe place (not in continual crisis)    Deeper understanding of the system

Taking a more active decision making role in treatment and within the system of care (policy, etc)

## Youth Starter

Knowledge of services    Voice in identifying needs and supports

Beginning to research and ask questions about resources

Learning how to self-advocate

Beginning to understand the process of the system and services

Articulate experience and what helps and what harms

# YOUNG ADULT LEADERSHIP PLANNING TEAM

## SO WHO PLANS THIS THING?

This section of the curriculum will discuss the different roles and responsibilities of those involved in the Leadership Series planning, implementation, and evaluation.

### Who you need on the team:

---

**1 – 2 Young Adult Coordinators:** A young adult and graduate of Leadership Series with lived experience in the area of mental health and/or co-occurring (substance use disorders) and experience/contact with multiple complex service systems.

**1 Family Partner/Caregiver:** An adult who cares/supports a young adult with lived experience

**1 – 2 Agency/Community Partners:** Someone from an agency, organization, or a provider in the community. For example, Agency/Community Partners can come from faith-, business-, or community-based organizations; from mental health and substance use providers; from Child Welfare, vocational rehabilitation, educators, or housing (HUD) representatives

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So your team should be no smaller than 3 people and no larger than 5 people  
To find out more information on the individual roles of each member of the team, check out the following pages:

Young Adult Coordinator: p 16

Family Partner / Caregiver: p 18

Agency/Community Partner: p 19

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### Resources for Young Adult-Adult Partnerships

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Working on a young adult-adult team can be a valuable experience for everyone – but it's not always easy. Check out this great resource for some pointers:

<http://nrcyd.ou.edu/publication-db/documents/2008-positive-youth-development-toolkit.pdf>



# YOUNG ADULT COORDINATOR

The Young Adult Coordinator is really the person who runs the show. He/she is responsible for ... **planning** the series,

**selecting** participants from the applicant pool,

**running** the series,

**following-up** with young adult participants, and

**being available** to answer questions.

The Young Adult Coordinator will ... **make most of the decisions**,

**facilitate** many of the sessions,

and **connect** with youth participants.

The **Young Adult Coordinator** is the backbone of the team; the connection between the participants and the “adults”



Young Adult Coordinator should be:

- Between the ages of 14 – 26
- An alum of the Young Adult Leadership Series
- A mental health consumer or family member of an individual that is a mental health consumer

The **Young Adult Coordinator** is someone who “looks good” – an example of a young adult who struggles or who has struggled with mental health issues but has their “stuff” together

It’s important for the person to be able to maintain clear boundaries and some emotional distance, while also being able to connect and share with youth

Someone who is judgment free

# WHAT THE YOUNG ADULT COORDINATOR DOES... (A LOT)

- **Use the Young Adult Leadership Series Workbook**
- **Help organize and plan the Leadership Series**
  - Work closely with Leadership Team and young adults
  - Plan sessions with Leadership Team
  - Identify location for the series
  - Recruit speakers
  - Schedule dates
- **Recruit participants**
  - Write up promotional literature
  - Visit schools / organizations
  - Help young adults fill out applications
  - Review and interview applicants
  - Select young adults for series and discuss with Leadership Team
  - Gather materials, order food
- **Facilitate Leadership Series**
  - Confirm speakers before series
  - Communicate with young adults and answer questions
  - Review Code of Conduct and facilitate Comfort Agreement
  - Set up meeting space, welcome young adults, introduce speakers
  - Help facilitate sessions
  - Follow-up calls with young adults and communicate with Leadership Team
  - Plan graduation
- **Be available to support youth participants throughout series**

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## Preferred characteristics

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- **Passionate** about mental health related issues
- **Willing** to take the lead from young adults in achieving their vision for change at various levels of the mental health system
- **Eager** to model adult behavior that promotes young adult leadership and a safe environment for young adults to respectfully voice their ideas, approaches, and opinions to change
- **Ready** to supervise and provide ongoing support to young adults in achieving their vision for creating change at various levels of the mental health system
- **Accepting** of young adults as the *experts* of their lived experiences with mental health (including education, child welfare, and juvenile justice systems involvement)
- **Enthusiastic** about engaging young adults in opportunities for advocacy

# FAMILY PARTNER / CAREGIVER

The role of the Family Partner / Caregiver is to bring family-driven voice of the parent / caregiver to discussions and decision making while implementing the Leadership Series.

## Characteristics of a family partner / caregiver

- Respectful, non-judgmental
- Strength-based
- Inspiring hope
- Empathetic
- Caring
- Good listener / Active listener
- People skills
- Desire to make a difference
- “Learner” approach
- Ability and tools to understand a family’s culture
- Empowering families to make their own decisions
- Trustworthy – do what you say you will
- Ethical
- Confidentiality
- Approachable, likeable
- Truly VALUES others equally
- Understands the strengths of each partner in the process

## WHAT THE FAMILY PARTNER / CAREGIVER DOES:

- Understand, support, and be the connection between the parents and other caregivers of the young adults participating in the Series
- Explain the importance of young adult leadership for both the participants and the caregivers of the participants
- Help connect the young adult participants with resources in the community
- Recruit / assist in identifying other potential partnerships / stakeholders in the community
- Ensure fidelity to System of Care core values and principles
- Help parents (and others) better understand what “youth-guided” means
- Assist in helping parents and other caregivers of the young adults participating in the Series to understand agency/system terminology and culture

---

Remember that even though the Family Partner / Caregiver brings the perspective of the parent, it is the youth that drive the process.

---

# AGENCY / COMMUNITY PARTNER

The Agency / Community Partner is there to SUPPORT the Young Adult Coordinator. This is not as easy as it seems. Remember that the Leadership Series is youth-directed and this means that the Young Adult Coordinator makes many of the decisions and facilitates the sessions. Sometimes this shift of “power” can be a little uncomfortable for an adult, but it is essential to maintain the integrity of youth-directed.

An Agency/Community Partner should be...

Non-judgmental  
Someone who keeps it real  
Reliable  
Liaison to “older folks”  
Familiar with youth culture  
Youth-driven  
A natural support  
Personally experienced  
Culturally-competent  
Listens to youth’s needs  
Knowledgeable: has connections and resources



An Agency/Community Partner should not be...

A blank stare  
Behind the desk  
Out of touch with youth  
Prejudiced  
A micro-manager



## RESPONSIBILITIES:

- Recruitment!
- Support the sessions that are related to services / resources in the community
- Connect the Young Adult Leadership Team with financing and grant writing
- Help the Young Adult Coordinator connect with potential speakers and facilitators

# PHASES OF YOUNG ADULT LEADERSHIP

This section of the curriculum will walk you through all the steps you will need to plan, carry-out, and evaluate a Leadership Series in your community. There are 4 phases:





# PHASE ONE: PLAN AND ORGANIZE

---

## Phase at a Glance

### What to do:

This phase is all about talking, planning, and forming your Leadership Planning Team  
- This is the time you do all the planning so you can get the Leadership Series off the ground

### When:

Start this phase about **4 - 6 months** BEFORE you want to start the Leadership Series

### Goals:

1. Form your Young Adult Leadership Planning Team
2. Put together the resources you need to start RECRUITMENT (don't worry about this now, we'll get to recruitment in Phase 2)

### Steps:

- 1) Network and Organize (p22)
- 2) Identify a Leadership Planning Team (p23)
- 3) Secure Funding / Sponsorship (p24)
- 4) Outreach (p25)
- 5) Review the Registration Process (p25)
- 6) Plan Sessions (p26)
- 7) Find a location for the series (p29)
- 8) Recruit Speakers (p30)
- 9) Schedule Dates (p33)

## Phase One Steps

### **Step One:** **Network and Organize**

Step Two:  
Identify a Leadership  
Planning Team

Step Three:  
Secure Funding /  
Sponsorship

Step Four:  
Outreach

Step Five:  
Review the Registration  
Process

Step Six:  
Plan Sessions

Step Seven:  
Find a location for the  
Series

Step Eight:  
Recruit Speakers

Step Nine:  
Schedule Dates

## **STEP ONE: NETWORK AND ORGANIZE**

The first thing you'll want to do is **start chatting** with people who you think would be interested in being on the Young Adult Leadership Planning Team. This team will help plan and run the Leadership Series. Talk with youth, families, and agency partners to see who is cool and who could support the series.

Brainstorm and think outside the box! Which organizations do you think have “good people” who can work well with youth and make sure the series remains YOUTH DIRECTED!? Sometimes it helps if the organization can provide some money, donations, or sponsorship!

### **Ideas of organizations who may be interested in being the Agency/Organization/Provider:**

- ❖ Faith communities (like churches or youth groups)
- ❖ Business communities
- ❖ Vocational Rehabilitation
- ❖ Division of Public Safety,
- ❖ Mental Health/Substance Abuse
- ❖ Child Welfare
- ❖ High Schools
- ❖ Community Colleges

### **Remember the Team needs to have:**

- 1 - 2 Young Adult Coordinators
- 1 Family Partner / Caregiver
- 1 - 2 Agency/Community Partners

## Phase One Steps

Step One:

Network and Organize

**Step Two:**

**Identify a Leadership  
Planning Team**

Step Three:

Secure Funding /  
Sponsorship

Step Four:

Outreach

Step Five:

Review the Registration  
Process

Step Six:

Plan Sessions

Step Seven:

Find a location for the  
Series

Step Eight:

Recruit Speakers

Step Nine:

Schedule Dates

## STEP TWO:

### IDENTIFY A TEAM

Okay, this is an important step (well okay, they're all important!) but this one is ESPECIALLY important because this is when you assemble the people who will be working with you to plan and run the Leadership Series.

The team will HELP and SUPPORT the Young Adult Coordinators in planning, recruiting, evaluating, presenting to community partners, and coordinating the sessions.

*Tip: It is best if the Young Adult Coordinator is the one who identifies the team members instead of inviting a young adult to join a team that has already been formed. One strategy is to first recommend the young person to serve as the Young Adult Coordinator and THEN ask him/her "Is there anyone that is working with you right now that would be a good addition for the team?"*

It is important for the young adult to create the 'culture' of the planning team and to drive the process from the beginning.

See Appendix p 81 for a template letter that you can use to invite people to be members of your team!

Once your team is assembled (YAY!!!) you can start reviewing the curriculum together and planning your series!

## Phase One Steps

Step One:  
Network and Organize

Step Two:  
Identify a Leadership  
Planning Team

**Step Three:**  
**Secure Funding /**  
**Sponsorship**

Step Four:  
Outreach

Step Five:  
Review the Registration  
Process

Step Six:  
Plan Sessions

Step Seven:  
Find a location for the  
Series

Step Eight:  
Recruit Speakers

Step Nine:  
Schedule Dates

## **STEP THREE: SECURE \$ (FUNDING, DONATIONS, SPONSORS)**

So, how much money does it take to run a Leadership Series?

We've found that \$15,000 - \$20,000 is a comfortable budget to cover all costs, but you can cut it to \$2,500 - \$5,000 if needed.

See Appendix p 82 for a sample \$20,000 budget

### **Who is going to pay?**

This may seem like a lot of money but this is where the Young Adult Leadership Planning Team can work together to brainstorm partnering organizations or grants that can help with costs.

Remember that the agency partner on the Planning Team may have connections who can host or sponsor the Series.

Funding / partnering organizations that you may want to check out:

- ❖ Juvenile Crime Prevention Council (JCPC)
- ❖ Private foundations
- ❖ Managed Care Organization (MCO)
- ❖ NC Mental Health Consumers' Organization:  
<http://www.ncmhco.org/>
- ❖ North Carolina Community Foundation:  
<http://www.nccommunityfoundation.org/>
- ❖ North Carolina Council of Community Programs:  
<http://www.nc-council.org/>
- ❖ Child Welfare / LINKS Coordinator
- ❖ NC Families United, Inc. - Statewide Family Network (SFN) and NFFCMH
- ❖ NAMI North Carolina
- ❖ Mental Health Association
- ❖ NC Local Education Agencies and Charter Schools:  
[www.ncpublicschools.org/docs/fbs/resources/leacharterlist.pdf](http://www.ncpublicschools.org/docs/fbs/resources/leacharterlist.pdf)
- ❖ Get connected with Youth M.O.V.E. network for potential funding opportunities
- ❖ Local schools / public health initiatives
- ❖ Go out and talk to restaurants and tell them what you're doing - maybe they can provide lunch one day!

## Phase One Steps

Step One:  
Network and Organize

Step Two:  
Identify a Leadership  
Planning Team

Step Three:  
Secure Funding /  
Sponsorship

**Step Four:  
Outreach**

**Step Five:  
Review the Registration  
Process**

Step Six:  
Plan Sessions

Step Seven:  
Find a location for the  
Series

Step Eight:  
Recruit Speakers

Step Nine: Schedule  
Dates

## **STEP FOUR: OUTREACH**

Now get out there and talk to people! Talk to youth, talk to organizations, talk to schools, make connections, tell everyone and anyone **WHAT** you're doing and **HOW** you're doing it! Hand out flyers and business cards - you never know who might see one and get in contact with you to help out!

See page 35 for the "Elevator Speech" This little 3 - 4 minute blurb contains all the important information that people should know about the Leadership Series. Practice it until it feels natural - and of course you can put it in your own language!

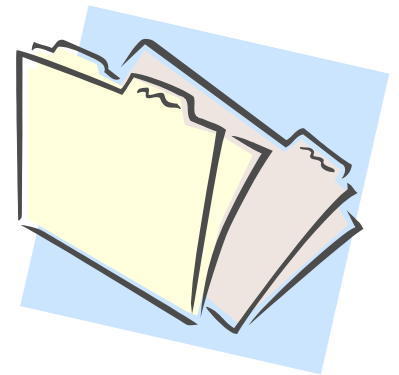
## **STEP FIVE: REVIEW REGISTRATION PROCESS**

At this point you just want to familiarize yourself with the registration process.

See page 40 for in depth registration details

See Appendix p 86 for a sample application

Make sure there is a **SECURE** place to store all the applications that you will receive.



The **Agency/Community Partner** on your team should help find a secure place to put the applications once submitted by interested participants.



## Phase One Steps

Step One:  
Network and Organize

Step Two:  
Identify a Leadership  
Planning Team

Step Three:  
Secure Funding /  
Sponsorship

Step Four:  
Outreach

Step Five:  
Review the Registration  
Process

## **Step Six: Plan Sessions**

Step Seven:  
Find a location for the  
Series

Step Eight:  
Recruit Speakers

Step Nine:  
Schedule Dates

## **Step Six: Plan your Sessions**

**Plan your sessions with young adults in mind!**

Make sure that the speaker you choose for each session is **youth-friendly** and knows the **learning goals** for the session he/she is presenting.

Include engaging, interactive, fun activities in lesson plans.

Plan activities that allow young adults to **move around and work together**.

Appreciate and cultivate creativity within the young adults and find ways to help them express this creativity (role play, making lists on large chart paper)

Remember to consider the young adult experience:

What **trauma** might these young adults experienced?

What activities may serve as **triggers**?

### Schedule of Leadership Series

Session One: Low Ropes Course

Session Two: Tell Your Story

Session Three: Young Adult WRAP

Session Four: Youth Mental Health First Aid / elective

Session Five: Elective

Session Six: Stand Up - Advocacy

Session Seven: High Ropes Course

## Phase One Steps

Step One:

Network and Organize

Step Two:

Identify a Leadership  
Planning Team

Step Three:

Secure Funding /  
Sponsorship

Step Four:

Outreach

Step Five:

Review the Registration  
Process

**Step Six:**

**Plan Sessions**

Step Seven:

Find a location for the  
Series

Step Eight:

Recruit Speakers

Step Nine:

Schedule Dates

Session 5 is an elective and Session 4\* can also be an elective! So as a Young Adult Leadership Planning Team you will get to choose which topic you want to cover

Meet with Youth M.O.V.E. board or other youth leaders and discuss which topics were most helpful in the past

### **Consider these questions:**

- ❖ Which topics will be useful to the youth involved in your session?
- ❖ What struggles and strengths will they bring?
- ❖ What skills would be useful to them?

### **Ideas for elective topics**

- ❖ Public speaking skills
- ❖ Conflict Resolution
- ❖ Self-control
- ❖ Positive relationships
- ❖ Respecting yourself and others
- ❖ Coping skills
- ❖ Being able to see other people's perspectives
- ❖ Resources in the community
- ❖ Learning about IEP, 504
- ❖ Substance abuse

\*In order to be implemented with fidelity, the Youth Mental Health First Aid Session follows the 8 hour certification training. If the team (guided by the young adult participants) decide they are unable to offer the whole 8 hour-session, then this session can be converted to an elective.

## Phase One Steps

Step One:  
Network and Organize

Step Two:  
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Planning Team

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Sponsorship

Step Four:  
Outreach

Step Five:  
Review the Registration  
Process

**Step Six:**  
**Plan Sessions**

Step Seven:  
Find a location for the  
Series

Step Eight:  
Recruit Speakers

Step Nine:  
Schedule Dates

## PLANNING FOR GRADUATION

I know, I know, it seems really early to be thinking about graduation already - but it's not! As you are planning your sessions, you should also be planning for graduation which will happen AFTER session seven. You don't have to have all things planned right away - but you should be thinking about them throughout Phase 1, 2, and 3.

### **Important things for Graduation:**

- ❖ Find a cool place to have graduation
  - Book it early
  - This could be the same place you have the other sessions - but sometimes it's fun to "fancy it up a bit." Maybe a hotel or other nice venue
- ❖ Find a good speaker
  - Think about inviting a swanky key-note speaker - should be someone who would be interested in young adult leadership. State Legislator perhaps?
- ❖ Think about what kind of food you want to serve - and book early
- ❖ Plan the number of guests
  - If you have 10 participants you should plan on inviting about 30 people
- ❖ Send out invitations after Session Five
  - Ask young adults who they want to invite (1 - 2 per participant)
  - Invite all facilitators
  - Invite Young Adult Coordinators
  - Invite Leadership Planning Team
- ❖ Start thinking about what special souvenir you want to give to participants
  - Scrapbook, signed photo with all participants, keepsake box

## Phase One Steps

Step One:

Network and Organize

Step Two:

Identify a Leadership  
Planning Team

Step Three:

Secure Funding /  
Sponsorship

Step Four:

Outreach

Step Five:

Review the Registration  
Process

Step Six:

Plan Sessions

**Step Seven:**  
**Find a location for the  
Series**

Step Eight:

Recruit Speakers

Step Nine:

Schedule Dates

## **STEP SEVEN: FIND A LOCATION**

There are THREE locations you'll need to find and secure

1. **Ropes Course** for opening and closing session (or other Team Building site or activity)
2. **Meeting space for the series** (see below for details!)
3. **Graduation location**

Even though Graduation is months away, the team should find a good venue to host the ceremony as soon as possible.

Characteristics of a GOOD meeting space:

---

- ❖ Lots of space!
- ❖ Who wants to be holed up for 4 hours in a small room? No one. Make sure there is room for youth to get up and move around
  - ❖ Quiet and conducive to learning
  - ❖ Remember that youth will be sharing personal stories and speakers will be presenting. You want a place with privacy
  - ❖ Comfortable and easily accessible
    - ❖ Easy to find and access
    - ❖ Centrally located
    - ❖ Indoors

## Phase One Steps

Step One:  
Network and Organize

Step Two:  
Identify a Leadership  
Planning Team

Step Three:  
Secure Funding /  
Sponsorship

Step Four:  
Outreach

Step Five:  
Review the Registration  
Process

Step Six:  
Plan Sessions

**Step Seven:**  
**Find a location for the  
Series**

**Step Eight:**  
**Recruit Speakers**

Step Nine:  
Schedule Dates

“No government buildings! Nothing like a hospital or white-walled, cold, uncomfortable place.”

“It helps to choose a location that won’t be very distracting; so nothing that will be very busy or have a cluttered, small area. Sometimes young adults need to get up and just mve around and have some time for themselves, especially on days when you might talk about touchy subjects”



Ideas of meeting space for series:

Library, North Carolina Families United office, Cultural Arts Center, experiential campuses, recreation centers, youth/teen centers, hotel conference room

## **STEP EIGHT: RECRUIT SPEAKERS**

You will now want to find speakers who are knowledgeable and “youth friendly” to help facilitate the sessions

Each Session needs a speaker or facilitator. For many of the sessions the young adult coordinator can help facilitate or the Leadership Planning Team can find a speaker from the community.

## Phase One Steps

Step One:  
Network and Organize

Step Two:  
Identify a Leadership  
Planning Team

Step Three:  
Secure Funding /  
Sponsorship

Step Four:  
Outreach

Step Five:  
Review the Registration  
Process

Step Six:  
Plan Sessions

Step Seven:  
Find a location for the  
Series

**Step Eight:  
Recruit Speakers**

Step Nine:  
Schedule Dates

Make sure that each speaker you find fills out a Speaker Agreement. On the Speaker Agreement the facilitator will fill out how he/she wants to be introduced at the session. The Young Adult Coordinator should read this intro provided on the Speaker Agreement when he/she introduces the speaker at the session.

See Appendix p 83 for a speaker agreement that you can use.

As a team, you will need to decide if you are able to offer the speaker/facilitator payment for his or her time.

Remember!! Topics should be youth-directed and speakers should be youth-friendly!!

Don't forget to also be looking for a speaker for graduation!

## Special Notes on Speakers

Generally, the ropes course staff will facilitate the ropes course sessions.

The WRAP and Youth Mental Health First Aid sessions need to be facilitated by a trained or certified speaker.

- WRAP facilitators  
<http://copelandcenter.com/find-facilitator>
- Youth Mental Health First Aid facilitators
- Telling Your Story: Youth M.O.V.E. NC

The other sessions can be facilitated by the Young Adult Coordinator or an appropriate speaker from the community.



# Young adults share characteristics of good and not so good speakers:

## Characteristics of Good Speakers:

Young Adult Friendly  
Charismatic  
Respectful, but not afraid to tell it like it is  
Knows the audience ~ Uses good visuals  
Locally accomplished  
Moves around and looks alive  
Engages the youth  
Comfortable in his/her own skin  
Diverse ~ Knowledgeable  
Confident ~ No fear of judgment  
Experienced ~ Positive ~ Courageous  
Funny ~ Smart ~ Organized ~ Original

**X** Young Adults identified characteristics of a speaker that may give the worst results - these have “**X**” depending on the severity **X**

Young adults used \*\*\* stars \*\*\* to emphasize importance



## Characteristics of Bad Speakers:

“Bookie” and dry **X**  
Boring **XXX**  
Fast talker **X**  
Judgmental **XX**  
Acts superior to youth **XXX**  
Reads out of a book **X**  
Puts people to sleep when they talk **XXX**

## What does it mean to be “Young Adult Friendly”?

Be fun\* ~ Be a friend\*  
Be accommodating\*\*\* ~ Dress Casual  
Understand the importance of comfort agreement and icebreakers\*\*\*  
Be open ~ Nonjudgmental ~ Accepting  
Be experienced\*\* ~ Be approachable\*\*  
Be up-to-date on culture\*\*\*  
Love someone\*\*\*\*\* ~ Not a “know it all”\*  
Doesn’t judge a book by its cover\*\*\*\*\*  
Not a threatening authority figure (cop or lawyer)\*\*\*\*\*  
Be yourself and be honest\*  
Willing to learn from the group / young adults\*\*  
Don’t be stuck up\*\* ~ Real\*\*\*\*\*  
Good listener\*\* ~ Can lead a discussion\*

## Phase One Steps

Step One:  
Network and Organize

Step Two:  
Identify a Leadership  
Planning Team

Step Three:  
Secure Funding /  
Sponsorship

Step Four:  
Outreach

Step Five:  
Review the Registration  
Process

Step Six:  
Plan Sessions

Step Seven:  
Find a location for the  
Series

Step Eight:  
Recruit Speakers

**Step Nine:**  
**Schedule Dates**

## **STEP NINE:** **SCHEDULE DATES**

### **Date Guidelines:**

- ❖ Series consists of 8 sessions over the course of 4 - 8 months
- ❖ If you decide not to do the introductory and closing ropes courses then the series will be 5 sessions
- ❖ Series should be held every other Saturday or one Saturday a month for about 4 hours (between 11 AM - 3 PM)
- ❖ Generally we have found that 4 hours is a good amount of time for youth to stay interested and engaged and also cover all the material for the session
- ❖ But if you decide as a Leadership Planning Team to extend the hours - Go For It!! (just don't go overboard!)
- ❖ Be mindful of holidays when planning

*Tip: It is most effective to spread the sessions out so that young adults will have something to look forward to each month and they will be connected in this safe environment for a longer amount of time. Think about it - as long as the young adult is participating in the series - he/she has access to all the support, services, and resources the Leadership Team can provide! BUT, remember that the longer the time between sessions the MORE IMPORTANT it is to STAY CONNECTED with the young adults - invite them to Youth M.O.V.E. meetings, conferences, activities, etc!*

# Phase Two: Recruit, Recruit!!

---

## Phase at a Glance

### What to do:

This phase is all about recruiting youth to participate in the series. Time to put in the leg work people!

In this section, we'll talk about the steps and some strategies to help you recruit emerging leaders in your community!

### When:

About **3 months** before the Leadership Series begins – **START RECRUITING! Two weeks** before the first session, try to have all the nomination forms, applications, and consent forms collected

### Steps:

- 1) Make and distribute promotional materials (p36)
- 2) Recruit, follow-up, be persistent! (p37)
- 3) Nominate and register participants (p40)
- 4) Gather materials for the sessions (p42)

#### *Tips:*

*A Youth M.O.V.E. chapter is a really powerful way to recruit members.*

*Remember when recruiting, don't promote the Leadership Series as a "mental health thing" or a "cure" young adults can see right through that.*

*Different people respond to different strategies – so don't be afraid to get rejected and try MULTIPLE approaches!*

# Elevator Speech

Sometimes you may only have three minutes to tell a young adult or parent about the Leadership Series. The “elevator speech” has all the important information about the series. You can change this so that it feels natural, but try and keep the basic information in there. Practice, practice!

“I want to tell you about this awesome opportunity. The **Young Adult Leadership Series** is open to anyone ages 14 - 22 (or the age group your team decides) and is a chance for you to **develop valuable leadership and advocacy skills**. We cover topics such as **public speaking**, developing a **wellness plan**, **your rights** as a young adult, and community **resources** available to you. (You may also insert another elective of your choice here.) We open and close with an **exciting team-building ropes** (or other experiential) challenge, where you support one another to complete the challenges. The series is **peer-run**, meaning young adults who have graduated from the series plan and direct it. It’s **free**, it’s **fun**, and you’ll meet other young adults just **like you**! After graduating, you will become a member of Youth M.O.V.E. where you can **put your leadership and advocacy skills to work!**”



## Phase Two Steps

### Step One:

#### Make and distribute promotional materials

### Step Two:

Recruit, follow-up, be persistent!

### Step Three:

Nominate and register participants

### Step Four:

Gather materials for the sessions

## Step One: Make and distribute promotional materials

### Promotional materials include:

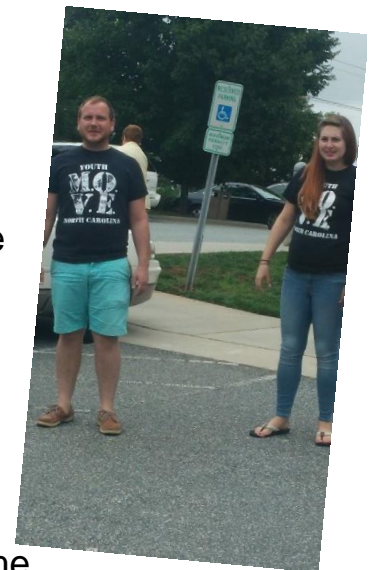
- ❖ Flyers, brochures, emails, applications
- ❖ Save the date emails, full description of the program
- ❖ Create a Facebook page or a YouTube announcement
- ❖ See insert for an example
- ❖ Fun Idea: Order personalized supplies and give them out while recruiting. For example, t-shirts, memo pads, pencils, key chains, stress balls that say “Young Adult Leadership Series – call (000) 000-0000 “

### Tips:

- ❖ Language should be youth friendly
- ❖ Easy to read
- ❖ Information should be straight forward
- ❖ Make a Facebook page with updates and information
- ❖ Use Instagram.

Show people: “Look! This is what we do! Come join!!”

- ❖ Be persistent and bring applications and brochures wherever you go



## Phase Two Steps

### Step One:

Make and distribute promotional materials

### Step Two:

**Recruit, follow-up, be persistent!**

### Step Three:

Nominate and register participants

### Step Four:

Gather materials for the sessions

## Step Two: Recruit, follow-up, be persistent

---

**Your goal should be to get about 30 applications but you will accept 15 youth for the series.** For those youth not accepted for the Leadership Series this year, see Appendix page 91 for ways to keep them engaged. It is important to make sure that the young adult does not feel rejected.

### **Who to Recruit:**

---

Emerging leaders might be young adults that get in trouble a lot, get expelled or suspended, are having trouble in school, have experience with the mental health system, struggle with behavioral issues, have experienced trauma

This is your target audience!

### **How to Recruit:**

---

- ❖ Email exciting promotional materials
- ❖ Ask the Agency/Community Partner about providing networks and agencies to contact
- ❖ Make phone calls
- ❖ Visit locations and BRING APPLICATIONS with you

### **Where to Recruit:**

---

Alternative High Schools ~ Youth Groups

Juvenile Justice Offices ~ Community Colleges

Department of Social Services ~ Social Workers

YMCA ~ Foster Care Coordinators ~ Facebook

High school counselors ~ Mental Health Offices

Community events (like PRIDE)



## Phase Two Steps

### Step One:

Make and distribute promotional materials

### Step Two:

Recruit, follow-up, be persistent!

### Step Three:

Nominate and register participants

### Step Four:

Gather materials for the sessions

“Sometimes people like to wait until the very last minute to turn things like this in. I found that it was helpful to go out and actually meet with the young adults and help them fill out the applications in person. It was useful to stay connected with the young adults and keep them interested. The key here was never give up and be as persistent as possible!”



## Youth Reflect on Recruitment

**Were you interested in the Series the first time you heard about it?**

Nope, sounded lame

No, I thought it sounded boring and contrived to please adults!

Yes, because I needed supportive friends and there was fun stuff.

Yes, we were naturals

Yes because it seemed interesting and exciting

No, because I didn't know anyone

## Phase Two Steps

### Step One:

Make and distribute promotional materials

### Step Two:

Recruit, follow-up, be persistent!

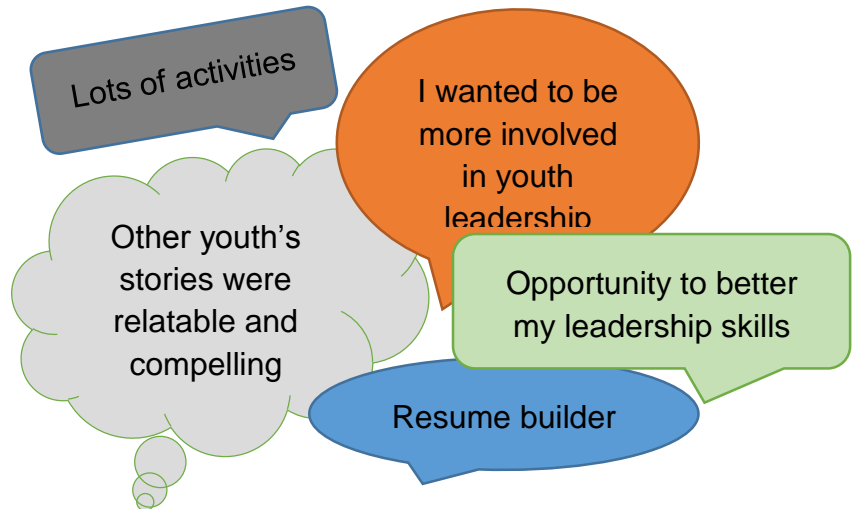
### Step Three:

Nominate and register participants

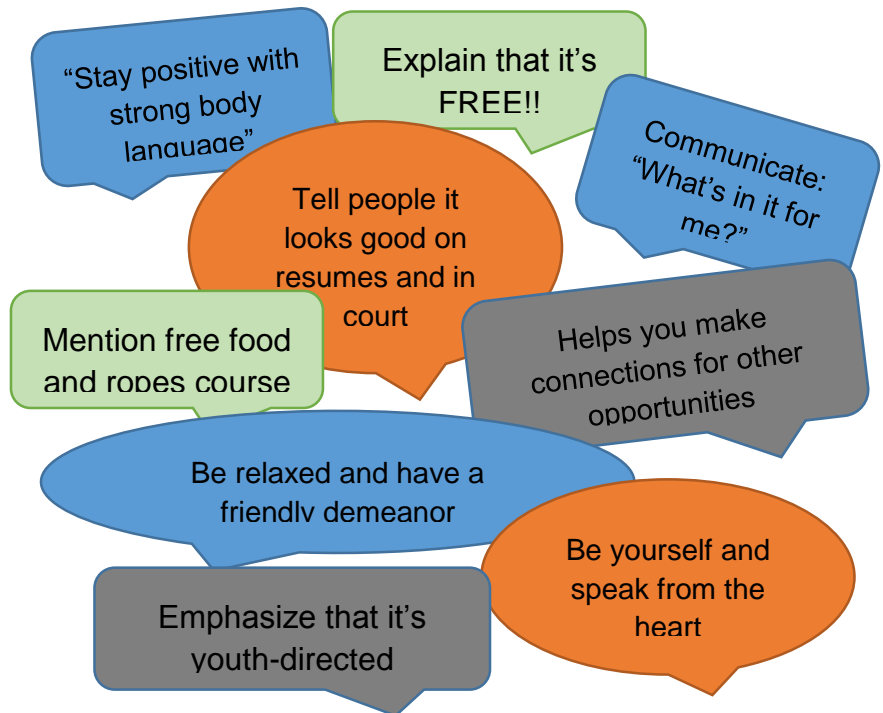
### Step Four:

Gather materials for the sessions

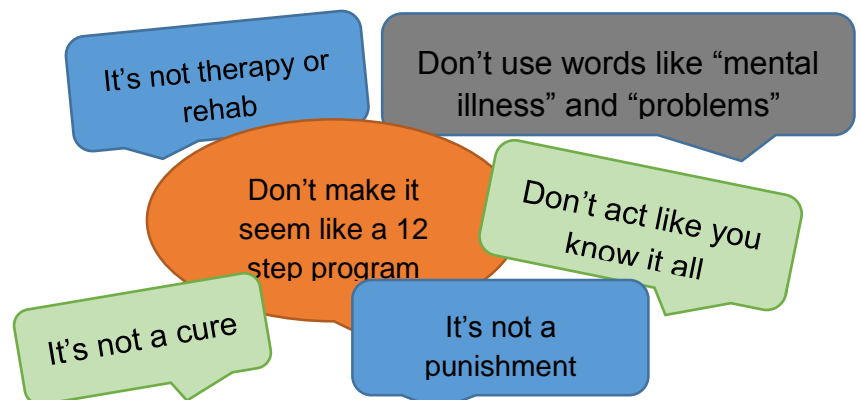
## What got you interested?



## If you were teaching someone how to recruit, how would you advise them?



## What would you tell them NOT to say?



## Phase Two Steps

### Step One:

Make and distribute promotional materials

### Step Two:

Recruit, follow-up, be persistent!

### Step Three:

**Nominate and register participants**

### Step Four:

Gather materials for the sessions

## Step Three: Nominate and register participants

### Nomination Process (2 options):

1. Young adult submits a self-nomination by completing the application form

**OR**

2. Young adult is nominated by a peer, teacher, mental health provider, parent/caregiver

### Registration Process:

1. After all the applications of interests are received by the initial deadline (usually 2 months before the first session) the young adult coordinator conducts phone interviews

2. The Young Adult Coordinator makes a selection based on distribution of age, sex, experience-based diversity

3. Young Adult Coordinator shares his/her selection with the rest of the Leadership Planning Team

4. About 4 weeks before the start of the first session, selected young adults complete the enrollment/consent packet which also includes the youth code of conduct (see Appendix p 92 for a copy of these materials)

5. Distribute packets through the mail, email, in person, or over the phone (if the youth struggles with writing)

6. When the young adult completes the consent packet, the registration process is complete

7. Create a file folder for each participant (All folders should be stored in a secure and locked location)

## Phase Two Steps

### Step One:

Make and distribute promotional materials

### Step Two:

Recruit, follow-up, be persistent!

### Step Three:

**Nominate and register participants**

### Step Four:

Gather materials for the sessions

8. All participants receive another letter to let them know that all forms have been received they also receive a schedule confirming the dates/speakers/locations and who to contact with questions. This can also be communicated by Facebook

9. Participants receive a call the week of the first session to remind them and ask who will be bringing them, what to expect, and any other questions.

10. Be available to answer questions from youth and/or guardians

### **What to do if a young adult is not accepted for the series:**

---

Usually there will be too many applications and not enough spots. It is important to make sure that the young adult who does not get accepted does not feel rejected. It is VERY important for the Young Adult Coordinator to reach out to these young adults and encourage them to stay involved and stay connected.

Young adult coordinator should call each young adult who does not get accepted and refer him/her to other resources in the community. The young adult can also be included on the listserv for available opportunities. He/she should be encouraged to reapply for the next series and to be involved until then.

On Appendix p 91 there is an example of a letter to a young adult who was not accepted. This letter should be sent out but also accompanied by a phone call. Make sure to include other opportunities and resources that the young adult may be interested in.

## Phase Two Steps

### Step One:

Make and distribute promotional materials

### Step Two:

Recruit, follow-up, be persistent!

### Step Three:

Nominate and register participants

### Step Four:

**Gather materials for the sessions**

## Step Four: Gather materials for sessions

### Order Supplies

- ❖ Large chart papers
- ❖ 2 packs of scented markers
- ❖ Snacks for each session
- ❖ Gum, starbursts, candy
- ❖ Plates, napkins, cups, plastic cutlery
- ❖ Fun gadgets or manipulatives to keep young adults occupied
- ❖ Optional – be thinking about personalized stuff for graduation

### Finalize Session Agendas

- ❖ Plan icebreakers (see page 48)
- ❖ Check-in with speakers and make sure they have all information

#### *Tips:*

*Young men and women EAT A LOT! Order LOTS of SNACKS!!!*

*And don't make ALL the snacks healthy because not everyone likes granola bars...*



# Phase Three: Conduct Sessions

---

## Phase at a Glance

### What to do:

After all that planning, you are ready to start the Leadership Series! Congratulations! The information in this section will provide a basic framework and schedule of events for each session. Feel free to BE CREATIVE and always make sure that the sessions are YOUTH DIRECTED

### When:

This phase lasts about 4 – 8 months  
One session every other Saturday or one session per month

### Steps:

- You will repeat these steps for EACH session
- 1) Confirm speakers and check-in with young adults (p44)
  - 2) Conduct session (p44)
  - 3) Follow-up calls with youth (p52)
  - 4) Maintain records (p52)
  - 5) Evaluation (p52)
  - 6) Repeat steps 1 – 5 (p52)

### Schedule of Sessions:

- Session 1: Low Ropes Course – Optional but recommended  
Session 2: Tell Your Story  
Session 3: Young Adult WRAP  
Session 4: Youth Mental Health First Aid\*  
Session 5: Elective  
Session 6: Stand Up – Advocacy  
Session 7: High Ropes Course – optional but recommended

\*This session is 8 hours long. If you decide during the planning process that you do not want to offer the entire 8 hour training session – this session can be changed to an elective



# Step One: Confirm speakers and check-in with young adults

---

## **Call facilitators two weeks before each session:**

1. Make sure the facilitator is still able come
2. Make sure you have received a signed agreement from the speaker (see Appendix p 83 for a template of this agreement)
3. Discuss the agenda
4. Discuss the potential special needs of the youth audience; talk about avoiding triggers during the presentation
5. Answer questions

## **Call participants a week before each session:**

1. Get them excited to come!!
2. Answer any questions and discuss concerns
3. Confirm attendance
4. Talk about the upcoming topic

# Step Two: Conduct session

---

Session 1: Low Ropes Course (p56)

Session 2: Tell Your Story (p58)

Session 3: Young Adult WRAP (p62)

Session 4: Youth Mental Health First Aid (p64)

Session 5: Electives (p66)

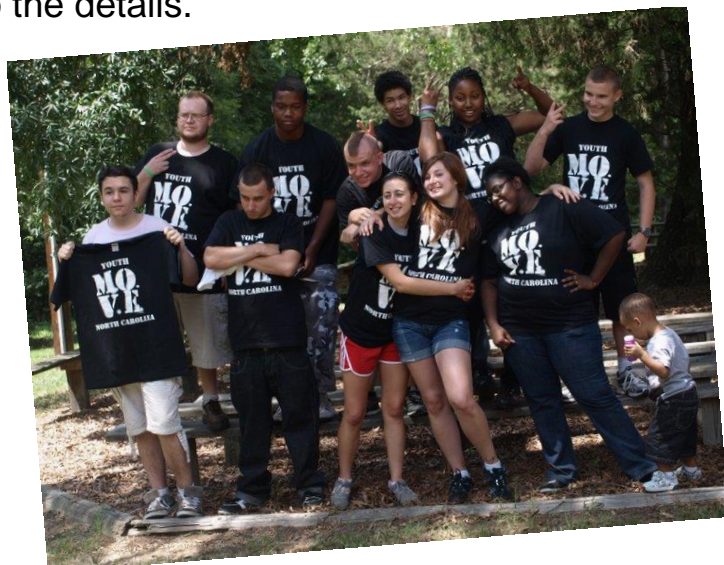
Session 6: Stand Up - Advocacy (p69)

Session 7: High Ropes Course (p71)

## At a glance:

In this section, we will go over the general session agenda. To learn about the *details* of the individual sessions, please turn to the page listed in the side-bar

Special Note: The agenda for Session 2 “Tell Your Story” is a little different than the other sessions, so please pay special attention to the details.



# **“To Do” List – all on ONE page**

## **Before each Session** (details page 46):

- Bring prepared sign in sheet with names of participants and emergency contact information printed out
- Arrive at least 45 minutes before the session is scheduled to begin
- Arrange chairs in a “U” shape
- Set up snacks and nametags (or tent cards)
- Set up chart paper, easel, smelly markers and other supplies
- Tape the “Code of Conduct” and other important posters on the wall
- Call the place where lunch is being provided to confirm the time of delivery



## **During each Session** (details page 47):

- Participants sign-in (If FIRST session, make SURE participants fill out a pre-series questionnaire!!!!) (See Appendix p. 102)
- Greeting by Young Adult Coordinator
- Icebreaker
- Review Comfort Agreement
- Lunch
- Introduce Facilitator
- Session Content
- Break
- Final Activity
- Final announcements
- Participants sign-out



## **After each session** (details page 52)

- Call each participant within 48 hours after the session to ask him/her the follow-up questions



## "To Do" List

### Before Each Session

- Bring prepared sign-in sheet with names of participants and emergency contact information printed out
- Arrive at least 45 minutes before the session is scheduled to begin
- Arrange chairs in a "U" shape
- Set up snacks and nametags
- Set up chart paper, easel, smelly markers, and other supplies
- Tape the "Code of Conduct" and other important posters on the wall
- Call the place where lunch is being provided to confirm the time of delivery

## Before Each Session (details):

See page \_ for a sign-in sheet template. You should come prepared with a printed sign-in sheet for every session. The printed sign-in sheet should include the emergency contact information for each young adult printed out next to his/her name.

It is important to set up the meeting space so that youth feel comfortable and at ease. Arranging chairs in a "U" shape so that participants can see each other helps to facilitate discussion. It also helps to make sure that the participants aren't being "lectured to" by the speaker

"Remember that when you set up the snacks you should PORTION how much you set out at a time. Don't put them all out at the beginning...because they'll all be gone!"



See Appendix p 96 for an example of a "Code of Conduct"

This is a lot of information so make sure to ask the planning team for help. It may be a good idea to create a work plan with your planning team ahead of time and assign responsibilities to team members to help with set-up.

## "To Do" List

### During Each Session

#### 1. Participants sign-in

#### 2. Greeting by Young Adult Coordinator

#### 3. Icebreaker

#### 4. Review Comfort Agreement

#### 5. Lunch

#### 6. Introduce facilitator

#### 7. Session content

#### 8. Break

#### 9. Final activity

#### 10. Final announcements

#### 11. Participants sign-out

## During Each Session (details):

### 1. Participants sign in

- Before every session, the youth participants should fill out the "sign-in form"
- The "Sign-in form" should include name, email address, phone number, and the name and phone number of a **Natural Support Person**
- A **Natural Support Person** is a friend, a sibling, a parent, or any other person that the young adult has identified as a supportive person that the Young Adult Coordinator can contact if the participant gets upset or needs emotional support. It is NOT (necessarily) a "responsible emergency contact."

### 2. Greeting by Young Adult Coordinator (about 5 – 10 minutes)

- After everyone is signed in, the Young Adult Coordinator directs participants to seats
- Now the Young Adult Coordinator welcomes the participants and reviews the **Code of Conduct**.
- The **Code of Conduct** is the document signed by all participants during the registration process.
- Even though the participants have signed the Code of Conduct during the registration process, after the Young Adult Coordinator has reviewed the code, each participant should sign again
- The Code of Conduct can be hung on the wall at each session
- Note: The Code of Conduct should only be reviewed at the first session AFTER the ropes course. It is NOT necessary to review the Code of Conduct at every session.

## "To Do" List

### During Each Session

1. Participants sign-in
2. **Greeting by Young Adult Coordinator**
3. **Icebreaker**
4. Review Comfort Agreement
5. Lunch
6. Introduce facilitator
7. Session content
8. Break
9. Final activity
10. Final announcements
11. Participants sign-out

## During Each Session (details):

"When I first meet a new group of youth for a leadership session I introduce myself both informally as well as firmly. Being informal will lead to youth trusting you as more of a "near peer" rather than an "adult" or "grey hair". The sessions are intended to be laid back and informal so it's important to present this to the group from the beginning. When I say I introduce myself firmly, I mean that even though I'm being informal, I must still present myself as an authority figure. Failure to convey this may result in youth pushing your boundaries to test your authority if you don't give the impression that it is you leading the session. That being said, the most important thing is being informal, friendly and fun."



### 3. Icebreaker (about 15 minutes)

- This is a great opportunity for the participants to begin feeling more comfortable, get to know the other young adults better, and just feel more at ease
- The icebreakers used the first day are often ways of learning a bit about each other (similar hobbies, genre preferences, etc). Icebreakers in later sessions are used to help create trust between participants and are often physical in nature (trust-exercise of falling backwards.) By the end of the series, they are just a way to wake up and get energized!



## "To Do" List

### During Each Session

1. Participants sign-in
2. Greeting by Young Adult Coordinator
3. Icebreaker
- 4. Review Comfort Agreement**
5. Lunch
6. Introduce facilitator
7. Session content
8. Break
9. Final activity
10. Final announcements
11. Participants sign-out

## During Each Session (details):

### 4. Review Comfort Agreement (about 25 minutes for first session / about 5 minutes for other sessions)

- The Young Adult Coordinator will help the young adult participants to make a "Comfort Agreement."
- The Comfort Agreement should be **CREATED** at the first session and **REVIEWED** and **POSTED** at the other sessions
- Steps to making a Comfort Agreement
  - Explain the purpose of the Comfort Agreement. The purpose is to create an atmosphere where everyone feels safe and comfortable
  - Help the young adult participants decide on a name. Any name will do, a rural group once called it "Git 'r' Done Time"
  - Help the young adults generate a list of "guidelines" to help people feel comfortable and maintain order during the sessions
  - Write every idea on the chart paper
  - Ask the young adults how the Comfort Agreement should be enforced
  - Review the Comfort Agreement (after lunch) and ask the participants to sign the chart paper

*Keeping it Youth Directed:*

*Be respectful but don't be too worried about being completely "politically correct". Let the participants have the freedom to suggest anything without feeling judged or that you are "looking" for certain answers.*



## "To Do" List

During Each Session

1. Participants sign-in

2. Greeting by Young Adult Coordinator

3. Icebreaker

4. Review Comfort Agreement

**5. Lunch**

**6. Introduce facilitator**

**7. Session content**

**8. Break**

9. Final activity

10. Final announcements

11. Participants sign-out



### 5. Lunch / Breaks

- Depending on the time and energy of the group, it might be a good opportunity to take a short break (about 10 minutes) or break for lunch (about 30 minutes)
- Establish rules about freedom during the breaks to ensure safety and compliance with the rules of the host building
- Don't be too restrictive – allow an appropriate amount of freedom
- Ask the young adults to "check-in" and "check-out" when going outdoors

### 6. Introduce the facilitator for the day (2 minutes)

- The Young Adult Coordinator introduces the speaker
- Note: The Young Adult Coordinator should read the information provided by the speaker from the "Speaker Agreement" that he/she submitted. See page 83 for a Speaker Agreement template

### 7. Session Content (about 2 – 2.5 hours)

- The speaker presents the material
- The Young Adult Coordinator can participate and be on the lookout for young adult participants who may need a break if things are getting too intense or if he/she experiences a trigger. Offer to step outside or contact the Natural Support Person

### 8. Break (about 20 minutes)

- Depending on the time and energy of the group, it might be a good opportunity to take a short break

"To Do" List  
During Each Session

1. Participants sign-in
2. Greeting by Young Adult Coordinator
3. Icebreaker
4. Review Comfort Agreement
5. Lunch
6. Introduce facilitator
7. Session content
8. Break
- 9. Final activity**
- 10. Final announcements**
- 11. Participants sign-out**

## 9. Final Activity (about 10 – 20 minutes)

- After the session content and/or break, the Young Adult Coordinator facilitates a debriefing activity
- This offers an opportunity for participants to recuperate if a session topic was particularly intense.
- It is also a good time for the Young Adult Coordinator to assess how participants are feeling after the session information or discussion.

## 10. Final Announcements (about 5 minutes)

- The Young Adult Coordinator reminds participants about the next session, time, location, and topic
- Answer any final questions
- Say goodbye!
- The Young Adult Coordinator and team members should stay until all the participants are picked up

## 11. Participants sign out

Throughout the Series the Young Adult Coordinator will build relationships with many of the participants. Remember that its not just a "bye, see you later" – the young adults trust you now, so stay in touch and give the young adult a way to stay in touch with you (like an email)



## Step Three:

### Follow-up Calls with Participants

---

After each session, the Yount Adult Coordinator should call each participant within **48 hours** to ask him/her the follow-up questions

Purpose of the follow-up calls:

- ❖ Individual approach to supporting the young adults
- ❖ Become aware of any changes in life or any barriers or concerns that could interfere with the young adult's continued participation in the series
- ❖ Make sure that the "environment" of the series is a good fit for the young adult
- ❖ Make sure there are natural supports in place for the young adult
- ❖ Build a more personal relationship with the young adult
- ❖ "Check-in" and make sure that the young adult is doing "okay" particularly after a very emotional session
- ❖ Calls help to inspire hope AND encourage the young adult to think about the future
- ❖ The calls are also a good way to make sure that the series continues to meet the needs of the young adult and that the series remains youth directed

#### Follow-up Questions:

1. How did the topic relate to you?
2. What things did you learn that you could use today or in the future?
3. What do you think we should have added to the information or taken out?
4. Is there anything else you want me to know?
5. Who drove you to the Leadership Series? Will they be bringing you next time?

## Step Four: Maintain Records

---

The Young Adult Coordinator takes notes during the calls and reports back to the team. It's a good way to keep the team "in the loop" and to start identifying resources for each individual participant and to keep track if anything significant happened during the session (like if one of the participants was triggered or if there was an argument)

***It is important to keep track of the files for each participant, check in/out forms, attendance forms, receipts from food and other expenses***

## **Step Five: Session Evaluation**

---

Talk with the Young Adult Leadership Team about...

- ❖ What went well?
- ❖ What were some challenges?
- ❖ Where do you need support?
- ❖ Review evaluation forms (if you asked the participants to fill them out at the end of the session)

It is important for the Team to meet and discuss how they can support the Young Adult Coordinator. No series will ever be PERFECT – and that's okay. Brainstorm together about how problems can be resolved. And don't forget to celebrate another session completed!

## **Step Six: Repeat Steps 1 – 5 !!!**

---

### **Make reminder calls to each young adult participant**

A week before the next session – make sure to call each youth participant again! Remind him/her about the upcoming session, the time, the location, and the topic. Get them excited!!!

### **Call the next session facilitator/speaker two weeks before the session**

1. Make sure the facilitator is still able come
2. Make sure you have received a signed agreement from the speaker)
3. Discuss the agenda
4. Discuss the potential special needs of the youth audience; talk about avoiding triggers during the presentation
5. Answer questions



“You want to keep them excited and engaged and really pumped to come back to the following sessions. After a while, you may notice they call YOU before you can get a hold of them. That lets you know they are connected and engaged and excited about leadership”



## SCHEDULE

Session 1:  
Low Ropes Course  
(p56)

Session 2:  
Tell Your Story  
(p58)

Session 3:  
Young Adult WRAP  
(p62)

Session 4:  
Youth Mental  
Health First Aid  
(p64)

Session 5:  
Elective  
(p66)

Session 6:  
Stand Up - Advocacy  
(p69)

Session 7:  
High Ropes Course  
(p71)

## Session Details

Yay! We've just gone over the general steps on how to conduct a session. Now, we are going to talk about the CONTENT in each of the sessions!



Youth M.O.V.E - Surry

## SCHEDULE

### Session 1: Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

## Session One: Low Ropes

The first session is all about teambuilding! Most of the young adults have probably never met before and many will be nervous. This session is a REALLY FUN way to “break the ice.” It also builds trust and teamwork.

**BEFORE the session begins – make sure that all young adults fill in the pre-series questionnaire. See page 102 for these questions**

### Learning Goals:

1. **Get young adults excited about leadership**
2. **Encourage teamwork and friendship within the group**
3. **Establish/co-create a culture of trust, empowerment, peer support, and a foundation for enhancing resilience and youth recovery**
4. **Challenge young adults to do something they haven’t done before**

“This was such a wonderful experience. Within the first hour, all 12 young adults, who had never met before, were working together in teams and high-fiving. I saw everyone come out of their shells, face their fears, and overcome obstacles.”



Note: This session is RECOMMENDED but not required. If there is no ropes course in your area, brainstorm with the Leadership Planning Team to come up with alternatives.

## SCHEDULE

### Session 1: Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

### Sample Description for Young Adults:

*Ready to weave through a spider web and climb in trees? There will be a 5-hour indoor/outdoor ropes challenge, involving a series of different team-building challenges. You will be involved in taking the lead, working together, and embracing the power of choice. Come prepared to be active and work together in a fun, relaxing, environment.*

## Low Ropes Course Quick Info

### Brief Description:

4 – 6 hour indoor/outdoor ropes challenge involving a series of different team building challenges

### Location:

Experiential campus (for example: indoor/outdoor rock climbing, ropes course, hiking trail, obstacle course)

### Facilitators and/or Speakers:

Trained ropes course staff  
Young Adult Coordinator as co-leader

### Materials:

Water and snacks  
Comfortable clothing  
Close-toed, athletic shoes





## SCHEDULE

### Session 1: Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

## Additional Information about Low Ropes Course:

In our series, we use the Team QUEST Program offered through the University of North Carolina at Greensboro – Experiential Campus located at UNCG Campus Recreation Piney Lake Facility, 4016 Blumenthal Rd. Greensboro, NC 27406.

Contact your local Parks and Recreation Department or universities for organizations in your area with similar objectives. We recommend connecting with a similar program with the following characteristics:

- ❖ Participants are actively engaged in learning and team development
- ❖ Active, hands-on experiences
- ❖ Programming can be tailored to needs of the group
- ❖ Promotes positive group development
- ❖ Participants come together as a community to solve various problems, make decisions, and communicate
- ❖ Increased team camaraderie, morale, and support
- ❖ Increased awareness of personal choices and how those choices impact self and others
- ❖ Increased trust and support
- ❖ Increased awareness of group tendencies and individual preferences

“I needed to learn trust, and I did!”

“I learned confidence, empathy, patience, leadership, assertiveness, compassion, courage, trust, and honesty.”

“I developed confidence, how to support people, and how to be aware of things more.”

“I learned to believe in the trust of people and having the courage to go through with it.”



## SCHEDULE

Session 1:  
Low Ropes Course

**Session 2:  
Tell Your Story**

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

## Session Two: Tell Your Story

The second session enables young adults to put words to their experiences. This may be the first time many have been given the opportunity. Learning to tell your story can be emotionally intense, but it is the first step toward self-advocacy. Young adults will also learn about the concept of strategic sharing and how to use a Strategic Sharing Agreement which helps protect the young adults and their confidentiality.

### Learning Goals:

1. **Facilitate process for young adults to come up with their own voice over their own lived experiences**
2. **Promote trauma-informed approach to understanding their own experiences and become aware of their own story and how it impacts their lives**
3. **Help develop ability to verbalize experiences and seek help**
4. **Build natural support and reach individual goals**
5. **Learn about Strategic Sharing Agreement**

## SCHEDULE

Session 1:  
Low Ropes Course

**Session 2:  
Tell Your Story**

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

"I facilitated this session myself and was very nervous. However, I think it was helpful for the young adults to begin to come into their own voice and tell their personal stories in individual ways that were comfortable to them. We learned the importance and power of public speaking."



### *Sample Description for Young Adults:*

*You know your story, right? Have you ever been asked to **tell your story** in front of a group of people you don't know? This session will connect leadership and public speaking, teaching the skills and techniques that can be used to tell your story in **your own words** and practice to feel more comfortable speaking in front of a group.*

The facilitator should read over the Strategic Sharing Workbook which can be found here:

<http://www.pathwaysrtc.pdx.edu/pdf/pbStrategicSharingGuide.pdf>. There is not enough time during

the session to complete the entire curriculum. The facilitator should focus on:

- Section 1: Why do we share?
- Section 2: Benefits and Risks

Young adults should be given the opportunity to develop their own stories and present them to the group

### **Ideas for Story Telling Strategies:**

- Skit or role playing
- Poetry
- Monologue
- Metaphor (Life as a story)

## SCHEDULE

Session 1:  
Low Ropes Course

**Session 2:**  
**Tell Your Story**

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

## **Tell Your Story**

### **Quick Info**

#### **Brief Description:**

Opportunity for young adults to learn how to share their story however they feel most comfortable. Facilitator is encouraged to follow the Strategic Sharing Youth M.O.V.E. National Curriculum found here:  
<http://www.pathwaysrtc.pdx.edu/pdf/pbStrategicSharingGuide.pdf>

#### **Location:**

Series location

#### **Facilitators and/or Speakers:**

Young Adult Coordinator OR speaker from the community who is familiar with strategic sharing.

#### **Materials:**

Water and snacks  
Markers and other art supplies  
Paper, pens, pencils

This is a very powerful video featuring Leadership Series alumni and Youth M.O.V.E. NC members! Consider sharing it with the young adults during this session:  
<http://www.youtube.com/watch?v=dnsSDjLmS8w>

The entire Strategic Sharing Workbook can be found and printed for FREE at <http://www.pathwaysrtc.pdx.edu/pdf/pbStrategicSharingGuide.pdf>.

**Citation: Lulow, E., & Federation of Families for Children's Mental Health. (2012). Strategic Sharing Workbook: Youth Voice in Advocacy. Portland, OR: Research and Training Center for Pathways to Positive Futures.**

## SCHEDULE

Session 1:  
Low Ropes Course

**Session 2:**  
**Tell Your Story**

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

# Strategic Sharing Agreement

## What is it?

The Strategic Sharing Agreement is a tool developed by Youth M.O.V.E. It is a confidentiality agreement signed by all adults who will hear the stories. This protects the young adults and gives them power to control how their story is shared with others.

## Where can I get a copy?

See Appendix p 108 for a copy of the Strategic Sharing Agreement

See Appendix p 107 for more information about the Strategic Sharing Agreement

## Where can I use it?

The Strategic Sharing Agreement is designed to be used by the young adults after graduating from the series. Often Leadership alumni will be asked to share their stories and advocate. Young adults learn how to use the agreement to protect themselves, their confidentiality, and their stories.

Strategic Sharing Agreements should be given to all youth participants before they share their stories.



## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

**Session 3:  
Young Adult WRAP**

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

## Session Three: Young Adult WRAP

The Young Adult WRAP session is an interactive activity to help the participants make a Wellness toolbox – things they can do to help relieve uncomfortable feelings and keep themselves well.

This session uses with fidelity the evidence-based curriculum developed by Mary Ellen Copeland.

W.R.A.P. stands for Wellness Recovery Action Plan

### Learning Goals:

- 1. Young adult participants develop personal Wellness Toolboxes to help them identify and cope with triggers.**
- 2. Young adults share experiences and ideas for ways to cope**

“We learned ways to recognize when we’re starting to go down in our mood, ways to bring ourselves back up to our normal state, and some of the things that trigger us to feel upset. Some youth hadn’t ever thought in this way before and really examined themselves.”



All participants should have a copy of the WRAP curriculum. Talk to your certified WRAP facilitator about whether he/she will bring copies for each participant. You can also go to the website at <http://mentalhealthrecovery.com/store/product45.html>

## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

**Session 3:**  
**Young Adult WRAP**

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

### *Sample Description for Young Adults:*

*Want to make a Wellness Toolbox? Come learn the concepts of a Wellness Recovery Action Plan, where you will learn about triggers for your moods and ways to better deal with them by becoming self-aware.*

## **Young Adult WRAP Quick Info**

### **Brief Description:**

Young adults will examine themselves to identify their triggers and ways to cope. The facilitator should follow the WRAP curriculum focusing on Daily Maintenance, Triggers, and Early Internal Warning Signs

### **Location:**

Series location

### **Facilitators and/or Speakers:**

Speakers **MUST** be a trained facilitator in Youth WRAP through the Copeland Center

To find a facilitator check out this link:

<http://copelandcenter.com/find-facilitator>

### **Materials:**

Printed out WRAP curriculum for each participant (talk with facilitator about whether he/she will bring copies OR visit <http://mentalhealthrecovery.com/store/product45.html> to purchase your own)

Water and snacks

Markers and other art supplies



## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

**Session 4:  
Youth Mental  
Health First Aid**

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

# Session Four: Youth Mental Health First Aid

The session will help young adults to develop the skills to help someone else who is dealing with a mental health crisis. The session touches on topics such as suicide prevention, how to handle oneself and others in the case of an anxiety / panic attack, facts about self harm, resources for one's own mental health maintenance, education about psychotic episodes and various mental disturbances that a person working with youth may encounter.

## Learning Goals:

1. **Learn to recognize a mental health crisis and what to do in the situation.**
2. **Assess the risk of self-harm or harm to others**
3. **Listen non-judgmentally to youth experiencing crisis**
4. **Give reassurance to other party**
5. **Encourage self-help**
6. **Encourage professional help**

---

### *Sample Description for Young Adults:*

*Do you know what to do if someone you know is really struggling with his or her emotions and mental health? How can you help him/her? In this session we will learn skills to help someone dealing with a mental health crisis.*

---

## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

**Session 4:**  
**Youth Mental**  
**Health First Aid**

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

# Youth Mental Health First Aid

## Quick Info

### Brief Description:

Session will include hands-on exercises and activities as well as classroom-style information sessions. Young adults will learn what to do and how to recognize when another youth is experiencing mental health crisis.

### Location:

Series location

### Facilitators and/or Speakers:

Facilitator must be a certified instructor of Youth Mental Health First Aid. If the facilitator is not a certified instructor, he/she should at least have certification to practice Youth Mental Health First Aid.

### Materials:

Water and snacks

Markers and other art supplies

Chart Paper

The Youth Mental Health First Aid certification course is 8 hours long. In order to implement this session with fidelity, it is important that the entire 8 hour course be covered. If your Leadership Team decides that this is not feasible, then this session can be converted to an elective.

## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

**Session 5:  
Elective**

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

## Session Five: Elective

During this session, your Leadership Planning Team will choose a topic (during Phase I of planning, of course) that is most relevant to the young adults in your community. We have listed some ideas of possible electives.

Some of the alumni of Leadership Series have emphasized the ones that they found most helpful. The more \*\*\*stars\*\*\* the more the alumni liked the elective! Don't feel like you need to stick to this list though! Find out from the young adults in YOUR area what topic would be most relevant!

### Ideas for Electives

\*\*\*Positive Relationships\*\*\*

\*\*\*Resources in the Community\*\*\*

\*\*\*Let's Talk About Drama\*\*\*

\*\*\*Public Speaking Skills\*\*\*

\*Conflict Resolution\*

\*\*\*Self-control\*\*\*

\*\*Respecting Yourself and Others\*\*

\*\*\*Coping Skills\*\*\*

\*\*\*Being able to See Other People's  
Perspectives\*\*\*

Learning about Individualized Education Plans  
and Educational Supports

\*Substance Abuse\*

\*\*Netiquette (etiquette for online use)\*\*

## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

**Session 5:**  
**Elective**

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

## Electives we liked:

### Let's Talk about Drama

Session facilitates discussion among young adults about how to deal with certain situations and the people in their lives that are negative, how to talk to themselves out of bad decisions, and how to resolve issues in a positive way to avoid arguments, suspensions, or disagreements at jobs.

### Resource 411

This session teaches young adults about the resources available in their communities to help them get a job, go to college, get a driver's license, and more.

### Positive Relationships

This session helps young adults examine some of the relationships in their lives and how good they are. Session discusses boundaries, attachments, how to recognize abuse, giving and taking, and more.

### Conflict Resolution

Young adults learn about what type of communicators there are and how to address a conflict. Discuss different styles of addressing conflict, beliefs about conflict resolution, and how to apply lessons in current and future conflicts.

"Remember that the young adults should help decide which elective will be most helpful. The adults can provide input but should not decide which elective is best!"



## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

**Session 5:**  
**Elective**

Session 6:  
Stand Up - Advocacy

Session 7:  
High Ropes Course

## Important Note!!!

After session five, you should send out invitations for the graduation ceremony. Ask the young adult participants who they would like to invite – friends, family, caregivers, etc.

For a group of 10 young adult participants, plan for about 30 guests for your graduation ceremony

### **Who to invite:**

All the young adult participants

About 1 or 2 guests per young adult

Facilitators

Young Adult Coordinators

See page 111 for a sample graduation invitation

At this point you should also know:

- Where the event will be held
- Who will be the key-note speaker
- What food you will be serving
- Order food

Remember that at graduation, the Young Adult Coordinator will be speaking about each young adult individually. The Young Adult Coordinator will want to share the strengths of each participant – so he/she should be thinking about this throughout the Series and beginning to plan what he/she will say.

ALSO – at graduation, each participant should receive a souvenir of the Leadership Series. It would be a good idea to start assembling / collecting those souvenirs now!

## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

**Session 6:**  
**Stand Up - Advocacy**

Session 7:  
High Ropes Course

## Session Six: Stand Up! Advocacy

In this session, young adults learn about their rights. They learn about different laws that affect them if they were ever involved in systems (like juvenile justice, homelessness, foster care, mental health concerns, substance abuse, and special education) and how to work within the system to advocate for themselves!

### Learning Goals:

- 1. Learn about how a law becomes a law and how to help make changes to advocate for self and others**
- 2. Learn about the laws that might be relevant to you (substance use, homelessness, juvenile justice, foster care, etc) as you prepare for life as an adult**
- 3. Learn about rights (American Disabilities Act, Section 504 of Rehabilitation Act, Affordable Care Act, etc)**
- 4. Learn how to get involved in your local, state, and national boards as a youth partner to advocate for change!**

## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

**Session 6:**  
**Stand Up - Advocacy**

Session 7:  
High Ropes Course

# Stand Up - Advocacy

## Quick Info

### Brief Description:

Helps develop skills needed to advocate for self and others. Explains how laws and policies affect the young adult and teaches young adults how to help advocate for laws and policies that will make changes in their own lives and the lives of others

### Location:

Series location

### Facilitators and/or Speakers:

Someone familiar with rights of young adults

#### Examples:

- Statewide Protection Advocacy Organization – Disability Rights North Carolina
- Member of City Council or State Legislator
- Vocational Rehabilitation, Managed Care Organization, Family-run advocacy organization
- Youth M.O.V.E. NC

### Materials:

Water and snacks

Markers and other art supplies

“We learned about what our roadmap was for life and what resources would be helpful to get us there. Usually there are very helpful resources out there, but it just takes some digging and asking the right people, and knowing what you want and how to find them”





## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

**Session 7:**  
**High Ropes Course**

## Session Seven: High Ropes Course

The high ropes course is recommended but not mandatory. It is a great way to frame the Leadership Series – a low ropes course in the beginning and a high ropes course at the end. Here, young adults have the opportunity to face their fears, support each other, and celebrate their participation in the series.

### Learning Goals:

- 1. Return to the location where the Leadership Series began and see how much change has taken place!**
- 2. Work in teams, face fears, support each other**
- 3. Celebrate completion of the Leadership Series**

“Young adults overcame even more fears and pushed and worked harder. Our bonds really allowed us to make sure we took care of others while also respecting our own boundaries and knowing our personal limits”

“Sense of accomplishment”



“When you see the course, it looks really scary. But after you’re done, you feel on top of the world”

“Felt like I did something I never would have done before”

“Feel like you didn’t give up”

“You realize that you put a limit, a barrier on yourself - then when you overcome that limit - you realize it’s not the only limit in life you can overcome”

## SCHEDULE

Session 1:  
Low Ropes Course

Session 2:  
Tell Your Story

Session 3:  
Young Adult WRAP

Session 4:  
Youth Mental  
Health First Aid

Session 5:  
Elective

Session 6:  
Stand Up - Advocacy

**Session 7:**  
**High Ropes Course**

# High Ropes Course

## Quick Info

### Brief Description:

Young adults return to same experiential campus, but this time work together on the high ropes course

### Location:

Experiential Campus

### Facilitators and/or Speakers:

Trained ropes course staff

Young Adult Coordinator as co-leader:

### Materials:

Water and snacks  
Comfortable clothing



## Phase Four:

## Celebrate and Stay Connected

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### Phase at a Glance

#### What to do:

TIME TO CELEBRATE!!! Woop Woop! You have successfully finished the series and the young adults are now officially alumni of the Leadership Series! Congratulations! In the FINAL phase, you will celebrate with the young adults and also share additional resources and ways the young adults can stay connected

#### When:

After your last session has been completed

#### Steps:

- 7) Graduation (p74)
- 8) Connect young adults to advocacy opportunities (p75)
- 9) Evaluation (p76)





## What happens during graduation?

Young Adult Coordinator talks about each participant individually. He/she identifies strengths and accomplishments of each participant during the series.

Each young adult has an opportunity to talk about his/her experience during the series - how it has affected his/her life

Youth M.O.V.E. members share how young adult alumni can stay involved in advocacy and in leadership.

Each young adult is given some type of souvenir of the series. This could be a picture signed by all participants, a scrapbook, or any other creative idea that the Leadership Team comes up with!

Key note speaker congratulates young adults and gives a speech

Make it fun, reflective, and motivating!!!

## Step One: Graduation

TIME TO CELEBRATE!!! Young adults invite family, friends, natural supports, and caregivers to this “End of the Series EXTRAVAGANZA”!!

Young adults will also get to learn about Youth M.O.V.E, how to become members, and how to stay involved in young adult leadership!

Make sure that all young adults complete a post-series questionnaire found on Appendix p 104.

### Goals:

1. **Celebrate and have fun!**
2. **Show loved ones and caregivers what leadership is all about**
3. **Talk about Youth M.O.V.E. and how alumni can stay connected and active**

“The young adults opened up about how grateful they were for the sessions and how much they learned. Sometimes we can’t really know how much a person has been affected until times like this. The young adults are very excited to join Youth M.O.V.E. and stay connected with one another.”



## Step Two: Connect young adults to advocacy opportunities

---

It is so important to help young adults stay connected and get involved. In most cases, young adults will be bursting with energy and fired up to make a difference. They now have the skills to serve on boards, recruit other young adults, advocate for themselves and others, and be true leaders in their communities.

### Connect young adults with:

#### **Statewide or local Youth M.O.V.E. chapter**

- Allows young adults to productively use the skills they learned during the series
- Allows them to work together with other young adults with similar experiences and interests to make a difference in their communities
- Allows them to stay connected with other alumni of the Leadership Series

#### **Services or other groups that would be helpful to individual young adult's needs**

- Allows young adult to advocate for himself/herself about what he/she needs and wants
- Some young adults may be interested in a formal mentoring relationship
- Examples of links to community resources:
  - Services for teen mothers
  - Foster care or group homes
  - Shelters
  - Paid / unpaid internships



#### **Identify young adults who could benefit from extra help and mentoring and make the referral**

## **Step Three: Evaluation**

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Well, you made it. So...how'd you do? In this very last step, you and your Leadership Team should sit down together and discuss...

How did the Leadership Series go?

What worked and what didn't?

What kind of changes should be made?

How were the speakers/facilitators?

Make sure to review and discuss the post-series evaluations that the young adult participants filled out...

Consider the insight of the young adults.

What did they like? What didn't they like?

What can be done to improve the series next time?

It is important to do your evaluation shortly after completion of the Leadership Series when everything is fresh in your mind!

# Youth M.O.V.E. (Motivating Others through Voices of Experience)

**Vision:** We the members of Youth M.O.V.E. North Carolina will offer an avenue where young people can embrace their experiences and share a distinct voice with their communities. We are dedicated to supporting and empowering youth through peer support and self-advocacy. We envision a system where the youth voice is represented and heard and used to change inequalities relating to youth involvement throughout all system levels. We work towards a day where youth are actively involved in the decisions affecting them and not afraid to speak out and share their personal struggles.

**Mission:** We the members of Youth M.O.V.E. North Carolina will work as a diverse collective of young adults to empower youth to advocate for their rights and rights of other youth at the local, state, and national level. We will raise awareness of youth struggles across all systems and work to deduce the stigma attached to mental health.

## Start your own Chapter or Get Connected:

This curriculum supports the development of one of the most important factors of a successful young adult leadership and advocacy group, that of starting a young adult Leadership Series. While this is not mandatory to become a chapter of Youth M.O.V.E. it is strongly recommended as it will support the development and staying power of your local chapter. After you've applied for chapter status, you will receive a free guide provided by our Youth M.O.V.E. National partners including information about:

- Increasing Membership
- Developing / Adopting Bylaws
- Establishing Committees
- Creating Awareness
- Fundraising
- Starting a Writing Team
- Establishing a Speakers Bureau
- Celebrating Your Accomplishments



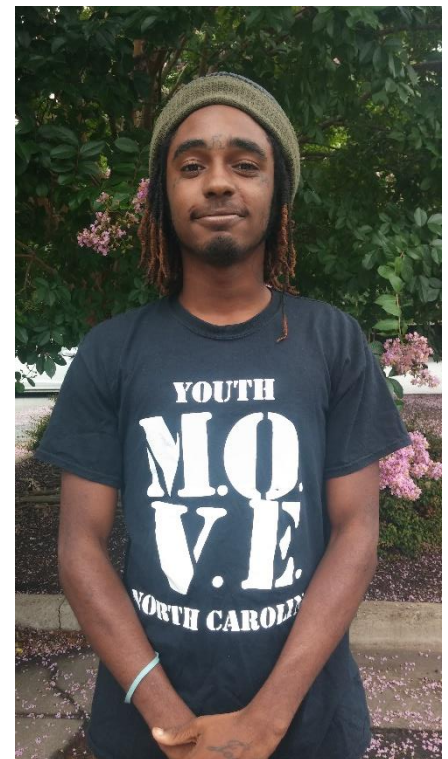


Youth M.O.V.E. North Carolina is your statewide chapter. A statewide chapter in the Youth M.O.V.E. National Chapter Network agrees to:

- Align with the mission and vision of Youth M.O.V.E. National
- Create a supportive environment for all youth who desire to join in the work of Youth M.O.V.E.
- Work to create statewide Youth M.O.V.E. network including:
  - Partnering with all local Youth M.O.V.E. chapters within the state
  - Accepting and working with any new youth-driven organizations desiring to join Youth M.O.V.E. National
  - Providing youth representation and voice at the state level
  - Remaining available for questions and concerns from local Youth M.O.V.E. Chapters
  - Strengthening the connection between Youth M.O.V.E. National and all Youth M.O.V.E. chapters in the state

A statewide chapter may also take on additional roles including but not limited to:

- Establishing Youth M.O.V.E. as the expert source of youth voice within the state
- Hosting events for young people from local chapters to attend
- Assisting with local Youth M.O.V.E. chapter development across the state
- Supporting local Youth M.O.V.E. chapters with a chapter network which may include conference calls or gatherings
- Providing stability for all Youth M.O.V.E. chapters in the state



Statewide Chapter Location/Contact  
North Carolina Families United, Inc.,  
C/o: Youth M.O.V.E. - North Carolina  
Email: [ncyouthmove@ncfamiliesunited.org](mailto:ncyouthmove@ncfamiliesunited.org)  
Phone: 336-395-8828  
Fax: 336-395-8830



Youth M.O.V.E. North Carolina

# History of Leadership Series

In 1997, the format of the Leadership Series was developed in New Hampshire by a group of young adults, who led the curriculum design process, and Gail M. Cormier. In 2003, The University of North Carolina in Charlotte, Institute on Self Advocacy recognized the Mental Health Youth Leadership Series as a National Exemplar model for supporting young adults with mental health issues to affect change in systems. In 2007, Gail became the Executive Director of NC Families United and brought the exemplar model of leadership to North Carolina. North Carolina Families United Inc. is a statewide organization committed to helping children with emotional and behavioral challenges and their families through support, advocacy, and systemic change.

In keeping with the philosophy of promoting youth self-advocacy and leadership, NC Families United partnered with a youth group called “Powerful Youth” in order to adapt the Leadership Series for youth in North Carolina. In 2010, members voted to become more aligned with the National Federation of Families for Children’s Mental Health by changing its official name from Powerful Friends United to Youth M.O.V.E. North Carolina. NC Families United was officially recognized by Youth M.O.V.E. National as the Statewide Chapter of Youth M.O.V.E. in 2010.

In 2012, the statewide chapter was the recipient of the Rock Star Award presented by Youth M.O.V.E. National. The award recognizes a chapter who makes an outstanding contribution to the improvement of youth services and systems that support positive growth and development of young people who have lived experience in various child-serving systems including, but not limited to, mental health, juvenile justice, education, and child welfare. This award is presented annually during the National Technical Assistance Center for Children's Mental Health at the Georgetown University Center for Child and Human Development Training Institutes.

# Appendix

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The documents in this section can HELP you to design / create your own documents to send out to people. Remember, these are just examples and you should change them so that they fit your “style” and your information.

On certain documents you will see some information is *italicized*. This information (like dates, places, contacts, etc) should be changed so that it fits your information.

## Phase I Documents

- Template Letter to Invite Team Members..... p. 81
- Sample \$20,000 Budget ..... p. 82
- Sample Speaker Agreement ..... p. 83
- Supply List ..... p. 85

## Phase 2 Documents

- Brochure – Promotional Material (see side insert) See insert
- Leadership Series Application ..... p. 86
- Welcome phone call script ..... p. 90
- Non-acceptance Letter ..... p. 91
- Consent Packet ..... p. 92
- Photo Consent ..... p. 97
- Schedule ..... p. 98

## Phase 3 Documents

- Attendance Sheet ..... p. 100
- Sign-in Sheet ..... p. 101
- Pre-Series Questionnaire ..... p. 102
- Post-Series Questionnaire ..... p. 104
- Strategic Sharing Agreement Information ..... p. 107
- Strategic Sharing Agreement ..... p. 108

## Phase 4 Documents

- Graduation Invitation ..... p. 111
- Graduation Certificate Template ..... p. 112

## Other

- Work Plan Pages ..... p. 113
- Additional endorsements ..... p. 116

# Phase 1 Documents

## Template Letter to Invite Team Members

- You can send this letter to someone who is interested in joining the Young Adult Leadership Planning Team*

July 29, 2014

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

Thank you for your interest in joining the Young Adult Leadership Planning Team! As a member of the team, you will be responsible for helping to plan and support the 2015 Young Adult Leadership Series.

The Leadership Series is a seven part series (plus graduation) of trauma-informed trainings created by youth for youth. The Leadership Series provides a supportive environment for young adults (ages 14-22) who are struggling with behavioral and mental health issues, to explore their strengths and needs, to develop effective communication skills, and to learn about their rights as young individuals. After graduating from the series, participants are encouraged to join Youth M.O.V.E. which provides an opportunity to stay engaged and advocate for self and others.

The Leadership Planning Team will consist of the following members:

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**1 – 2 Young Adult Coordinators:** A young adult and graduate of Leadership Series with lived experience in the area of mental health and/or co-occurring (substance use disorders) and experience/contact with multiple complex service systems.

**1 Family Partner/Caregiver:** An adult who cares/supports a young adult with lived experience

**1 – 2 Agency/Community Partners:** This is someone from an agency, organization, or a provider in the community. For example, Agency/Community Partners can come from faith-, business-, or community-based organizations; from mental health and substance use providers; from Child Welfare, vocational rehabilitation, educators, or housing (HUD) representatives

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We would like you to consider joining our team as a \_\_\_\_\_. If you are interested, please contact \_\_\_\_\_ at (XXX) XXX – XXXX for more information about your specific roles and responsibilities. We hope you will join the team! Please let us know if you have any questions.

Sincerely,

\_\_\_\_\_

## Sample \$20,000 Budget

- Use this template as a budget to estimate and calculate your expenses for the Leadership Series. If you do not have \$20,000 then you can cut expenses by asking facilitators to donate their time, asking for food donations, looking for locations that do not require a rental fee, and substituting the low and high ropes challenges for another team-building activity.

			BALANCE	Estimated	Actual
<b>Total Expenses</b>			<b>\$20,000.00</b>		
Speakers	Estimated	Actual	Space/Location	Estimated	Actual
Session 1: Low Ropes-East Carolina	\$1,000.00		Space (tba)	\$2,000.00	
Session 2: Telling Your Story - NC Families United	\$250.00				
Session 3: Young Adult WRAP - NC Families United	\$250.00				
Session 4: Youth Mental Health First Aid - NC Families United	\$250.00				
Session 5: Elective	\$250.00		Total	\$2,000.00	\$0.00
Session 6: Stand Up - Advocacy - NC Families United	\$250.00		Supplies	Estimated	Actual
Session 7: High Ropes - East Carolina	\$1,000.00		Supplies, Manipulatives, etc.	\$1,000.00	
Graduation Celebration - Keynote Speaker?	\$250.00		15-20 T-Shirts Youth M.O.V.E.	\$500.00	
Total	\$3,500.00	\$0.00			
Series Food	Estimated	Actual			
Session 1: Moes	\$200.00		Total	\$1,500.00	\$0.00
Session 2: Panera	\$200.00				
Session 3: Chick fil A	\$200.00		Staff	Estimated	Actual
Session 4: BBQ	\$200.00		Youth Program Advisor		
Session 5: Pizza	\$200.00		Family Partner		
Session 6: Food Truck	\$200.00		Agency/Community Partner		
Session 7: Moes	\$200.00		Indirect %10		
Graduation (including keepsakes)	\$1,100.00				
Total	\$2,500.00		Total	\$5,500.00	
Travel and Accommodations	Estimated	Actual			
State-rate @ 0.56	\$2,500.00		TOTAL CONTRACT AMOUNT		20,000.00
Gas Cards/Bus Passes etc. for Youth Participation	\$1,000.00				
Hotel Accommodations	\$1,500.00				
Total	\$5,000.00				

# Sample Speaker Agreement

- *To be sent to each speaker. Each speaker must sign and fill out this form.*

May 23, 2013

Re: Request for speakers/presenters

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

Thank you for accepting our invitation to be a workshop presenter during the 2013 Young Adult Leadership Series.

## Description of Program

The Young Adult Leadership series is a youth-led seven session curriculum created *for youth by youth* with the goal of training leaders of tomorrow today! The sessions are scheduled to start on Saturday June 1, 2013 thru Saturday June 22, 2013 from 11am until 3pm. Our program is strength-based and focuses on building self-determination skills and preparing young adults (ages 14-21) who struggle with severe emotional disturbance and/or co-occurring mental wellness challenges to advocate for themselves, and others.

The 7-session series (plus, graduation closing ceremony) will include 12-15 young adults and will focus on a variety of topics, including:

- |                                     |  |
|-------------------------------------|--|
| - Opening Rope Session              | - <u>Positive Relationships (Elective)</u> |
| - Tell Your Story (Don't Freeze Up) | - Stand Up – Advocacy                      |
| - W.R.A.P                           | - High Ropes Course                        |
| - Youth Mental Health First Aid     | - Graduation Ceremony                      |

The success of this program depends upon the involvement of peer mentors and leaders with similar or shared experiences.

Your participation as a workshop presenter to the Leadership Series involves a minimum of 4-8 hours of instruction and program support. These hours include:

- The choice of attending the opening session (Day One) to meet all participants of the Leadership Series and/**OR** attending the Graduation Ceremony on the last day, *Saturday June 2013 from 1pm until 3pm*.
- Facilitation of the session, related activities, and set up of the workshop.
- Arriving 30 minutes prior to your scheduled session, and remaining afterwards to answer questions from young adults

Please contact \_\_\_\_\_ at least 24 hours in advance if you anticipate any scheduling conflicts that may result in your absence so that arrangements can be made in advance to provide programming as scheduled.



**Contract rate:**

Our commitment to you involves: an agreed honorarium of (*amount*) paid upon completion of the commitment hours to the program. To initiate this agreement, we need a signed copy this page and a copy of your W9 and/or tax ID to be faxed by *June 15, 2013* to:

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Please provide a brief description of yourself. The Young Adult Coordinator will read the information you provide as a means of introducing you to the young adult participants. So if possible, make the introduction FUN and interesting!

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By completing the information below, you acknowledge and agree to be a presenter on *Saturday, June 10, 2013 on the Topic: Let's Talk About Drama: Conflict Resolution the Road to Leadership. Location: The Team QUEST's Experiential Campus at Piney Lake, 4016 Blumenthal Road, Greensboro, NC 27406*

Name of Presenter: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_

Email: \_\_\_\_\_

**Signatures:**

---

Contractor/Presenter Signature

---

\_\_\_\_\_(Your Name and Position)\_\_\_\_\_

\_\_\_\_\_(Your Organization Name) \_\_\_\_\_

---

Date

---

Date

## Supply List

- This supply list will help you to keep track of all the items that you need to buy for the sessions, where these items can be found (which store), and how much all the supplies will cost.
- Work with your Leadership Planning Team to fill out this form.
- Don't forget to include snacks, manipulatives, utensils, paper products, and graduation supplies

Vendor / Order #	Item	How many?	Price for one	Total Price
	Frito Lay® Variety Pack, 60 Bags/Case	1	\$36.99	\$36.99
	Twizzlers® Strawberry Flavored Twists Candy, 105 Pieces /Pack	1	\$5.99	\$5.99
	Dixie® Pathways™ Cold Cups, Double Poly-Coated, 12 oz., 50/Pack	4	\$3.99	\$15.96
	Staples® Paper Plates, Design Pattern, 8.5", 125/Pack	1	\$8.79	\$8.79
	Marcal® Small Steps® 100% Recycled Paper Napkins, 1-Ply, 400/Pack	1	\$4.49	\$4.49
	Mr. Sketch® Scented Watercolor Markers, 12/Pack	2	\$8.79	\$17.58
	Sustainable Earth by Staples® 27" x 34", Plain White Easel Pads, 4 pack	2	\$64.99	\$129.98
	Certificate of Completion, 18 pack	1	\$12.99	\$12.99
	Starburst® Original Fruit Chews Candy Peg Bag, 12 Packs/Box	1	\$28.99	\$28.99
	Manipulatives (play-do, pipe cleaners, stress balls)	10	\$2.50	\$25.00
	TOTAL			\$286.76

# Phase 2 Documents

## *Leadership Series Application*

- *This application should be sent to young adults who are interested in participating in the Leadership Series*
- *Some young adults may need help filling out the application (over the phone or in person)*
- *You can add your organization's logo or print the application on your organization's letter head*
- *Remember this is just a template, you can create your own!*

(Your Organization) Presents:

## **2014 Young Adult Leadership Series**

We are seeking young adults (ages 14-26) statewide to participate in a series of leadership workshops **free of charge**. We are looking for youth who have been dealing with mental health and behavioral challenges. These young people sometimes may not look like your traditional leaders as they may be currently expelled, in foster care or in a group home, experiencing homeless and/or gang involved. There is no experience needed; only that the young adult is interested in becoming a leader, is dependable, and is willing to attend required meetings.

The deadline for applications is **Friday, May 15th**, so please share this info as soon as possible!

For more information, please contact **Your name**, *Your title*, at *telephone or email*

# 2014 Young Adult Leadership Series

Are you interested in becoming a leader in your community?

Are you 14 to 26 years old? Are you dealing with emotional struggles like feeling down in the dumps a lot or been through some tough times? Has there been abuse in your home or maybe you've lost touch with your family? Have you been in foster care or involved in a gang? This series is for you, **FREE OF CHARGE**. There is no experience needed; only that you are interested in becoming a leader, dependable, and willing to attend required meetings.

**Free Food, Fun, & Friends!!!**

**Leadership session topics and activities include:**

**Low Ropes Course**  
**Telling Your Story**  
**Young Adult WRAP**  
**Youth Mental Health First Aid / Elective**  
**(Put your own elective here)**  
**Stand Up – Advocacy**  
**High Ropes Course**  
**Graduation Ceremony**

**Application DEADLINE: May 15!**

Leadership sessions will be held on Tuesdays and Saturdays from May through June, in **Chapel Hill, NC** at the \_\_\_\_\_, located at \_\_\_\_\_

**Session Dates:** Tuesdays 3pm-7pm, Saturdays 11am-3pm.

**Graduation:** June 28th

May 31

June 7

June 10

June 14

June 17

June 21

June 24

**Steps to Getting Involved:**

☐ Complete and return the application (attached) to:  
Address where applications should be submitted  
Email address

☐ After your application is received, you will be called for a short interview!

# YOUNG ADULT LEADERSHIP SERIES APPLICATION

## APPLICANT INFORMATION

Name:

Birthday:

Age:

Current address:

City:

State:

Zip Code:

Email:

Phone:

Alternate Phone:

## EMERGENCY CONTACT/SUPPORT PERSON

Name:

Address:

City:

State:

Zip Code:

Relationship:

Phone:

Alternate Phone:

## PERSONAL STATEMENTS (PLEASE ANSWER EACH QUESTION BELOW IN A FEW SENTENCES)

What does *leadership* mean to you?

How do you hope this leadership series will help you?

I can commit to attending at least 5 out of 7 sessions. I understand that sessions are held on two days a week, on Tuesdays and Saturdays, and make by changed.

☐ YES

☐ NO

## SIGNATURE

Signature of applicant:

Date:

# Young Adult Leadership Series Session Descriptions

## **Session 1: Low Ropes Course**

Ready to weave through a spider web and climb in the trees? This will be a 5-hour outdoor ropes challenge, involving a series of different team-building challenges. You will be involved in taking the lead, working together, and embracing the power of choice. Come prepared to be active and work together in a fun, relaxing environment!

## **Session 2: Tell Your Story**

You know your story, right? Have you ever been asked to tell your story in front of a group of people you don't know? This series will connect leadership and public speaking, teaching the skills and techniques that can be used to tell your story in your own words, protect your privacy, and have practice to feel more comfortable speaking in front of a group.

## **Session 3: Young Adult WRAP**

Want to make a Wellness Toolbox? Come learn the concepts of a Wellness Recovery Action Plan, where you will learn positive coping skills to keep yourself happy, be able to recognize the triggers in your life and how to react in a healthy way when you become triggered. We will also learn some techniques for daily self-care, such as healthy eating, journaling, and using your toolbox!

## **Session 4: Youth Mental Health First Aid**

Do you know what to do if someone you know is really struggling with his or her emotions and mental health? How can you help them? In this session we will learn skills to help someone dealing with a mental health crisis.

## **Session 5: Put your own elective here and description**

Are you looking forward to getting your driver's license, a job, a college degree, or a place of your own? Come to this session to learn about the next steps to get getting paid, getting your ride and being out on your own budgeting your own bank account!

## **Session 6: Stand Up – Advocacy**

What are my rights as a young adult? How does a law become a law? Can I make a change? This session will talk about how to make a change by advocating for yourself and others. By understanding how a law becomes a law and the policies that affect you, you will be able to help make changes in your life and the lives of others.

## **Session 7: High Ropes Course**

## **Graduation Celebration!**

Celebrate your successful completion of the Leadership Series where you will have the opportunity to join a statewide youth leadership group called Youth MOVE. Youth Motivating Others through Voices of Experience!



## Welcome Phone Call Script

- You can use this welcome script when you are calling young adults who have been accepted!



## Young Adult Leadership Series

### Script

Hi my name is \_\_\_\_\_. I am a member of *Youth M.O.V.E. North Carolina*.

May I speak with \_\_\_\_\_? I am calling to welcome him/her to our leadership series

that starts *June 1<sup>st</sup>*.

Hi \_\_\_\_\_. My name is \_\_\_\_\_.

I'm calling to say that we look forward to you attending the leadership series. I graduated from leadership in

\_\_\_\_\_. (You can share your experience and tell how leadership was helpful/the

kinds of things you learning). The first session is on *June 1<sup>st</sup> from 10am – 4pm at Team Quest Experiential*

*Campus (top of the hill) at Piney Lake*

*4016 Blumenthal Road, Greensboro, NC 27406*. Do you have any questions? How are you getting to the

session on *June 1<sup>st</sup>*?

Call your name with 336-215-6422 with any questions.

## Non-acceptance Letter

- *This letter should be sent to young adult applicants who were not accepted to the current leadership series.*
- *Remember to include resources and additional opportunities to the young adult that is relevant to his/her interests*
- *You could even enclose documents / applications / brochures for the resources that you are recommending*
- *In addition to sending this letter, it is also good to reach out over the phone - make sure to emphasize the opportunity to get INVOLVED in other ways!*

Date:

Dear applicant,

Thank you for your interest in our Young Adult Leadership Series. Unfortunately, due to limited space we are unable to include you in this session of our upcoming series. Nevertheless, we would love to keep you involved and consider you for our next series later in the year. You are welcome to come to the monthly Youth M.O.V.E. meetings or consider these opportunities:

**ANYTOWN:** ANYTOWN™ is a week-long residential summer program conducted at Blowing Rock Conference Center. Not your "typical summer camp," ANYTOWN provides rising Guilford County high school juniors and seniors with a unique opportunity to live and interact with a diverse group of students who come together to build a community based on inclusivity, respect and understanding

Session 1: June 26 – July 1; Session 2: July 31 – August 5

For more information, visit: <http://www.nccitriad.org/anytown/index.php>

**United Way:** United Way offers tons of volunteer opportunities. Call 2-1-1 for more information, or visit their website and enter your zip code to find a match for you: <http://liveunited.org/take-action/volunteer/>. Volunteering looks great on job applications and resumes, college applications, and it just feels great to give back and stay involved!

**Greensboro Youth Council (GYC):** GYC is a volunteer organization for high school students in Guilford County that teaches leadership, parliamentary procedure, responsibility and the importance of being giving your voice as an emerging leader in the community. There are several upcoming events, including a Recruiting Party at the Greensboro Coliseum on April 10. For more info, call: 336-373-2738.

As more opportunities arise and as we offer workshops over the summer, I will certainly give you a call to see if you can attend. If you have any questions or would like to talk about other opportunities, please give me a call at: (XXX) XXX-XXXX or email me at \_\_\_\_\_.

Regards, Young Adult Coordinator

## Consent Packet

- *This consent packet should be sent to all young adults who are selected to participate in the series.*
- *All consent form should be fully completed before beginning the series - make sure to store these in a safe and secure location.*

{Consent Packet}

# 2013 Young Adult Leadership Series

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

Congratulations! You've been chosen to participate in our 2013 Young Adult Leadership Series! I'm excited to have you with us this year.

Before we get started, there are just a few forms I need to get signed by you/your parent or guardian. Here's a checklist of everything included in this packet that I need back by *May 15<sup>th</sup>*.

- ☐ Team QUEST Participant Medical Form (*include any forms required by ropes course*)
- ☐ Team QUEST Informed Consent and Release Agreement
- ☐ Youth Code of Conduct Form
- ☐ Medical Release Form
- ☐ Consent for Participation Form

**\*\*ATTENDANCE AT THE FIRST SESSION ON JUNE 1, 2013 IS REQUIRED\*\***

If you have any questions, want some help filling out the forms, or would like me to pick up the completed forms, feel free to give me a call. I'll be checking in with you along the way to make sure we're on the path to Leadership!

Regards,

*Your name*

*Your position*

***Please mail or fax completed forms to:***

*Address*

*Phone*

*Fax*

*Email*

# Consent for Participation:

*Young Adult Leadership Series\**

Young Adult's Name \_\_\_\_\_

Address/Phone: \_\_\_\_\_

I give permission for my child (or young adult if over 18)

\_\_\_\_\_ to participate in the Young Adult Leadership Series,

offered through UNCG and NC Families United. I understand the following:

- I agree that no staff of your organization associated with the Program be held responsible for any injuries, damages or accidents that may happen during the trainings. I understand your organization are not liable for damage, loss, or harm which may come out of, or are in any way connected with my child's participation in the trainings.

Initials \_\_\_\_\_

- I authorize any staff of the trainings to seek immediate emergency medical treatment\*\* as needed for the safety of my child. I further agree that no one associated with your organization will be held responsible for injuries or damages arising from the provision of any such emergency treatment, including any attorney fees that may arise out of or are in any way connected with the provision of such emergency medical treatment.

Initials \_\_\_\_\_

- The above named youth also has my permission to ride in vehicles (private or county) operated by your organization staff and/or volunteers. I understand that your organization, staff or volunteers shall not be held liable for any illnesses, injuries or accidents which may occur during transport and/or participation on these outings, and therefore, release them from liability with my signature below.

Initials \_\_\_\_\_

- I further grant permission for (participant's name) \_\_\_\_\_ to appear in photographic presentation for television, print media reports and/ or posting on websites resulting from participation in the Youth Leadership Development Program. I release your organization from any liability arising in whole or in part, from any potential claims I/We may have as a result of the use of the photographs.

Initials \_\_\_\_\_

- Permission is granted with my initials below each statement and signature below. I further understand and this waiver shall remain in effect until the completion of the youth leadership program or revoked in writing by the parent/guardian or participant (if over 18).

Participant Signature\_\_\_\_\_ Date\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_ Date\_\_\_\_\_

Parent/Guardian Name (Printed) \_\_\_\_\_

*\*Consent also includes (but not limited to) youth related outings hosted by North Carolina Families United Inc. NFFCMH*

*\*\*Please see and complete Medical Release Form.*

# Medical Release Form:

## Young Adult Leadership Series

On rare occasions, an emergency requiring immediate emergency care may occur. As a general rule, medicines/anesthesia may not be administered for any procedure performed without written permission by the parents or guardians. In order to prevent a dangerous delay, if an emergency does occur and we are unable to contact the parents or legal guardians, the parent/guardian is asked to sign the release form below.

Youth Participants Name \_\_\_\_\_ Birth Date \_\_\_\_\_

I authorize permission to any Staff of your organization or any Youth Leadership Development Program Chaperones to administer over-the-counter medication if absolutely needed. (E.g. Tylenol, Advil, Pepto Bismol, Benadryl etc.)

Is the Youth above allergic to any medicine? \_\_\_\_\_

Please list any medical conditions or medications that staff should be made aware of or that, in case an emergency, emergency personnel should be aware: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Health Insurance Company \_\_\_\_\_ Names of Parent/Guardian \_\_\_\_\_

Home Phone \_\_\_\_\_ Work phone \_\_\_\_\_ Cell phone of Parent/Guardian \_\_\_\_\_

I authorize the Emergency Contact information indicated on the Young Adult Leadership Series is correct and if additional information is available, I will provide that, as well as any changes.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name Printed \_\_\_\_\_



# Youth/Participant Code of Conduct:

## *Young Adult Leadership Series*

Youth Participants Name \_\_\_\_\_

I understand and agree, that the possession and/or use of weapons, violence, tobacco products, alcoholic beverages and illegal drugs or remaining in the presence of individuals who are using or taking these items is NOT allowed;

Sexual contact of any kind at any Young Adult Leadership Series activity, which occurs within the time frame of the Young Adult Leadership Series, is NOT allowed;

Any behavior that violates any of the laws of the United States or the State of North Carolina or any local ordinance is also NOT allowed;

The attendance and punctuality of scheduled meetings is considered mandatory by all participants in the Young Adult Leadership Series;

All participants are expected to show respect for the property of others, others feelings, the staff and presenters and the facility in which the meeting is being held;

### **\*\*\*Important Notice\*\*\***

I \_\_\_\_\_, agree to follow this Code of Conduct and am aware that any violation of this Code will result in my Parent/Guardian being notified immediately. In the event that it is determined that I have violated the Code, I may be sent home immediately and may not be able to return.

\_\_\_\_\_  
Youth's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Youth's Name Printed

\_\_\_\_\_  
Parent/Guardian Signature

## Photo Consent

- *Use this form to acquire consent to use photographs of young adult participants*

I \_\_\_\_\_, give North Carolina Families United, NFFCMH, Inc. permission to use my likeness and that of my children whose names are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ on the NC families United.org website or in the NCFU newsletter. I have the option to withdraw my permission at any time. To withdraw my permission I must put in writing my request to the Executive Director at NCFU, 330 South Greene St. , Greensboro, NC 27401.


Signature \_\_\_\_\_

Date \_\_\_\_\_

## Schedule

- To be sent to young adult participants after being accepted to Leadership Series

Date/Time	Session/Topic	Location	Facilitators and/or Speaker(s)	Lunch
June 1, 2013 10am – 4pm Session One	<b>Session 1 - Ropes Challenge:</b> Ready to weave through a spider web and climb in the trees? This will be a 5-hour indoor/outdoor ropes challenge, involving a series of different team-building challenges. You will be involved in taking the lead, working together, and embracing the power of choice. Come prepared to be active and work together in a fun, relaxing environment!		Name Title Organization Email Phone	Moe's
June 8, 2013 11-3pm Session Two	<b>Session 2 - WRAP</b> Want to make a Wellness Toolbox? Come learn the concepts of a Wellness Recovery Action Plan, where you will learn about triggers for your moods and ways to better deal with them by becoming self-aware.			Chik-Fil-a
June 10, 2013 11-3pm Session Three	<b>Session 3: Let's Talk About Drama</b> Feel like some people just don't understand? Want to learn a better way to get them out of your face? We will discuss how to deal with certain situations and the people in your life that are negative, how to talk yourself out of a bad decision, and resolve issues in a positive way to avoid arguments, suspensions, or disagreements at your job.		Jane Doe – Young Adult Coordinator John Doe – Shield Mentoring Program	Hungary Howies
June 12, 2013 11-3pm Session Four	<b>Session 4: Don't Freeze Up!</b> You know your story, right? Have you ever been asked to tell your story in front of a group of people you don't know? This series will connect leadership and public speaking, teaching the skills and techniques that can be used to tell your story in your own words and have practice to feel more comfortable speaking in front of a group. This session will feature a project called: Words as Weapons Words a workshop I teach where youth are able discuss topics they feel strongly about that effects them and the communities they live in.		James Doe – Poetry Project	Chinese Food
June 14, 2013 11-3pm Session Five	<b>Session 5: Mental Health 911 &amp; Positive Relationships</b> Part 1: Do you know what to do if someone you know is really struggling with his or her emotions and mental health? How can you help them? In this session we will learn skills to help someone dealing with a mental health crisis. Part 2: Unsure of how good the relationships in your life are for you? Got some questions that you're too afraid to ask? Bring them to this session! We will discuss boundaries and attachment, how to recognize abuse, giving and taking, and much more.		Help, Incorporated: Center Against Violence	Jason's Deli
June 21, 2013 11-3pm Session Six	<b>Session 6: Stand-Up!</b> What are my rights as a young adult? How does a law become a law? Can I m by advocating for yourself and others. By understanding how a law becomes a law and the policies that affect you, you will be able to help make changes in your life and the lives of others.		Outreach Specialist Disability Rights NC - 2626 Glenwood Avenue, Suite 550, Raleigh, NC 27608	

<b>June 22, 2013</b> <b>10-3pm</b> <b>Session Seven</b>	<b>Session 7:</b> <b>Part 1: Ropes Session (10am – 1pm)</b>  <b>Part 2: Graduation Celebration! (1:15pm-3pm)</b>   <i>Celebrate your successful completion of the Leadership Series where you will have the opportunity to join a statewide youth leadership group called Youth MOVE. Youth Motivating Others through Voices of Experience! Invite the people that support you most to this event!!!</i>		<b>UNCG</b> <b>TeamQuest</b> <b>Program Staff–</b>  Family, Caregivers, Friends including the people that care for you and support you most!	Peppermoon Catering
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## Key Staff Persons

*Include here the names and information about the Leadership Team / who will be helping to run the Leadership Series. You should also include information about how each person will be supporting the young adult throughout the series:*

**Damie T. Jackson-Diop** – Youth/Young Adult Transition Program Director with North Carolina Families United. She provides oversight to the Leadership Series and can answer any questions, comments and/or concerns from parents/caregivers related to the overall implementation of the youth leadership series. Office: (XXX) XXX - XXXX / Mobile (9am-5pm): (XXX) XXX - XXXX

\_\_\_\_\_, is the Young Adult Coordinator. \_\_\_\_\_ will be the facilitator during each session and will be providing support to Youth M.O.V.E. Alumni \_\_\_\_\_ will serve as youth/young adult peer support persons to participants of the leadership series.

\_\_\_\_\_ is the Youth Leadership Family Partner / Caregiver. \_\_\_\_\_ will be the contact person for parents and caregivers of the participants if they have any questions or concerns about the Leadership Series. Office: (XXX) XXX - XXXX

**Please feel free to visit our website at:**

*\*\*\*\*North Carolina Families United Inc., Leadership Series is made possible in part by the Division of Mental Health, Developmental Disabilities and Substance Abuse Services (DMHDDSAS) to improve the quality and outcomes of community based services in accordance with P.L. 102-321 (ADM Community Mental Health Services Block Grant under the Center for Mental Health Services/SAMHSA)\*\*\**

*The activities of Youth M.O.V.E. North Carolina the youth partner of North Carolina Families United, Inc. is made possible in part by the Division of Mental Health, Developmental Disabilities and Substance Abuse Services (DMHDDSAS) to improve the quality and outcomes of community based services in accordance with P.L. 102-321 (ADM Community Mental Health Services Block Grant under the Center for Mental Health Services/SAMHSA)*

# Phase 3 Documents

## Attendance Sheet

- Use this form to keep track of attendance during the Leadership Series
- List each participants name in the first column
- Then fill in the dates for each of your sessions
- Take attendance at each session. If young adult is:
  - Present, mark the box with an X
  - Absent, highlight the box and place a number with the TOTAL number of sessions the young adult has been absent
- Fill in form after each session

Name of Participant	Session 1 Date Ropes	Session 2 Date Story	Session 3 Date WRAP	Session 4 Date First Aid	Session 5 Date Elective	Session 6 Date Advocacy	Session 7 Date Ropes	Graduation Date
John Doe	1	X	2	X	3			
Jane Doe	X	X	X	X	X			
Jeremy Doe	X	1	2	X	X			
Jessica Doe	X	1	X	X	2			
Jose Doe	1	X	X	X	X			
Jack Doe	1	X	X	X	X			
Tom Doe	X	1	X	2	X			

## Sign-In / Sign-Out Sheet

- You may want to print this out on legal-sized paper so that you have more room.
- You should have this sign-in sheet filled out BEFORE the session. The only blank fields should be (Young Adult Natural Support, Natural Support #, Sign-In (Time), Sign-Out (Time), and Signature). Use this form to keep track of attendance during the Leadership Series

[illegible]



## Pre-Series Questionnaire

- To be filled out by EACH participant BEFORE first session (Ropes Course)

### Pre-Series Questionnaire

Name First: \_\_\_\_\_ Last: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ What County do you live in?: \_\_\_\_\_

We'd like to ask you some questions before the Leadership Series begins. These questions are about what you know already and what you want to learn. Knowing these things will help us improve the Leadership Series. Please take a few minutes to share your thoughts. We will also be asking you similar questions after the Leadership Series, to see if it has helped you.

**Race/Ethnicity** (Choose all that apply):

- ☐ African American or Black    ☐ Caucasian or White  
☐ Hispanic or Latino    ☐ Native American or Alaska Native  
☐ Asian    ☐ Native Hawaiian and other Pacific Islander  
☐ Other: \_\_\_\_\_    ☐ Prefer not to say

1. What are you most hoping to learn from the Leadership Series?: \_\_\_\_\_

How interested are you in the following topics? Please check **ONE** box for each of the items below:

	Not at All	A little Interested	Somewhat Interested	Very Interested
1. Telling your story and public speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Resolving conflicts with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Advocating for yourself with teachers, employers, and service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Learning how state laws affect you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Having more positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Making a plan to stay healthy and avoid emergency situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Finding resources you need in your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Learning to challenge yourself and trust others on a ropes course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Are there any other topics you are interested in learning about?: \_\_\_\_\_

**3. Please check ONE box indicating how much you agree or disagree for each of the statements below:**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. I know how laws affect me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know how to stand/speak up for myself with teachers, employers or service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I like being a leader and helping other young adults like me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I want to be a leader (or a better one) in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think of myself as a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am comfortable speaking in front of other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know how to handle myself when I get in a disagreement with someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know how to take care of my mind and body (myself physically and emotionally).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know what to do when I have an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know the warning signs for suicide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am sure that I can achieve my goals for my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am sure that I can get the future job that I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am sure that I can be a leader in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am sure that I will achieve my goals I n life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Do you have any other concerns or ideas to share about being in the Leadership Series?

5. This survey was (circle one) :      too short      long      just right  
 Thank you for completing this evaluation

## Post-Series Questionnaire

- To be filled out by EACH participant AFTER last session (Ropes Course)

### Post-Series Questionnaire

Name First: \_\_\_\_\_ Last: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ What County do you live in?: \_\_\_\_\_

Now that you've participated in the Leadership Series, we'd like to know about your experience. These questions are about what you learned during the Leadership Series. There are also some questions about your Leadership Series facilitators. Knowing these things will help us improve the Leadership Series. Please take a few minutes to share your thoughts.

**Race/Ethnicity** (Choose all that apply):

- ☐ African American or Black    ☐ Caucasian or White  
☐ Hispanic or Latino    ☐ Native American or Alaska Native  
☐ Asian    ☐ Native Hawaiian and other Pacific Islander  
☐ Other: \_\_\_\_\_    ☐ Prefer not to say

1. What did you most enjoy learning about in the Leadership Series?:

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How useful were each of the SESSIONS and their FACILITATORS in the Leadership Series? Please check ONE box (NOTE: you do not need to respond about sessions you did not attend)

	Not Useful	A little Useful	Pretty Useful	Very Useful
2. <b>Session 1: Ropes Challenge</b> at (location) <i>Did you attend this session? Yes___ No___</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Session 2: Tell Your Story</b> with (speaker's name) <i>Did you attend this session? Yes___ No___</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Session 3: Young Adult WRAP</b> with (speaker's name) <i>Did you attend this session? Yes___ No___</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Session 4: Youth Mental Health First Aid</b> with (speaker's name) <i>Did you attend this session? Yes___ No___</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. <b>Session 5: Elective</b> w/ (speaker's name) Did you attend this session? Yes____ No____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Session 6: Stand Up - Advocacy</b> (speaker's name) Did you attend this session? Yes____ No____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Session 7: High Ropes Course</b> at (____location____) Did you attend this session? Yes____ No____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Are there any other topics you wish were covered? \_\_\_\_\_

Please check ONE box indicating how much you agree or disagree for each of the statements below:

	Strongly Disagree	Disagree	Agree	Strongly Agree
10. I know how laws affect me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know how to stand/speak up for myself with teachers, employers or service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I like being a leader and helping other young adults like me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I want to be a leader (or a better one) in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I think of myself as a leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am comfortable speaking in front of other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know how to handle it when I disagree with someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I know what to do when I have an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I am sure that I can achieve my goals for my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I am sure that I can get the future job that I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I am sure that I can be a leader in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How helpful and skillful were your Series Facilitators? Please check ONE box:**

	Unhelpful	Sort of helpful	Pretty helpful	Very helpful
1. Facilitator # 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Facilitator # 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Facilitator # 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Facilitator # 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Facilitator # 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Facilitator # 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Facilitator # 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Is there anything else you would like to share about your facilitators?: \_\_\_\_\_

\_\_\_\_\_

24. Do you have any other concerns or ideas to share about being in the Leadership Series? : \_\_\_\_\_

\_\_\_\_\_

**NOTE:** If you have additional feedback or ideas regarding the series, please indicate these on the back of this form.

**Thank you for completing this evaluation!**

# Strategic Sharing Agreement Information

**MO  
V.E.**

## THE STRATEGIC SHARING AGREEMENT

A BEST PRACTICE FOR SUSTAINING & MAINTAINING MEANINGFUL YOUTH INVOLVEMENT

### Questions that may come up....

#### ***Q: When is the strategic sharing agreement administered?***

The Strategic Sharing Agreement is typically administered after the ground rules are developed.

#### ***Q: Is there anytime this agreement is negated?***

Yes. The Strategic Sharing Agreement may be negated if a youth reports current cases of abuse, neglect, or exploitation of minors or disabled adults. Situations that evoke emergency procedures may also negate this agreement.

#### ***Q: What if this agreement is in conflict with the ethics policy of the agency I work for?***

Signing the Agreement is done on a volunteer basis. If a conflict exists after a review of the Agreement, the respective attendee is welcome to preclude.

[www.ncfamiliesunited.org](http://www.ncfamiliesunited.org)

The act of youth sharing their stories is a powerful force for systems change. Their lived experiences can shed a different light on issues professionals take for granted. However, there are risks to the youth that share their stories. Youth risk the possibility of re-disclosure of information, re-experiencing the emotional distress of information, and stigma attached to youth who struggle with emotional and behavioral health issues.

In order to lessen the risks to youth, researchers are designing youth-guided protocols and methods aimed at engaging youth persons at all levels of project development and implementation. Yet, concrete tools to facilitate this process are limited. The strategic sharing agreement helps to ensure that youth can enter the research and participatory process with mutual respect as equal partners and citizen researchers. This agreement will help reduce the risk to youth and promote greater involvement of youth in the research process.

### The Strategic Sharing Agreement

The concept of strategic sharing comes out of the Foster Care Alumni and Casey Foundation as a strategy for youth to tell their stories in way that is meaningful, effective and safe. The Strategic Sharing Agreement goes beyond the intent of sharing personal stories influencing change to protecting the youth when engaged in the change process.

### YOUTH M.O.V.E. NORTH CAROLINA

*The Youth Partner of North Carolina Families United, NFFCMH, Inc.*

Please send questions/comments regarding this document to:  
Damie Jackson-Diop, Youth Transition Program Director,  
North Carolina Families United  
Phone: 336-215-6422  
Email: [damiejack@gmail.com](mailto:damiejack@gmail.com)

The Youth M.O.V.E. North Carolina Speakers Bureau is made possible by the Division of Mental Health, Developmental Disabilities and Substance Abuse Services (DMHDD/SAS) in accordance with ADM Community Mental Health Services Block Grant under the Center for Mental Health Services/SAMHSA

# STRATEGIC SHARING AGREEMENT



## **YOUTH M.O.V.E. NORTH CAROLINA**

*The Youth Partner of North Carolina Families United,  
NFFCMH, Inc.*



**Vision:** We, the members of Youth M.O.V.E. North Carolina, offer an avenue for young people to embrace their experiences and share a distinct voice with their communities. We are dedicated to supporting and empowering youth through peer support and self-advocacy. We envision a system where the youth voice is represented and heard, and used to change inequalities relating to youth involvement throughout all system levels. We work towards a day where youth are actively involved in the decisions affecting them and not afraid to speak out and share their personal struggles.

**Mission:** We, the members of Youth M.O.V.E. North Carolina, will work as a diverse collective of young adults to empower youth advocacy for their rights and those of other youth at the local, state and national level. We will raise awareness of youth struggles across all systems and work to reduce the stigma attached to all child serving systems including mental health and substance abuse.

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Strategic Sharing is telling your story in a way that is meaningful, effective, safe, and motivates change.<sup>1</sup>

All youth participants have been informed of the risk and agree to consent to participating in the event. By signing this strategic sharing agreement (see page 2), you agree to protect and respect my right to confidentiality as a provision under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), my right to inclusion, disclosure/non-disclosure of my disability, and to request reasonable accommodations in programs and activities as outline in the American's with Disability Act of 1990, 2008, Section 504 of the Rehabilitation Act of 1973, and The Family Educational Rights and Privacy Act (FERPA).

Your signature ensures youth can tell their respective stories in a meaningful, effective, and safe way without harmful consequences to me, and by extension family members/caregivers. In turn, I understand that attendees are bound by law to report current cases of abuse, neglect, or exploitation of minors or disabled adults. Situations that evoke emergency procedures may negate this agreement.

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<sup>1</sup> Adaptation of Definition from Casey Family Foundations and Foster Care Alumni of America  
THE YOUTH M.O.V.E. NORTH CAROLINA SPEAKER BUREAU IS MADE POSSIBLE BY THE DIVISION OF MENTAL HEALTH,  
DEVELOPMENTAL DISABILITIES AND SUBSTANCE ABUSE SERVICES (DMHDD&S) IN ACCORDANCE WITH ADM  
COMMUNITY MENTAL HEALTH SERVICES BLOCK GRANT UNDER THE CENTER FOR MENTAL HEALTH  
SERVICES/SAMHSA.



## STRATEGIC SHARING AGREEMENT



**YOUTH M.O.V.E. NORTH CAROLINA**  
*The Youth Partner of North Carolina Families United,  
NFFCMH, Inc.*



The following accommodations are requested to ensure that I can tell my story and fully participate in this event:

---

---

---

You are welcome to contact me (or through means of)

☐

ME DIRECTLY at:

☐

MY YOUTH/YOUNG ADULT SUPPORT PERSON at:

## STRATEGIC SHARING AGREEMENT

**Signature of Participants/Attendees:**

[illegible]

THE YOUTH M.O.V.E. NORTH CAROLINA SPEAKER BUREAU IS MADE POSSIBLE BY THE DIVISION OF MENTAL HEALTH, DEVELOPMENTAL DISABILITIES AND SUBSTANCE ABUSE SERVICES (DMHDD/SAS) IN ACCORDANCE WITH ADM COMMUNITY MENTAL HEALTH SERVICES BLOCK GRANT UNDER THE CENTER FOR MENTAL HEALTH SERVICES/SAMHSA.

# Phase 4 Documents

## *Graduation Invitation*

- *Remember that you can create your own!*
- *Invitations should be sent out AFTER session 5*



## Graduation Certificate Template

- Remember that you can create your own!

# Certificate of Completion

*This certifies that*

---

*has successfully met all requirements for graduation from*

*Young Adult Leadership Series*

*On this 22<sup>nd</sup> day of June, 2014*

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*Your Name goes here, your title goes here*

# Other Documents

## Work Plan Pages

- Use these extra pages to plan your Leadership Series
- Tasks to be completed can be listed in the left column along with the time frame on when the team will start / complete the task
- There is also a column to assign a team member who will be the “lead” on each task - of course the entire Leadership Team will offer support!

## Work Plan

<u>Task</u>	<u>Time Frame</u>	<u>Team Member on Point</u>
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*Work Plan*

<u>Task</u>	<u>Time Frame</u>	<u>Team Member on Point</u>
-------------	-------------------	-----------------------------

*Work Plan*

<u>Task</u>	<u>Time Frame</u>	<u>Team Member on Point</u>
-------------	-------------------	-----------------------------



## Additional Endorsements



College of Education  
Department of Counseling, Special Education,  
and Child Development  
704/687-2531  
FAX 704/687-2916

March 28, 2003

Gail Cormier  
Youth Mental Health Leadership Series  
Alliance for Community Supports  
250 Commercial St., Suite 4017  
Manchester, NH 03101

Dear Ms. Cormier,

The Self-Advocacy Synthesis Project at the University of North Carolina at Charlotte is pleased to inform you that the Youth Mental Health Leadership Series of the Alliance for Community Supports is being considered as an exemplar site. One purpose of our project, funded by the U.S. Department of Education, Office of Special Education Programs, is to determine programs that are models for the promotion of self-advocacy skills for students with disabilities. Through the review of the information that your organization has shared with the project, we feel that the Youth Leadership Series meets our criteria for such a model.

We are planning to visit on Friday, May 9 and Saturday, May 10, 2003. We hope to have the opportunity to meet with the students enrolled in the program, the instructors involved, and possibly parents of students as is appropriate and feasible, as you and I have discussed. We also look forward to observing the final session in the series when local boards recruit program participants. These observations and meetings will allow us to try to gather information on some of the intangibles of a program that may not be captured in numerical descriptions. Such qualitative data may provide helpful information for other programs, schools, or school systems who are interested in promoting students' self-advocacy skills.

You will receive a packet in the mail next week with permission forms and letters for parents regarding possible interviews and observations of students. We fly into Manchester by mid-afternoon on the 9<sup>th</sup> and spend that night at The Highlander. We'll plan to meet around dinner at Basil's that evening and join you by noon on the 10<sup>th</sup> for the event in northern New Hampshire. I will also speak with you soon to confirm these details.

Congratulations on your selection from a national field of nominations. Your approach to the promotion of self-advocacy is exciting and we look forward to the opportunity to understand the perspectives and experiences of the individuals involved in the program.



The University of North Carolina is composed of the sixteen public senior institutions in North Carolina.  
An Equal Opportunity/Affirmative Action Employer

Sincerely,

# References and Additional Resources

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## **Strategic Sharing Workbook**

Lulow, E., & Federation of Families for Children's Mental Health. (2012).  
Strategic Sharing Workbook: Youth Voice in Advocacy. Portland, OR:  
Research and Training Center for Pathways to Positive Futures.

## **Youth Mental Health Bill of Rights**

Youth Mental Health Bill of Rights. [pathwaysrtc.pdx.edu/pdf/pbYouthMHBillOfRights.pdf](http://pathwaysrtc.pdx.edu/pdf/pbYouthMHBillOfRights.pdf)

## **WRAP Curriculum**

Copeland, Mary Ellen. *Wellness Recovery Action Plan*. Dummerston, VT: Peach Press, 2002.

**Pathways RTC:** <http://www.pathwaysrtc.pdx.edu/>

**The Search Institute:** <http://www.search-institute.org/>

**Youth Partnership for Health :** [http://co9to25.org/co9to25/YPH\\_Guidebook.pdf](http://co9to25.org/co9to25/YPH_Guidebook.pdf)

## **Roger Hart's Level of Youth Participation:**

<http://www.algomapublichealth.com/UserFiles/File/Media/Youth%20Engagement/1616.pdf>

## **Shier's Pathways to Participation :**

<http://www..myd.govt.nz/documents/engagement/shier.pdf>

## **Recommended citation for this curriculum:**

Jackson-Diop, Damie, Brittany Holt, Brad Biggerstaff, and Rachel Gillman. *Training Tomorrow's Leaders Today: A Leadership Curriculum for Emerging Adults*.

## Conclusion

The Leadership Series curriculum is a critical tool that enables leadership teams to implement the seven-part program in their communities with fidelity. It incorporates the insight, expertise, and voices of young adult leaders who are alumni of the program and are active advocates and organizers in their communities. This commitment to youth-directed and youth-run programming serves as an estimable example of the critical role that young adults with behavioral/mental health issues are able to serve when given the support and skills to cope with their environment and to advocate for themselves. The Leadership Series not only prepares young adults for leadership and advocacy positions, it also promotes empowerment, resource utilization, social connection, and peer support among young adult participants.

By formalizing the curriculum, NC Families United and Youth M.O.V.E will be able to scale up and disseminate the program to communities throughout the United States. Additionally, with further support and funding, the curriculum will serve as an important tool to standardize future implementation with the aim of developing a formal monitoring and evaluation plan to systematically assess outcomes of participation. By partnering with community organizations that offer practice-based programming, academic and public health practitioners can help to develop the tools to add effective, relevant programming to the evidence base. This curriculum is an example of one such partnership.