



# Washington State Legislative Youth Advisory Council 2014-2015 Annual Report



*As the Washington Legislative Youth Advisory Council, we strive to be a voice for youth, examine issues of importance to Washington youth, and vocalize concerns to legislators. We also work to promote youth participation in state and municipal governments and foster long lasting relationships between state legislators, adults, and young people.*

***LYAC Mission Statement***

The Legislative Youth Advisory Council  
<http://lyac.leg.wa.gov>

May 11, 2015



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## I. Background & Executive Summary

### Background

The Washington State Legislative Youth Advisory Council (LYAC) is the formal voice for Washington youth in the State Legislature. LYAC was originally created in 2005 by SB 5254 and modified in 2007 by ESHB 1052. This legislation was again modified in 2009 by SSB 5229. The Council, made up of 22 youth from across the state, serves as the link between young people and the state government. Every year the Council is authorized to meet up to six times. This has consisted of meetings in Olympia, Bellevue, Seattle, and Tacoma throughout its history. Voluntary support has also been given by the Office of the Superintendent of Public Instruction (OSPI), along with a partnership with the Legislature and the Office of the Lieutenant Governor. Council members have the unique opportunity to learn about civic engagement and activism by being active participants in the creation of public policy.

Members of the Council are between the ages of 14 and 18 at the time of appointment and serve two-year terms; eleven positions are open for new appointments every year. Each year, applications are submitted to the Council and are reviewed by Council members to ensure that membership comes from diverse personal, educational, political, socio-economic, ethnic, and religious backgrounds. The Council recommends their selected candidates to the Office of the Lieutenant Governor for final approval and appointment.

Until 2009, LYAC's Program Supervisor was housed within OSPI's Office of Government Relations and handled the Council budget, staffing, meeting logistics and other important support services. The Program Supervisor maintained the membership database, supported Council communications and meetings and provided background on the Legislative process. Since LYAC lost legislative funding in early 2009, the students themselves have been attempting to support their own efforts with some volunteer help from OSPI. With OSPI's volunteer help LYAC gets support and ideas, but the Council still sets its own agenda and priorities by the Council members themselves.

Further, the Office of the Lieutenant Governor and the Legislature also play a vital role in the Council's success. The Legislature established LYAC and until 2009 provided funding for staff support. Staff members from the Senate Civic Education Program assist LYAC members with meeting preparation and design trainings on important legislative knowledge such as ethics and how a bill becomes a law. The Lieutenant Governor makes the final appointments to LYAC based on recommendations from existing Council members. Lieutenant Governor Brad Owen also visited some Council meetings to speak about issues such as student involvement, accepting the ideas of others, and the qualities of effective leadership.



## II. Accomplishments of 2014-2015 Goals

Prior to the 2014 Legislative Session, LYAC members voted to support action in the following areas. The resulting goals were established:

### **Youth Education**

LYAC chose to support one legislative bill and write two additional bills that helped support youth in education:

House Bill 1030, a higher education loan program, was made to create a pilot program for a higher education loan program. The interest rate would be lower than the federal loan options, and loan repayment obligations would take loan debt and family size into consideration. This bill was passed by the Higher Education Committee in the House of Representatives and referred to the Appropriations Committee. No further action was taken.

A member of the Council wrote a bill that was to give eligible students in the Washington State Running Start program the ability to receive reduced price lunches. This bill was supported, but was not offered a sponsorship due to complications with federal law. A LYAC member also wrote a bill that would change the state graduation requirements to be identical to the college entrance requirements for state universities. This bill received a sponsorship that was later retracted.

### **Youth Health**

LYAC chose to support one legislative bill and write one additional bill that advocated youth health:

House Bill 1291 was amended, signed and passed by the governor. This bill created a statewide committee to address sex trafficking in Washington state.

A team of LYAC members also worked to write a bill addressing financial literacy requirements in the Washington, giving school districts autonomy in their means of addressing requirements. This bill was later retracted due the emergence of a heavily sponsored bill that more concretely addressed financial literacy.

### **Youth Justice**

LYAC supported House Bill 1294 this legislative session, which allowed sixteen and seventeen year-old citizens of the state to preregister to vote. This bill was passed by the House of Representatives and referred to Senate Government Operations and Security Committee. No further action was taken.



### III. LYAC in Action: Legislative Priorities in 2014-2015

On January 26<sup>th</sup>, 2015, LYAC met with legislators to provide advice on issues of interest to the youth of Washington. During the 2014 legislative session, LYAC supported 7 bills (four of which were written by LYAC members) and conducted research on each bill/topic in committee. Prior to the 2015 Legislative Session, LYAC members voted on which bills the Council would support. The bills listed below were selected as LYAC’s 2015 legislative agenda.

Subject	Bill # and Decision	Description
Higher education loan program	<b>HB 1030</b> Passed by House Higher Ed Committee, referred to House Appropriations Committee	This bill will create a pilot program for a higher education loan program. The interest rate will be lower than the federal student loan options. Loan repayment obligations will take total loan debt and family size in consideration. Eligible students are resident students with demonstrated financial need enrolled in a science-related program at a higher-level education institution in Washington.
Establishment of statewide council to combat sex trafficking in Washington	<b>HB 1291</b> Amended, passed, and signed by governor	This bill would establish a statewide council in order to address and combat sex trafficking throughout the state.
Allowing voting preregistration in Washington State youth	<b>HB 1294</b> Passed by house, referred to Senate Government Operations and Security Committee	This bill would allow sixteen and seventeen-year-old citizens to preregister to vote when receiving their driver’s license, thus increasing the number of youth voters.
	<b>LYAC Budget Bill</b> Received sponsorship, was not voted on by House or Senate	This bill would renew the LYAC budget for the next four years, returning LYAC’s budget to its former state. Currently, LYAC is without funding and therefore reliant on volunteer funds and help from the OSPI.
Free and Reduced Lunch for	<b>Free and Reduced Lunch at</b>	This bill would extend the



Running Start students

**Running Start Bill**

Did not receive sponsorship due to issue with federal jurisdiction upon Free and Reduced Lunch program

requirements for Free and Reduced Lunches to students enrolled in the statewide Running Start program, thereby allowing low-income students to attend the program without financial issues.

Updating financial literacy requirements at the state level

**Financial Literacy Bill**

Retracted due to prevalence of competing bills with higher sponsorships

This bill would allow school districts to autonomously decide how to update their requirements so as to address financial literacy education in Washington State.

Changing state graduation requirements

**State Graduation Requirements Bill**

Sponsorship offered, later retracted

This bill would change the state graduation requirements in order to make the identical to the requirements necessary for college entrance in state universities, thus widening the amount of high schoolers that would be eligible to apply for college.





## IV. LYAC Committee Members

The Legislative Youth Advisory Council is comprised of 22 young people from across Washington State. The following chart details information about each youth participant including, name, location, legislative district, and membership on LYAC Committees.

Name	City	Legislative District	Committee(s)
Alexander Peterson	Everett	44	Legislative Affairs
Aneesh Pappu	Pullman	9	Legislative Affairs
Benjamin Feinsilber	Issaquah	5	Public Relations
Bernadette Hayden	Onalaska	20	Public Relations
Caleb Huffman	Seattle	37	Director of Public Relations
Erika Kumar	Sammamish	5	Legislative Affairs
Garrett Sheffels	Wilbur	13	Budget
Gleb Liashedko	Spokane Valley	4	Chief Financial Officer
Heather Phipps	Tacoma	27	Public Relations
Jade Chowning	Seattle	34	Legislative Affairs
Jessy Barrera	Spokane	6	Legislative Affairs
Joshua Harkins-Finn	Seattle	45	Director of Legislative Affairs
Ketaki Deo	Issaquah	5	Public Relations
Kristine Chen	Sammamish	41	Public Relations
Madeline Lee	Seattle	45	Legislative Affairs
Marla Odell	Edmonds	21	Chair
Meena Mayyappan	Sammamish	41	Legislative Affairs
Paloma Pineda	Clyde Hill	48	Budget
Samantha Fisher	Lake Forest Park	26	Vice Chair
Siobhan Wells	Lakewood	28	Public Relations
Sydney Roberts	Port Angeles	24	Legislative Affairs
Yonatan Kintzer	Seattle	46	Public Relations



## V. Summary of 2014-2015 LYAC Meetings

(LYAC adult supervisors are always in attendance at meetings)

In lieu of an orientation meeting, LYAC held a conference call on September 24<sup>th</sup>, 2014 in order to discuss the new structure of the Council. New positions were established and all members voted to restructure these positions.

LYAC held its first meeting on October 18, 2014. New members were officially appointed to the Council, received instruction on being an effective Council member, and built relationships with fellow Council Members. Members voted on leadership positions (Chair, Vice Chair, Director of Public Relations, Chief Financial Officer, and Director of Legislative Affairs) Council Members later convened and discussed the goals and priorities for the upcoming year. Members also selected which committee (Budget, Public Relations, or Legislative Affairs) they wanted to serve on.



LYAC held its fall meeting on December 9<sup>th</sup> in Seattle. Critical planning for Action Day took place, as well as giving visitors advice on how to start a youth advisory council in their area of interest.

LYAC held its 10<sup>th</sup> Annual Action Day in Olympia in January. Action Day was a three-day event. The first day was for planning and policy discussion by LYAC members. The second day, Ambassador Groups from all over the state attended workshops, received training on how to

meet with policy makers, and listened to inspirational speakers – including Representative Tomiko-Santos, Governor Jay Inslee, and Lt. Governor Brad Owen.

LYAC also presented at TRiO's Washington State Conference on youth engagement in politics in May of 2015.



## **VI. Selecting New Members for the Council**

In 2007, ESHB 1052 authorized the Legislative Youth Advisory Council members to “develop selection criteria and an application review process.” Through a collaborative effort of current and past Council members, as well as LYAC’s Program Supervisor and volunteer staff, the Council updated its previous application and rubric. Each year the application and rubric are again reevaluated and modified. The new application was distributed to teachers, school employees, community contacts, legislators, and is posted on the Council’s website.

Forty-four youth applied to be on the Council this year. The application is comprised of multiple short essay questions and requires an adult recommendation. Applicants may choose to provide written or videotaped responses.

The Council members read each application and scored the applications based on the rubric. The Council paid close attention to the diversity of the candidates including geographic location, ethnicity, culture, background, age, and individual experiences in order to ensure the Council is well balanced and truly represents the youth of Washington State. Upon completion of this process, the Council sent its recommendations to the Lieutenant Governor’s office where Lt. Governor Brad Owen made the final appointments.

Refer to appendix i and ii to view the application and rubric.



## VII. The Road Ahead

The Legislative Youth Advisory Council (LYAC) has struggled in recent years due to the lack of funding; however, LYAC's members have overcome many barriers and are continuing to support the youth of Washington. During the 2015-2016 year LYAC will adopt youth ambassador groups from all across the state, to work with, and bring to Action Day in January.

In 2009 LYAC began formally surveying youth in order to understand the concerns of their peers throughout the state. During the 2014-2015 year, LYAC revived the survey, which had been discontinued by the Council due to repetition of responses. The survey received over 700 responses, and was considered a successful means by which to engage the opinions held by members of the community. This survey was distributed by members of the Public Relations community through a database created by members that detailed social studies teachers in the most popular areas in the community.

The 2016 annual LYAC Action Day will be held on January 23th-24th. During Action Day, LYAC members plan to meet with legislators and their staff in order to advise legislators on current legislation and issues affecting youth. On the first day, LYAC will organize last minute preparations, along with solidifying the bills that they will be supporting/opposing. The second day, LYAC will prepare and train the ambassador groups to come the next two days, and finalize the bills that they will support/oppose. LYAC and their ambassador groups will spend the second day learning more about the 2015 legislative priorities, including hearing from guest speakers, simulating legislative meetings, and learning how to testify on legislation. The following day is a formal day of action where the Council members and ambassador groups formally meet with legislators and legislative assistants to share LYAC's legislative agenda and inform them of the Council's duty to serve the youth of the state, while giving groups the opportunity to voice their concerns and options to legislators.

A LYAC council member once said that the Council serves as "a translator from passion to action." This quote defines who we are and what we do. Our job is to look out for our peers and to do our best to represent them in the legislature. We strive to be an example of how powerful organized youth can be and the changes they can bring to their communities or state. The youth of Washington can create change and LYAC is here to make sure that change happens.



## Appendix i: Application for new members

### Legislative Youth Advisory Council Application

Due Date: June 25, 2014

The Washington State Legislative Youth Advisory Council (LYAC) is a 22-member council of 14-18 year-old students from across the state of Washington. Applications are reviewed by the Council and the final selection is conducted by the Office of the Lieutenant Governor. Students serve on the Council for two years. Half of the Council (eleven students) is replaced every year.

Meetings are held three to six times per year, usually every other month. The meetings typically take place in Olympia or the greater Seattle area, but the Council plans to expand meetings to other areas in the future. Students are expected to attend all Council meetings and activities. Depending on the availability of funds, the Council will make every effort to reimburse youth for their travel expenses. Occasionally meetings are planned during the school week, especially during session; so many students are asked to take a day off from school. Meetings are usually one day events, but there are occasional overnight meetings.

Outside of the scheduled meetings, Council members are asked to continue the Council's work by contacting legislators to advise on pending legislation, drafting letters and legislative reports, reaching out to other youth and community organizations, and participating in Council conference calls.

Once the application deadline passes, select Council members hold an Application Review Committee meeting where Council members review and score each application. The Council may then choose to hold phone interviews with the finalists before making final recommendations to the Lieutenant Governor's office.

Applications may be sent via mail, fax, or e-mail. All applications must be postmarked by *June 25, 2013* in order to be considered. Please note that a teacher (or other adult in a supervisory role) must complete the attached evaluation to be turned in with your completed application. If you have any questions, please contact the Council by emailing [lyac@leg.wa.gov](mailto:lyac@leg.wa.gov) or by phone at (360) 725-6351.

Thank you for your interest! We hope to meet you soon!

Sincerely,

Marla Odell

Chair

Washington State Legislative Youth Advisory Council

[lyac@leg.wa.gov](mailto:lyac@leg.wa.gov)



**Legislative Youth Advisory Council Application**  
**(Please type or print in pen)**

Applicant's Full Name

Age on August 14th, 2015 (applicants must be 14–18 years old at the time of appointment):

Date of Birth:

Address:

City:                      State: WA                      Zip Code:

School:    Grade in the 2014-15 school year:

Home phone: (        )                      Cell phone: (        )

Email Address:    Want to receive LYAC updates:  Yes  No

Legislative District: (For information and directions on how to determine your legislative district, please visit <http://apps.leg.wa.gov/DistrictFinder/Default.aspx>).

**Parent/Guardian Information:**

Parent/Guardian Name:

Work number: (        )                      Home number: (        )

Cell number: (        )                      Email address:



**Short Answer (Format options: written essay or videotaped responses will be accepted):**  
**Answer the following questions using 150–300 words per question. Although your response should be concise (and typed if possible), please be specific.**

1. List and describe any relevant school, extra-curricular, or community activities and organizations that you are/were involved in; what impact did these activities have on you?

2. List two or three of your greatest strengths and how they might benefit the Council.

3. Describe one challenge you have recently faced and how you overcame it.

4. What would you change about your community or school if you had the power to do so?

5. The Legislative Youth Advisory Council makes every effort to ensure the Council members represent the diverse population of Washington State residents. Please describe what diverse perspectives you can bring to LYAC and why are they important?

6. Describe what activities you expect to be involved with next year. How do you plan on managing the Council and other priorities?



**Check all that apply:**

How did you hear about the Legislative Youth Advisory Council?

LYAC member referral (name): \_\_\_\_\_

LYAC Social Media

LYAC Website

Lt. Governor's Web site

Teacher and/or school

News/newspaper

Legislators or other public officials

Senate Civic Education office

Page School

Community Organization/Program: \_\_\_\_\_

Other: \_\_\_\_\_

Empty box for additional information.

Relevant Information and Required Signatures

The Washington State Legislative Youth Advisory Council convenes in person six times a year, usually in Olympia or Seattle. The 2015-2014 projected meeting dates are:

- August 14<sup>th</sup> – 15<sup>th</sup>, 2015
- October 17<sup>th</sup>, 2015
- December 11<sup>th</sup>, 2015
- February 6<sup>th</sup> – 8<sup>th</sup>, 2015 Action Day!
- April 23<sup>rd</sup>, 2015
- June 25<sup>th</sup>, 2015

If selected as a Council Member, you must attend all six meetings. You must provide your own transportation to and from the meetings.

**Parent or Guardian Permission:** As the parent or guardian I give my permission for my son/daughter to apply to the Washington State Legislative Youth Advisory Council. I understand that the Council is a large time commitment for my child. I understand that there will be no reimbursements/refunds/financial support for the cost associated with traveling to LYAC meetings.

Guardian Print Name Here:

Guardian Sign Name Here:

**Student/Applicant Acknowledgment:** As an applicant to the Washington State Legislative Youth Advisory Council, I understand that I am required to attend six meetings a year – except in the event a meeting is canceled. I understand that the Council requires a significant time commitment. I understand I must provide my own transportation to and from meetings.

Student/Applicant Print Name:

Student/Applicant Print Name:



**An application that lacks a Parent or Guardian Permission signature or a Student/Applicant Acknowledgment signature will be considered incomplete and not considered for admission.** **LYAC RECOMMENDATION FORM**

**Directions:** Please ask an important adult outside your family to provide a recommendation on your behalf using the form below. Examples of “an important adult outside your family” include: teachers, advisors, school counselors, employers, mentors, supervisors, youth group leaders, etc.

Please include this recommendation as part of the completed LYAC application. When preferred, your reference may mail this form separately using the following address: **(All application materials must be postmarked by June 26th, 2015 in order to be considered).**

*Legislative Youth Advisory Council*  
*INSERT ADDRESS*

Name of Applicant:

Name of Reference:

Reference Organization:

Relationship to applicant:

Email address:

Phone: (     )

Address:

City:

State: WA

Zip Code:

The applicant is applying to serve on the Washington State Legislative Youth Advisory Council, a 22-member council with the purpose of advising the legislature on issues of importance to youth. Members meet up to six times per year and participate in outreach among the youth community and advise the legislature. Every student on the Council serves for two years and must be between the ages of 14 and 18 when applying.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>N/A or Unknown</b>
Passionate about creating change in his/her community	<input type="checkbox"/>				
Mature	<input type="checkbox"/>				
Interested in the political process	<input type="checkbox"/>				
Good work ethic	<input type="checkbox"/>				
Strong Leadership Ability	<input type="checkbox"/>				
Dedication	<input type="checkbox"/>				
Works well with peers	<input type="checkbox"/>				
Works well with adults	<input type="checkbox"/>				

\_\_\_\_\_



# LEGISLATIVE YOUTH ADVISORY COUNCIL



I recommend this student     I have reservations about recommending this student.

Comments:



**OPTIONAL: OSPI VOLUNTARY APPLICANT PROFILE FORM**

To ensure equal opportunity, we ask your voluntary cooperation in responding to the questions below. This information will be treated as confidential, and will be available *only* to authorized personnel. This information will not be used in the application review process. Please review the Affirmative Action Definitions below.

Name:	
Date of Birth (MM/DD/YY):	Gender (Mark all that apply): <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Transgender <input type="checkbox"/> Self-Identify
<b>Ethnicity/Hispanic Origin</b>	
Are you of Hispanic/Latino Origin? <input type="checkbox"/> Yes <input type="checkbox"/> No Hispanic Origin includes all persons of Mexican, Mexican American, Chicano, Puerto Rican, Cuban, Central or South American, Dominican, Latin American or other Spanish culture or origin, regardless of race.	
<b>Race Information (check all that apply)</b>	
<input type="checkbox"/> American Indian or Alaskan Native – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment	
<input type="checkbox"/> Asian – A person having origins in any of the Asian groups	
<input type="checkbox"/> Black/African-American	
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	
<input type="checkbox"/> White/Caucasian	
<input type="checkbox"/> Multi-Racial/Other (please indicate your preference):	
<b>Disability Information</b>	
Do you have a physical, sensory, or mental condition that substantially limits any of your major life functions, such as working, caring for yourself, walking, doing things with your hands, seeing, hearing, speaking, or learning? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Armed Services Affiliation</b>	
<input type="checkbox"/> Dependent of U.S. Armed Services member (Active or Veteran)	
Please Choose Branch of Military: <input type="checkbox"/> Air Force <input type="checkbox"/> Army <input type="checkbox"/> Navy <input type="checkbox"/> Marine Corps <input type="checkbox"/> National Guard <input type="checkbox"/> Coast Guard	
<b>Education</b>	
What type of school/educational program are you currently enrolled in (check all that apply): <input type="checkbox"/> Public School <input type="checkbox"/> Private School <input type="checkbox"/> Homeschool <input type="checkbox"/> Running Start <input type="checkbox"/> Other:	



Signature:

Date:

**Affirmative Action Definitions**

**White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Black or African-American** - A person having origins in any of the black racial groups of Africa.

**Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

Disabled Veteran: (i) a veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs, or (ii) a person who was discharged or released from active duty because of a service-connected disability.

Special Disabled Veteran: (i) a veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Department of Veterans' Affairs for a disability (A) rated at 30 percent or more, or (B) rated at 10 or 20 percent in the case of a veteran who has been determined under Section 38 U.S.C. 3106 to have a serious employment handicap or (ii) a person who was discharged or released from active duty because of a service connected disability.

Veteran of the Vietnam era: a person who: (i) served on active duty in the U.S. military, ground, naval or air service for a period of more than 180 days, and who was discharged or released there from with other than a dishonorable discharge, if any part of such active duty was performed: (A) in the Republic of Vietnam between February 28, 1961, and May 7, 1975; or (B) between August 5, 1964, and May 7, 1975, in all other cases; or (ii) was discharged or released from active duty in the U.S. military, ground, naval or air service for a service connected disability if any part of such active duty was performed (A) in the Republic of Vietnam between February 28, 1961, and May 7, 1975; or (B) between August 5, 1964, and May 7, 1975, in any other location.

Other Protected Veterans: veterans who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized.

Armed Forces Service Medal Veteran: a veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985 (61 Fed. Reg. 1209)



Other Veteran: a veteran of the U.S. military, ground, naval or air service that is not included in one of the categories listed above.

**Disability** – For affirmative action data reporting purposes, people with disabilities are persons with a permanent physical, mental, or sensory impairment which substantially limits one or more major life activities. Physical, mental, or sensory impairment means:

- (a) Any physiological or neurological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body systems or functions: or
- (b) Any mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness or any specific learning disability.

The impairment must be material rather than slight, and permanent in that it is seldom fully corrected by medical replacement, therapy or surgical means.

Appendix ii: Rubric used to select new members



	Not there Yet (1)	Getting there (2)	Right there (3)	Definitely there! (4)	Score
<b>List and describe any relevant school, extracurricular, or community activities and organizations that you are/were involved in</b>	Activities listed have <b>little or no relevance</b> to the political and/or leadership mission of LYAC.	Activities listed <b>indirectly relate</b> to the political and/or leadership mission of LYAC.	Activities listed are <b>somewhat relevant</b> to the political and/or leadership mission of LYAC and provides evidence of involvement in the activities. (Showing previous experience managing or directing an organization or group, committed to the group for a long period of time, etc.)	Activities listed are <b>relevant</b> to the political and/or leadership mission of LYAC and provide evidence of involvement in the activities not only in school, but also in the community.	
<b>List two or three of your greatest strengths and how they might benefit the Council.</b>	Skills are <b>not described adequately</b> and/or skills listed have <b>little or no relevance</b> to the mission of LYAC.	A <b>satisfactory description</b> of skills and qualities that are <b>indirectly related</b> to the mission of LYAC.	A <b>well thought out</b> description of skills and qualities that are <b>somewhat relevant</b> to the mission of LYAC. <b>OR</b> A <b>satisfactory description</b> of skills and qualities that are <b>extremely relevant</b> to the mission of LYAC.	A <b>well thought out</b> description of skills and qualities that are <b>relevant</b> to the mission of LYAC.	
<b>Describe one challenge you have recently faced and how you overcame it.</b>	The challenge and explanation of how he/she overcame	The challenge and explanation of how he/she overcame	The challenge and explanation of how he/she overcame his/her obstacle	The challenge and explanation of how he/she overcame	



	<p>his/her obstacle was <b>not described adequately</b>. As a reader you are confused on how the applicant overcame his/her obstacle.</p>	<p>his/her obstacle was <b>described adequately</b>. You understand the challenge but he/she could have been more descriptive.</p>	<p>was <b>well thought out</b>. It is obvious that it was difficult to overcome this challenge but also handled the situation well OR learned a lesson.</p>	<p>his/her obstacle was <b>Extremely well thought out</b>. It is obvious that it was difficult to overcome this challenge but also handled the situation well OR learned a lesson. It is clear how the courage used or lesson learned used in this scenario would positively affect LYAC.</p>	
<p><b>What would you change about your community or school if you had the power to do so?</b></p>	<p>Candidate does not express a clear, focused mission regarding change in his or her community</p>	<p>Candidate touches the surface level of an issue, but does not do an adequate job explaining it in further detail.</p>	<p>Candidate shows a good level of understanding of the problem at hand and goes fairly in-depth on it.</p>	<p>Candidate shows a significant interest and awareness of an issue and explains how he or she can use LYAC to accomplish this goal.</p>	
<p><b>The Legislative Youth Advisory Council makes every effort to ensure the Council members represent the diverse population of Washington State residents. Please describe what diverse</b></p>	<p>Candidate's viewpoint is <b>unclear</b> and shows <b>no</b> relationship to the diversity of the Council.</p>	<p>Candidate's diverse viewpoint is <b>vaguely</b> described <b>AND/OR</b> Is <b>lacking a convincing argument</b> that this diversity will improve the</p>	<p>Candidate provides a <b>somewhat convincing argument</b> which describes their personal diverse viewpoint and how that diversity will improve the</p>	<p>Candidate provides a <b>convincing argument</b> which describes their personal diverse viewpoint and how that diversity will improve the</p>	



perspectives you can bring to LYAC and why are they important?		effectiveness of the Council.	effectiveness of the Council.	effectiveness of the Council.	
<p><b>Describe what activities you expect to be involved with next year. How do you plan on managing the Council and other priorities?</b></p>	<p>Candidate's activity list is <b>extremely extensive</b>. It appears obvious that LYAC will not be a #1 priority. The method for managing priorities <b>does not provide an adequate solution</b> to their busy schedule and managing priorities.</p>	<p>Candidate's activity list is <b>extensive</b>, but/or they provide an <b>adequate solution</b> to manage their priorities. It appears that LYAC might be an important priority.</p>	<p>Candidate's activities are more <b>limited</b> (or they can be as extensive as #2) but they provide a <b>very good</b> description of how they will manage their priorities. It appears that LYAC will most likely be at the top of their priorities.</p>	<p>Candidate's activities are either very limited or they provide a <b>very detailed and well thought out</b> description of how they will manage their priorities. It appears that LYAC will be at the top of their priorities.</p>	



**2015 LYAC Admissions Letter of Recommendation Rubric**

*Quantitative:*

For the eight values the applicant is rated on (passion, maturity, etc.), strongly disagree = 0, disagree = 1, neither = 2, agree = 3, strongly agree = 4.

*Qualitative:*

1 point	2-3 points	4-5 points
<p>Provides little knowledge about the student, their service, leadership, impact, or commitment</p>	<p>Provides positive comments about the student, but fails to provide specific examples of their service, leadership, impact, and commitment</p>	<p>Provides enthusiastic support of the student and clearly indicates specific examples of their service, leadership, impact, and commitment</p>



# LEGISLATIVE YOUTH ADVISORY COUNCIL



Fails to discuss the student's strength of character	Addresses the student's strength of character. Links recommendation to needed characteristic of LYAC	Explicitly connects the student's strength of character to LYAC
Fails to mention LYAC / seems to be generic letter for all applications	Says the student deserves to be in LYAC but fails to state why	Enthusiastically and explicitly states the reason(s) why the student deserves to be on LYAC