

SWEET ADELINES INTERNATIONAL



# Handbook for Regional YWIH Coordinators

SWEET ADELINES INTERNATIONAL • P.O. BOX 470168, TULSA, OK, USA 74147-0168

## HANDBOOK FOR REGIONAL YOUNG WOMEN IN HARMONY COORDINATORS

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*Note: This is an interactive document. Hyperlinks are highlighted in [teal](#) and link to available resources online.*

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## **MISSION STATEMENT**

*The Young Women in Harmony program reaches out to young women through the American musical art form of barbershop harmony. Its goal is to provide educational and performance opportunities and to offer music educators a means of including the study and performance of barbershop harmony in school music programs.*

## INTRODUCTION

The Young Women in Harmony program is an investment in our future. Sweet Adelines International, through the coordinated efforts of the International YWIH Program Coordinators (YWIHPC), Regional Young Women in Harmony Coordinators, (hereafter referred to as RYC), Chorus YWIH Representatives (hereafter referred to as CYR) along with support from the Education Department at International Headquarters, hopes to reach young singers throughout the world by introducing them to the American art form of barbershop harmony.

The RYC is the primary person to implement the program in her region. Appointed by the Regional Education Coordinator and working under her direction, the RYC designs and carries out a plan to expose the young singers in her region to barbershop music. In this effort, she may work with choruses, musical leaders and faculties, directors, professional music educators and/or the young singers themselves. She publicizes and encourages the YWIH program and may plan and carry out regional events for young singers, such as festivals, workshops, and contests. She encourages participation in and promotion of the International Rising Star Quartet Contest as well as internationally sponsored chorus festivals and youth educational events. With the support of her Regional Management Team, she may offer the members of her region education and training in how to reach out to young singers.

The RYC may also work with local Barbershop Harmony Society (BHS) Youth in Harmony (YIH) Festivals and encourage collaboration in sponsoring combined festivals and workshops. She will also communicate with and report to the YWIH Program Coordinators and the Education Department at International Headquarters about the activities in her region.

The RYC should be familiar with the National Association for Music Education ([NAfME](#)), the American Choral Directors Association ([ACDA](#)) and the International Society of Music Educators ([ISME](#)) or other professional organizations for music educators, in order to offer YWIH music and to provide a means for them to become familiar with barbershop harmony. It is vital that she oversees communication and follows up with educators in her region who have received complimentary materials from International as reported by the Education Department via the Quarterly YWIH Educators Introductory Packet and Kit Report.

This handbook is designed to help the RYC comprehend the possibilities her position holds. It should be used as a supplement to the [YWIH Guide for Chapters](#) — an extensive resource for the planning and implementation of Young Women in Harmony events and activities — available for download from the [YWIH Page](#) of our website and the Youth Section of the [Members Only](#) Education Center. The RYC is encouraged to become intimately aware of the policies and procedures outlined in the guide as well as in this handbook so that she may successfully accomplish the duties of her position. With a good, professional, “teamwork” attitude and positive energy, she can create musical excitement and provide an opportunity for young singers to experience the joy and challenge of ringing a chord.

## NON-RECRUITMENT POLICY

The YWIH program is not a recruitment program and young women should be invited to participate without solicitation for membership. Workshops, festivals, and competitions are meant to introduce young women to the fun of singing four-part harmony in the barbershop style and may serve to create future interest in membership.

Although this program is not designed to promote membership, as a chorus reaches out to its community, young ladies under the age of 18 may request to become members. These young members can present many challenges within a chorus and it is important that the Chorus’ Board of Directors or Management Team address these issues and develop a policy regarding youth members prior to accepting members under the age of 18.

If a chorus contacts the RYC asking for advice or information on how to begin to become involved with the YWIH program, the RYC should encourage the Chorus’ Board of Directors or Management Team to first review and, if agreed upon by the chorus, alter their chorus standing rules, if necessary. This initial step can save time and frustration for both the chorus and young women wishing to join. If a chorus chooses to require its members to be 18 before joining, it is a good idea to be candid about this requirement so that uncomfortable situations are avoided. That said, this requirement should not discourage a chorus from introducing our art form to younger audiences. Mothers, aunts, teachers, etc. often accompany young ladies to these events and those adult women may become interested in joining the organization as a result of youth outreach activities in the community.

## REGIONAL YWIIH COORDINATORS JOB DESCRIPTION

The RYC will:

- Be knowledgeable concerning material available for the YWIIH Program and music educators through Sweet Adelines International.
- Encourage all choruses in her region to be involved with the YWIIH Program by introducing the YWIIH program and materials to their local schools.
- Encourage and assist the choruses in her region to sponsor workshops or festivals for young women in their community, or include young women in performance opportunities.
- Educate and inform the musical leaders in each chorus about the YWIIH program.
- Provide examples of successful YWIIH choruses and/or quartets at regional weekends whenever possible.
- Communicate with leaders of YWIIH choruses and/or quartets and report the activities to the region through presentations at regional meetings and articles in regional newsletters. She will forward all the information to the [Education Department](#) at International Headquarters (see the Annual Regional Activity Schedule form at the end of this handbook).
- Assist choruses in implementing YWIIH programs through mentoring and visits whenever possible.
- Assist YWIIH Programs through education regarding financial aid available.
- Follow up with the list of educators requesting complimentary YWIIH materials each quarter by communicating, offering assistance and forwarding the information to local chorus leadership or YWIIH contacts.
- Facilitate networking among YWIIH groups in her region.
- Facilitate networking and training of Chorus YWIIH Representatives (CYRs).
- Consult with the [Education Department](#) at International Headquarters in planning regional YWIIH festivals or workshops.
- Ensure that any YWIIH quartet contests use the Rising Star scoresheets and judging guidelines.
- Publicize resources and opportunities available to young women aged 25 and under, such as the Rising Star Quartet Contest and International YWIIH festivals.
- Attend RYC networking/training opportunities whenever possible.
- Prepare a potential budget for YWIIH activities within the region, to be sent to the regional Education Coordinator in time for preparation of the regional budget.
- Report all activities to the RMT at year's end, for inclusion in the State of the Region Report.
- Serve as a contact for information in collaboration with Barbershop Harmony Society Youth in Harmony events.

Regional YWIIH Coordinators are appointed by the Education Coordinator to facilitate youth outreach activities and education. The coordinator's responsibilities are mainly administrative. She receives information and suggested activities through the [Education Department](#) at International Headquarters. Her focus is to help chapters inform their local school districts of the availability of the Young Women in Harmony materials and to ensure the visibility of the program by organizing representation at state, divisional or regional conventions for music educators, such as those sponsored by [NAfME](#) and [ACDA](#).

With the inception of the Rising Star Quartet contest, held annually at International Convention, the Young Women in Harmony coordinator's responsibilities now includes publicity for this event. The contest is open to female singers 25 and younger. Regional coordinators encourage participation and may organize preliminary contests at regional educational events.

The Young Women in Harmony materials are provided at no charge in an introductory packet to music educators by requesting them from International Sales. Assistance with festival planning, teaching at regional weekends, funds for educator exhibit booth rentals and general information may be obtained through the [Education Department](#) at International Headquarters and by consulting the [YWIIH Guide for Chapters](#).

## **WORKING WITH THE REGION**

The RYC is appointed by and reports to the regional Education Coordinator. She works under the Education Coordinator's supervision in planning regional YWIH activities, including all regional workshops, festivals and events. She works with the Education Coordinator to prepare and present her proposed budget to the Regional Management Team, and reports her Regional YWIH activities to the RMT, under the supervision of the Education Coordinator.

The RYC may develop a team to assist her, using CYRs or contacts. The YWIH is a youth outreach program designed to be flexible, so that it may fit the unique needs of each region. The RMT and the Education Coordinator in each region have the ability to decide the direction of their regional YWIH program, in consultation with the RYC. They can use the financial assets and available talent pool to steer the direction of the program, considering the needs and wishes of the membership. Some regions may choose to sponsor youth festivals annually. Some may have a youth or Rising Star Quartet Contest each year and fund the winner to the International Rising Star competition. Some regions might use the program only through choruses as an outreach tool for music educators in their community or via sponsorship of trade show booths at educator conventions such as those hosted by NAFME or ACDA. Other choruses may become involved in sponsoring festivals and including young singers in their performances.

Each region has the responsibility and flexibility to design and carry out its own YWIH Program. The RYC is the designated leader to coordinate the program, under the direction of the Education Coordinator. The RYC should be proactive in encouraging the RMT to be active in the YWIH program. She needs to be inspirational and encouraging in the planning stages. When making recommendations to the Education Coordinator or RMT about the direction of the YWIH program in the region, she should use a dynamic presentation style, perhaps including a live YWIH quartet or chorus performance or using materials from International Headquarters that will help to inspire a "can do" attitude. She should be passionate about sharing our art form with young women. With a charismatic approach she should successfully establish a commitment from her region to become involved in the YWIH program.

In working with the Education Coordinator and the RMT, the RYC should always be a good communicator and work with a positive attitude towards teamwork.

### **Issues to remember:**

The Regional Management Team has the burden of fiscal management and must hold as a priority the needs of the membership in the region. The RYC, being passionate about the YWIH program, must remember that the young singers she is working with are typically not dues paying members and that the RMT's first consideration has to be in the best interest of the membership.

In that the future of the organization depends upon future members, the RMT should strive to develop financial support for the YWIH Program without detrimentally impacting the programs of its dues paying membership. The RMT should aim to ensure that young women in their area are exposed to our art form in a positive and inviting way. Creative fundraising for this educational effort is encouraged and there are many resources available to assist with off-setting the cost of sponsoring youth outreach activities at the regional and chapter level.

RYCs are encouraged to promote events planned and sponsored by choruses in their region or in conjunction with BHS, schools or other youth organizations (such as Girl Scouts of America or Girl Guides of Canada). These events should be reported to the RMT, but are not necessarily funded by or organized by the RMT. There is a wide variety of ways in which youth outreach events are being sponsored throughout the organization. Flexibility in delivering the YWIH program is to be applauded and encouraged. Each region can tailor its own program to fit its regional needs and capabilities. The RYC has many options and possibilities for outreach to young singers and, with the guidance of the regional Education Coordinator and the support and encouragement of the Regional Management Team, she can be an effective force in introducing the art of barbershop singing to the next generation.

## **WORKING WITH CHORUSES AND THEIR YWIH REPRESENTATIVES**

In order to reach as many young women as possible in the effort to expose them to the fun and challenge of barbershop music, it is necessary to involve choruses. The [YWIH Guide for Chapters](#) is the key to doing this successfully. The RYC should encourage the chapters in her region to use this guide as they become involved in the YWIH program. The most current version of this guide is available for free download from the [YWIH Page](#) of Sweet Adelines International's website.

The RYC contacts the choruses in her region and lets them know about the YWIH program. She communicates with musical and administrative leadership and presents them with the [YWIH Guide for Chapters](#) or makes sure they understand how to acquire it. With good communication and education, the RYC can offer the chorus leaders the training and assistance they need to begin an effective YWIH program in their community.

The RYC is encouraged to develop a contact list of CYRs in her region. Identified representatives should be shared with the [Education Department](#) so that they may be designated as such in the member database. In addition, the RYC can request a list of identified CYRs currently in the database from the [Education Department](#) at International Headquarters.

The RYC may choose to:

- Publicize the YWIH Program at regional events and on the regional website with the RYC's contact information.
- Have printed copies of the [YWIH Guide for Chapters](#) for distribution at Regional Events.
- Visit chorus rehearsals or board/team meetings with a brief but inspiring presentation about the YWIH program.
- Feature examples of successful YWIH choruses or quartets whenever possible.
- Encourage the appointment of a YWIH chair in each chorus and assist her in establishing a program.
- Contact and communicate positively with directors to help them understand the program.
- Offer YWIH classes at regional education events.
- Encourage choruses to become involved in the program in many ways. The program encourages working with local schools and presenting the YWIH materials to music educators as an introduction to barbershop harmony. Choruses may also wish to sponsor their own festivals, workshops and performance opportunities in order to expose young singers to the art form. Detailed information regarding all of these activities is outlined in the [YWIH Guide for Chapters](#).

Our goal is that, someday, each chorus in the region will sponsor one or more YWIH activities each year. These can range from inviting young singers to participate during a performance to hosting a one-day festival or initiating an ongoing program as part of the curriculum in conjunction with local educators.

The [YWIH Guide for Chapters](#) outlines many of the possibilities and offers instruction in all aspects of the YWIH program. It includes many sample letters and templates as well as all necessary forms. And it offers invaluable help in establishing a YWIH program. With the study and application of the ideas presented in the [YWIH Guide for Chapters](#), a one is bound to be successful in establishing and maintaining a program of outreach to young singers.

## **WORKING WITH CHORUSES AND THEIR YWIH REPRESENTATIVES**

There are many possible options for choruses to consider and explore. The following activities have been used successfully by many chapters and regions:

### **Local Community:**

- One-hour classroom presentation in local schools (elementary through college)
- One-half hour demo-performance (elementary through college)
- Music After Five (after-school program for elementary through high school aged singers)
- Barbershop harmony as an extracurricular activity/club (ideally suited to high schools and colleges)
- Local YWIH Chorus

### **School District Level:**

- Presentation for music educators
- Class presentation during school day for students

### **City/County Area Schools:**

- Half-day festival
- Full-day festival
- Chapter open house
- Chapter show tickets
- Joint rehearsals/chapter and school
- Quartet competitions
- City/County YWIH Chorus

### **Statewide:**

- Presentation at state music educators meeting (ACDA and NAFME State Conferences, etc.)
- Booth at appropriate teachers' meetings (ACDA and NAFME State Conferences, etc.)
- All-state barbershop festivals (can be in conjunction with BHS, if desired)
- Exchange concerts - multi-school
- Quartet competitions

### **Regional Level:**

- Regional YWIH Festivals
- Invitations to music schools and/or shows
- Presentation at regional music educators meeting (ACDA and NAFME Regional Conferences, etc.)
- Booth at appropriate teachers' meetings (ACDA and NAFME Regional Conferences, etc.)
- Music camp presentations
- Harmony Camps (can be in conjunction with BHS, if desired)
- Coaching opportunities at regional events
- Quartet competitions
- Regional YWIH Chorus

### **International or National Level:**

- Rising Star Quartet Competition
- International YWIH Festivals
- Presentation at national music educators meeting (ACDA and NAFME National Conferences, etc.)
- Booth at appropriate teachers' meetings (ACDA and NAFME National Conferences, etc.)

One of the primary jobs of the RYC is to work with CYRs and assist them in determining what level of YWIH participation, if any, will most benefit their chorus. Whether the chorus is planning a festival or just accepting a young member into its ranks, many questions and concerns may arise that will cause the CYR to turn to their RYC for answers. Advance knowledge of the Frequently Asked Questions listed at the end of this handbook should assist the RYC in answering many of these questions. The International website, [www.sweetadelineintl.org](http://www.sweetadelineintl.org), also can be of great assistance. The [Young Women in Harmony](#) section is located under the Education tab. There is also a wealth of resources available to members in the Youth Section of the [Members Only](#) Education Center.

It is also important that the RYC recognize that each chorus is different. Although the Young Women in Harmony Program is important to the organization as a whole, not every chorus is going to be open to working with or accepting young women as members of their chapter. RYCs can be very passionate about what they are doing, but each chorus must be allowed to make its own decision regarding youth outreach.

In order to motivate Sweet Adelines International members to support the YWIH program, an understanding of various types of members is required. Some will enthusiastically embrace all youth outreach activities and will work diligently with the RYC to bring opportunities to the youth in her community. Others may be interested but not sure how to get started. And some might not feel that youth outreach is important to them or their chorus and may even be reticent to embrace the YWIH program.

How does the RYC reach out to such diverse mix of individuals? They are drastically different in terms of attitude, understanding, ability, and confidence. The answer to that is more simplistic than one would assume. Don't focus on those differences. How can interest, understanding and education about the YWIH Program be increased? You lead by example. Design "lessons" for our choruses and members through both education and motivation.

### **Education**

Contact the CYRs in your region and make sure they fully understand the YWIH program, its practice, benefits and mission. Encourage each chapter in your region to designate a member of their chorus as their YWIH Representative (CYR). This member will be the person whom you and/or International Headquarters may contact regarding YWIH activities and updates.

### **Motivation**

Acknowledge directors, choruses, and members that demonstrate outstanding work and dedication to the YWIH program. Feature chapters that have been successfully utilizing the YWIH program in regional newsletters and on the regional website.

### **Lead by example**

Continue to be committed to YWIH activities in your region. Make your YWIH activities and events highly visible to members and encourage expanded participation, at any level, throughout the region. Be a resource to those who wish to host their own festivals, provide quartets for your Rising Star contest, and introduce barbershop harmony to local educators.

### **Hosting Festivals**

Many choruses are interested in hosting festivals to introduce local young women and their families to our unique style of music. Please review the [YWIH Guide for Chapters](#) for more information about chorus hosted youth outreach via the YWIH Program. In addition, you should encourage any chorus that is considering incorporating the YWIH into their chapter activities to consult the [YWIH Guide for Chapters](#) which may be downloaded for free from the [YWIH Page](#) of our website or from the Youth Section of our [Members Only](#) Education Center.

### **Rising Star Contest**

The Rising Star Contest is open to quartets whose members are all aged 25 and under. The competition is held during the Sweet Adeline International Convention each year. Additional information, including registration forms, is available online at <http://www.sweetadelineintl.org/index.cfm?id=28>. Many regions host an annual Rising Star Contest and offer to sponsor or assist the winning quartet from their region to compete in the international contest. In addition, chapters might host a youth quartet contest in conjunction with an upcoming show in the community as a way to generate interest in barbershop harmony and increase their audience base.

### **Regional YWIH Events**

Many regions host YWIH events during the regional competitions and regional educational weekends. These functions can include anything from pizza parties to YWIH chorus festivals and quartet contests. A section of this handbook is devoted to assisting the RYC in planning and promoting these events. However, this is an area where CYRs can also be of great assistance. RYC's are encouraged to utilize the help of CYRs as well as to keep them well informed of upcoming YWIH events.

### **Assimilating Younger members**

Although the YWIH program is not a recruiting tool, many choruses throughout the organization are welcoming members in their teens and early twenties. There are many issues to consider in the ability of our typical Sweet Adeline Chorus to assimilate young members.

Younger members will feel a desire to participate if:

- The repertoire appeals to them
- The chorus image appeals to them
- The chorus members are friendly and fun
- Activity in the chorus is affordable and fits their time schedule

It is true that many of our established choruses are NOT looking to assimilate younger women into their ranks. They may feel that they don't want to "chaperone" young people and some women may feel threatened by younger girls who may "take over the front row" or make major changes in the chorus "culture" by wanting to dress or sing in a different way. Studies show that if a young man first enters an older men's chorus, he is welcomed, because he makes them all feel young. However, when a young woman visits an adult women's chorus, some of the members feel OLD by comparison. This can lead to a less welcoming approach to young singers. Sometimes women enjoy their chorus because it is an adult environment and they are not interested in "mothering" away from home. One suggestion to ease the transition to welcoming young singers is for the chorus to have a quality rookie program in place that addresses the needs of rookies of all ages.

Most choruses have an established tradition, a "culture" that's difficult to change to be more appealing to youth and therefore be accepting of younger women. If we are to continue to grow as an organization in the future, it is necessary that we find the right balance to reach out to younger women — to find ways to appeal to them and to accept them.

Each chorus has its own age limits as written in its standing rules. Some choruses require their members under 18 to have a sponsor who supervises the young woman, especially in travel situations. International dues are offered at a reduced rate for members under 26 years old and many chapters also have reduced chapter fees for girls of student age.

Choruses that are successful in assimilating young members often start by including their members' daughters and granddaughters. Many times younger girls are interested in membership if there are already one or two girls their age in the chorus. If a chorus wishes to have a membership drive aimed at younger women, it may be more successful if a group of youths is invited rather than just a single individual.

Keep in mind that late rehearsal hours may be challenging for some younger members. Getting home at 11 p.m. from rehearsal is not reasonable for school-age members who have homework. An option to consider for school-age young members is the [Music After Five](#) program, which offers youth in the community an opportunity to come in for a couple of hours of singing, led by chorus musical leaders, in a format different from a typical rehearsal. This youth group could prepare its own repertoire for inclusion on a show or community performance. For more information about the [Music After Five](#) program, please see the [promotional brochure](#), available for download from the [YWIH Page](#) on the Sweet Adelines International website.

The RYC can assist choruses in her region in reaching out to younger singers by educating chapters about these issues and by communicating with the chorus leadership concerning their interest in including younger members in their choruses.

## WORKING WITH EDUCATORS

The introduction to music educators of four-part a cappella harmony in the barbershop style is presented in the hope that they will teach students about and encourage students to sing barbershop harmony. It is hoped that this style of uniquely American music will be included as part of every school's music curriculum.

The program is directly aimed at young women aged 25 and under and their educators. Its aim is to encourage them to use barbershop music within their existing choral groups, to add new performing ensembles in this style to their curriculum offerings or as an extracurricular activity and to assist youth quartets. We must emphasize the benefits it can have for the school program in increased music resources for the educator, in the enthusiasm it can generate with the students, and in the development of students' ear training and vocal skills.

The approach to a music educator by a Sweet Adelines International member needs to be well planned. *Remember that music educators are very busy people.* In addition to a heavy class schedule, they must dedicate most evenings to rehearsals, provide music for concerts, sporting events, community activities and school assemblies. They are not looking for more work and responsibility. However they **are** looking for new resources, ways to involve and interest students in a broad variety of music and ways to develop and showcase their students' talent. If we are to involve educators and their students in this program, we must be willing to take the initiative and be available as a resource, without diminishing what the program is already offering. For specific information on providing Young Women in Harmony activities in the schools as well as hosting booths at trade shows for music educators, please review the [YWIH Guide for Chapters](#).

It is our goal to promote barbershop harmony and increase awareness of the programs and opportunities available to young singers. To encourage more involvement and utilization of barbershop harmony within high schools and middle schools, colleges and universities, an understanding of music education in the schools is required.

## Challenges to Overcome and Consider in Education

### High Schools/Middle Schools

Music educators are concerned with reaching the state and country-wide standards set forth for music education. Often times, they do not consider four-part harmony in the barbershop style as part of the curriculum for several reasons:

- **Lack of Visibility in Community and Society**  
Most educators don't realize there are Sweet Adelines International and BHS chapters within miles of their schools and homes.
- **Lack of Understanding**  
Barbershop harmony was never mentioned during their college careers. It was not discussed in any music history classes. In the minds of the educator, if barbershop harmony is important, why wasn't it mentioned at some point in their education?
- **Lack of Time**  
Music teachers hit the ground running each school year. Adjudicated events, concerts, fundraisers, and daily lessons combine for a very full schedule. In order for educators to be willing to add something additional to their already demanding schedule, the ease at which it is accomplished is a factor. Providing good information about available programs is essential. Educators cannot be expected to spend much time navigating websites in order to find their desired information.
- **Lack of Quality Contact**  
Many educators have been approached about the prospect of adding barbershop harmony into their curriculum, but were turned off or unimpressed by that contact.
- **Paper Overload**  
Teachers receive reams and reams of letters, catalogs, flyers, and brochures. Rarely is something opened if it does not look impressive or is not recognized. Most end up in the trash, or in a pile of things that they will look at "when I get the time."

- **Non-academic Approach**

If these educators are approached by someone that is unable to “walk the walk” and “talk the talk” they will close themselves to the idea of any type of participation or promotion. Therefore it is essential that those who make contact with these educators are musically literate, have a working knowledge of the individual school system and its program, and are able to answer any and all questions that the educator may have regarding the YWIH activities that are being promoted.

### **University/College**

The duties, responsibilities, and expectations of the individual institutions are once again a factor. Most music departments or schools have a “personality.” They are known as an “opera school,” “musical theatre,” “music education,” or “jazz school.” They are concerned with maintaining that personality and do not always see any room for including barbershop harmony in their curriculum.

These educators have the same struggles, concerns, or factors as their Middle School/High School counterparts. In addition, there also may be issues with:

- **Lack of funding**

Being made aware of both regional and international scholarship and grant opportunities will make an impression.

- **Lack of rigor**

Some professors of music may have the perception that four-part barbershop harmony is not serious enough for challenging the academic rigors of their music majors. When approaching teachers of higher education it is important to present them with arrangements that possess some musical difficulty while remaining appropriate for the vocal ranges of collegiate singers.

### **Building community relationships that benefit YWIH**

Visibility is vital for successful promotion of the art of barbershop harmony in our communities. Keep in mind that quality must go hand in hand with visibility. Choruses and quartets, both adult and youth-based need to continue efforts to perform at local festivals, holiday celebrations and sporting events. One never hears, “Oh, it’s too bad there was that barbershop group singing at the (insert event here).” On the contrary, community members of all ages are usually quite thrilled. The community glows and gushes over how awesome they sound and often even elicits the familiar reply, “My mother was a Sweet Adeline.” One just can’t help but smile when they hear barbershop harmony.

Awareness can be built via community service. By becoming an ongoing participant in local events you can raise more support. Try to take that participation a step further by organizing an annual charity or service event. A holiday food drive, neighborhood spruce-up or craft bazaar sponsored by the chorus or quartet would be a welcome addition to a community calendar. Offer to fundraise for local schools. Not only would awareness be raised, it would be a great way to “grease the wheel” in regard to accessing the music educators in those schools.

## CHORUS SPONSORED FESTIVALS, CAMPS, AND WORKSHOPS

Throughout the regions of Sweet Adelines International, choruses have begun to hold festivals, camps, and workshops to introduce young women to the art form of barbershop harmony. As an RYC, it is important that you have an understanding of these events and the ability to assist in answering questions when they arise.

Much of the information needed to organize one of these events is available from the International website [www.sweetadelineintl.org](http://www.sweetadelineintl.org). The YWIH information is located under the Education tab. The [YWIH Guide for Chapters](#) contains forms and extensive information on planning and holding a YWIH festival.

No matter what form of event is being planned; the following questions should be answered first.

- **Who will be in charge and responsible for the planning?**

The person or persons chosen to be in charge need to be well organized, able to delegate responsibilities and willing to make decisions when necessary. This person should be passionate about the YWIH program and willing to work with young women.

- **What type of event is to be held?**

This is probably the most important question. Events can be just for a couple of hours or last for several days. As the time commitment expands, so do the responsibilities and costs. The number of adults willing to help with the event should play a large role in making this decision.

- **When should the event be held?**

Once the type of event is determined a date must be chosen. Again, many factors will come into consideration. However, one item that is often overlooked when planning an event that will be attended by high school students is the school examination and testing schedule. Holding a festival just before or during final exams will make it very difficult for students to attend. In addition, it is wise to consider the social functions planned during the school year such as athletic events and dances and avoid planning a YWIH event for the same time frame. Finally, you'll want to review other youth activities in the community such as youth chorus auditions or competitions, cheerleading events, dance recitals, graduations, cotillions, etc. that may conflict with your proposed dates.

- **What is the budget for this event?**

Setting a budget prior to the event is extremely important. It provides the planner with a guide of what can and cannot be accomplished.

- **Where will the funding come from?**

If the event is small with little or no cost, a chorus may choose to cover the expenses from the chorus treasury. However, for larger festivals and camps the costs are too great for most groups to absorb. Funding is available from many different sources, but it takes organization and perseverance to obtain these funds.

A few options include:

- Grants, a major funding source for these types of events often require applications to be submitted up to a year in advance. Grants are available from a variety of sources including local and/or state art councils as well as the Young Singers Foundation of Sweet Adelines and similar charitable organizations. The Young Singers Foundation provides grants by application. Deadline dates and eligibility requirements may be found on their website: <http://www.youngsingersfoundation.org>.
- Donations from local establishments.
- Sweet Adelines International will provide each festival up to 50 copies of three selections of music from the [YWIH published music list](#). The [application for complimentary music](#) must be submitted to International Headquarters at least two months prior to the event. Additional copies of the music as well as learning media may be purchased at a reduced rate from International Sales at 1-877-545-5441.

[Applications](#) may be made to Sweet Adelines International to provide a clinician for the first two years an event is held. In addition, these festivals will be provided with free copies of music and learning media for up to three songs selected by the clinician from the list of YWIH music. However, these resources also must be requested a minimum of 90 days before the event.

- Charging a fee for participation. Depending upon the time frame of the event, these charges can be a few dollars for half-day workshop or several hundred dollars for a week-long camp. If you choose this option for funding, a minimum number of attendees will need to be established to ensure that all costs are covered.

- **Where will the event be held?**

The event's venue and location can make or break the event. Cost can also play a big role in this decision. Suggestions for appropriate venues include local schools, churches, performing arts centers, colleges or universities (especially for an overnight camp), community centers, etc. In addition, you'll want to consider the ease of traveling to the venue (Will parents and/or students be able to get there easily on the day/time of your event? Is parking readily available? Does public transportation service the area?) as well as the appropriateness of the location (Is the area safe for youngsters? Will guardians feel comfortable bringing their students to this part of town?).

Festival planners should also take into consideration the number of rooms available for sectional rehearsals as well as the size of the rehearsal space so that risers and choreography can be accommodated. If the event is school-sponsored it should be covered by the school's insurance policy. If the venue is contracted by a Sweet Adelines International chorus (such as a chorus' rehearsal space), please contact Gallagher Risk Management at 1-800-284-1433 or e-mail [donna\\_papen@ajg.com](mailto:donna_papen@ajg.com) to obtain a certificate of insurance. For more information please contact the Director of Finance and Administration at International Headquarters.

- **What age range of singers will be invited, and where will we find participants in this demographic?**

Many factors may play into answering this question including the location of the chorus, the day that the event will be held (school day versus weekend), how many adults are available to assist, etc. Once the age range for participants has been established, the clinician should choose music carefully to be sure that it is vocally appropriate for the entire group. While a group of all high school girls may be able to handle some of the more difficult YWIH arrangements, a mixture of junior high and high school may require choosing easier music.

Although schools are usually the first thought when looking to contact young women, church youth groups, Girl Scouts or Girl Guides, home school associations, private vocal studios and other youth organizations can also be great contacts.

- **Should there be a maximum number of attendees?**

When deciding on how many young women to allow to register for an event, the age of the participants and the number of adults needed to facilitate the event should be considered, as well as the size of the location where the event will be held, and the costs.

- **Who will be the clinician?**

A list of clinicians is available from the [Education Department](#) at International Headquarters. In addition, there may be local Sweet Adelines who are qualified and willing to assist as clinicians for youth events. RYCs are encouraged to maintain regular correspondence with choruses in their region and inform the [Education Department](#) at International of regional and local YWIH clinicians.

By encouraging a chorus to answer these questions, the RYC will provide a solid foundation for the planning and execution of the scheduled event.

## PLANNING THE REGIONAL YWIH BUDGET

These are items to consider when presenting a YWIH budget to the Regional Management Team (RMT):

### Publicity

- Printing
- Mailing costs
- Signs/banners
- Business cards
- Postcards
- Print ads
- Public Service Announcements (TV and radio)

### Festival Expenses

- Site fee
- Clinician fee (Applications can be made to Sweet Adelines International to fund a clinician for festivals in their first two years. Teaching fees or stipends must be paid for by the festival itself.)
- Music (50 free copies of up to three songs from the [YWIH published music list](#) provided by Sweet Adelines International; additional copies are available for purchase at a reduced cost)
- Learning media: learning tracks and CD's
- Postage for mailing music/learning media or fees for providing a secure web host for downloads
- Copying/printing
- Folders/notebooks
- Snacks (can be donated by local chorus)
- Lunch (or have girls bring their own lunches/drinks)
- Drinks/water bottles
- Riser rental and/or transportation
- Miscellaneous supplies: first aid kit, markers, pens, staples, tape, etc.
- Paper goods
- Props/costumes (if provided by the festival)

### Chapter Incentives

- RMT may decide to offer incentives to chapters that host a YWIH event

### Contest Costs

- Primp/Warm-Up Room Supplies
- Printing
- Awards/medals
- Sponsorship to Rising Star Quartet Contest at International Convention
- Snacks and beverages for judges

### Financial assistance to schools or community groups that offer YWIH activities

#### Exhibit Booth at regional activities

- There should be minimal costs for printing, photo display, etc.

#### Exhibit Booth at ACDA/NAFME and Other Educator Conferences

- Apply to Sweet Adelines International for financial assistance with the actual cost of display booth rental. Information and forms can be found in the [YWIH Guide for Chapters](#).
- Regional/Chapter costs include housing, food, mileage, and costs for “trinkets” for music educators.

#### Income:

- YWIH quartet contest entrance fee
- Grants from the [Young Singers Foundation](#); local and national grants
- Sponsorships

## PLANNING A REGIONAL YWIH FESTIVAL

A successful YWIH festival takes quite a lot of planning. Before you begin, make sure that you have the buy-in of the entire RMT because it will take everyone to make a festival successful. You need to consider the amount of time it takes, your regional budget, and the audience you want to attract. Your plans must be realistic in their scope as to who your target audience is and how many girls you will be serving. If you are planning an event during the school year you must realize that the music educator's year is quite busy and she/he needs to see that this event fits in with his/her schedule and lesson plans. Your approach should be one of enhancing the music program by allowing the girls to experience the unique musical art form of barbershop harmony as well as increasing their vocal and musicianship skills. Detailed information, including guidelines for planning a festival, sample workshop/festival plan and timeline as well as the necessary release forms are located in the [YWIH Guide for Chapters](#).

## TIMELINE FOR PLANNING AN EVENT

### 12+ Months in Advance

- Determine your target audience: Consider locale, demographics and possible venues.
- Location: Will your event be centrally located or will you host workshops throughout the region?
- Dates: Consider summer, weekends, and school days keeping in mind school schedules that might affect attendance.
- Budget: Does the region cover the costs or will you charge a fee? Decide what will be worn for performance. Will the region provide specific articles of clothing or do the girls need to bring their own? Include any of these costs in the budget.
- Registration: Who will handle contacting schools, registration, confirmations, distribution of materials, and facilitate the event?
- PR: Begin basic marketing to chapters.
- Collaboration: Contact BHS to discuss hosting a co-ed event.

### 9-12 Months in Advance

- Venue: Make a site visit to determine the availability of sufficient space, break out rooms, policy on food/drinks at facility, seating for guests for performance and, if necessary, adequate parking and security. Reserve your venue, with a deposit if required. Determine what insurance waivers the site requires. For a Sweet Adelines sponsored event (region or chapter) obtain a certificate of insurance from Gallagher Risk Management at 1-800-284-1433 or e-mail [donna.papen@ajg.com](mailto:donna.papen@ajg.com). For more information please contact the [Finance and Administration Department](#) at International Headquarters.
- Budget: Finalize your budget and the cost, if any, to students.
- Logistics: Determine if you will be providing lunch or snacks or if you'll be asking students to bring their own.
- Clinician: Hire a local clinician or contact the [Education Department](#) at International Headquarters for the YWIH Clinicians list. If you [apply for a funded clinician](#), you should submit the application as early as possible. For more information regarding funded clinicians please see the [YWIH Guide for Chapters](#).
- Teaching Quartet: You might consider using a quality quartet to teach the music, serve as section leaders and perform for the participants.
- Collaboration: Communicate with BHS District YIH coordinator if hosting co-ed event.
- PR: Compile a list of music educators or purchase list from state choral directors' organization.
- PR: Notify the region and the [Education Department](#) at International Headquarters regarding the event dates for listing on the website and/or newsletter.

### 6-9 Months in Advance

- Music Selection: In consultation with the clinician, select music from the [YWIH published music list](#) and submit your [Application for Materials](#) to Sweet Adelines International (the form must be submitted a minimum of two months in advance).
- PR: Inform chapters of the event and request that they put it on their calendars.
- PR: Prepare initial marketing piece for regional and chorus events.
- Collaboration: Communicate with BHS counterpart.
- Venue: Follow up on communications with venue.
- Logistics: Plan event schedule in coordination with clinician, quartet and RMT.
- School Visits: Make personal contact with music educators and offer goodwill effort such as assisting with events, performances, etc.

### **3-6 Months in Advance**

- PR: Send marketing piece to schools, chapters, and local press.
- School Visits: Visit classrooms and make a short presentation about Sweet Adelines International and YWIH as well as to promote the festival. See the [YWIH Guide for Chapters](#) for more information.
- PR: Leave event flyer and registration information with music educator.
- Venue: Reconfirm arrangements with venue.
- Logistics: Finalize schedule.
- Music: Order music and learning media from International Headquarters.
- Clinician: Communicate with clinician regarding travel plans, housing, and schedule.
- Collaboration: Communicate with BHS.

### **6 Weeks in Advance**

- Coordination: Follow up with music educators.
- Coordination: Make sure you have collected all of the necessary release forms from the students and their parents/guardians. This is essential for all participants under the age of 18.
- Coordination: Follow up with volunteers.
- Logistics: Arrange for riser transportation.
- Registration: Confirm attendees with music educators; deliver/send music and learning media.

### **2 Weeks in Advance**

- Coordination: Reminder communication to music educators.
- Coordination: Reminder to volunteers.
- Clinician: Contact with clinician regarding final transportation needs, special requests, etc.
- Logistics: Prepare event folders/bags/water bottles or whatever your region decides to provide.
- Registration: Prepare check-in materials such as sign-in sheet, nametags, section room designations, copy of schedule for students/music educators.
- Hospitality: Place order for food, drinks, and snacks, if providing.
- Hospitality: Arrange for ice, water sources, and paper goods.
- Hospitality: Provide food/drinks/snacks for clinician and quartet.

### **A Week Before the Event**

- Coordination: Finalize all plans, volunteers, send friendly reminder to music educators.
- Venue: Visit venue, arrange for key or whom to contact upon arrival.
- Logistics: Confirm riser delivery/set-up.
- Clinician: Confirm final plans with clinician.

### **On the Day of the Event**

- Coordination: Arrive early, organize your thoughts. Plan to meet with your team to ensure that everyone understands their responsibilities, duties and assignments.
- Registration: Set up registration area, display relevant materials.
- Venue: Place signage in venue indicating rehearsal rooms, restrooms, food area, etc.
- Greet your guests.
- Enjoy the day.
- Clean up, riser removal, and secure facility.

## PLANNING A REGIONAL YWIH QUARTET CONTEST

The purpose of hosting a YWIH Quartet contest is to promote barbershop singing among young women in a fun way. It is **not** to be used as a means of recruiting chorus members. By allowing young women to have the quartet contest experience, they build on their singing skills and learn to be more independent singers. The following outline is one way to go about organizing a youth quartet contest, feel free to adjust it according to the specific needs of your region.

### The Planning Stage

- **Select Your Date**

Usually these contests are held in conjunction with another regional activity, which allows region members the opportunity to be in the audience and support the girls. When planning the date, consider relevant state music activities such as All-Region or All-State Choir events. You cannot avoid every conflict, but make an effort to avoid the major school holidays and music events. The time of your event is important. A school night will not allow many girls to participate and if girls have a distance to travel, take that into consideration when setting your day and time.

- **Choose Your Site**

A centrally located site is preferred; however, if the event is part of another event, the site is already determined. The site needs warm-up rooms, photo room, and a performance space with a stage, if possible.

- **Designate a Contest Administrator**

Choose someone to oversee the registration process and coordinate the actual contest. This person needs to provide a contact number and e-mail address so that quartet sponsors can keep in touch with her.

- **Publicity Designed for Your Event**

A PR piece announcing the contest should be distributed to chapters early enough to allow enough time for quartets to form and practice. Chapters are asked to distribute the information to area high schools and colleges. Make sure there is a website listed so that registration forms and more information can be easily accessed. A contact e-mail and phone number should be included so that questions can be answered easily.

- **Costs for the Event**

Hosting a contest should not cost a large amount of money. Expenses include printing of flyers, primp/warm-up supplies, cost of awards, prize money (if offered), and snacks/drinks for the judges. These costs can be part of the regional budget or can be covered by entry fees. Any entry fee should be nominal. Generally, requiring quartets to pay even a small fee makes them more likely to commit to following through on their participation.

- **Prizes**

Medals go a long way in making this contest feel “real.” Receiving a medal is a fun part of the experience and can give credibility to the contest. Some regions may choose to award ribbons, certificates or small trophies instead of medals. Some regions offer cash prizes to the top three quartets as an incentive for participation. Awards can be ordered from many vendors online and an online search will yield a number of options.

- **Rising Star Quartet Contest**

If the Regional Management Team (RMT) determines that they will sponsor a quartet to the Rising Star Quartet Contest at International competition and convention, a minimum score for sponsorship should be decided. Sponsorship does not necessarily mean that the entire cost to participate at International will be funded. It is reasonable to expect quartets to be responsible for earning some of their funds. How much the region is able to fund should be determined by the RMT in consultation with the RYC. In addition, should the RMT decide that they will hold a youth quartet contest that will award a prize of sponsorship to International for the winning quartet, it is requested that the RYC inform the [Education Department](#) at International Headquarters of this decision as well as the outcome of the contest.

- **Registration Process**

Registration information, with a cover letter, must be sent to music educators and chapters prior to the end of classes in the spring or at the beginning of classes in the fall, depending upon your contest date. Set your registration deadline as late as you can so that every opportunity possible is given to fledgling quartets.

Encourage chapters to take information to area schools and make personal visits to the music educators. Chapters may wish to sponsor a quartet and help with music selection and coaching.

- **Required release forms for participants**

These forms are available in the [YWIH Guide for Chapters](#) or on the [YWIH page](#) of our website.

### **The actual contest day**

It's nice to make it feel like a "real" Sweet Adelines contest, especially if you'll be sponsoring the winning quartet to sing at the International convention:

- Hold a quartet briefing with quartet members and educators: explain the pattern and logistics of a contest.
- Determine when the results will be announced and inform the quartets ahead of time.
- Explain placement, prizes and the Rising Star Quartet Contest and minimum score for regional sponsorship, if applicable.
- Inform them that they can choose to participate in the Rising Star Quartet Contest even if they do not win the regional contest, but that any sponsorship will be determined by the RMT.
- One idea is to create a backstage pattern that replicates the authentic Sweet Adelines International competitions. Otherwise, be sure the logistics backstage are organized in a way that will keep the singers from becoming lost and the schedule running on time.
- Provide a judging pit. At the judges' table there should be lights, water, proper Sweet Adelines International Rising Star scoresheets (available from the [Sweet Adelines International website](#)) and snacks for the judges.
- Announce the contestants in regular contest style.
- Determine who will present the medals or awards and have them prepared for the proper time.
- Give a Rising Star Quartet Contest information packet with information on contest location and registration costs to all participating quartets. The qualifying quartet should also receive specific information regarding expectations of behavior from a sponsored quartet, as well as the registration form, if available.

This is your event. It should be fun to plan and not too stressful. Talk it up at your regional events, via your regional website, newsletters and directly to your chapters. Encourage them to publicize it locally. And make sure the chapters understand that this is not a recruiting event.

### **CONCLUSION**

Inspiring youth to embrace barbershop harmony is challenging and rewarding work. As the Regional Young Women in Harmony Coordinator you have the opportunity expand the musical education and experiences of youth in your region as well as to support their educators and parents in this endeavor. You also provide the members of your region the encouragement, support and resources they need to reach young singers, parents and teachers in their local communities.

You are encouraged to work closely with the Education Coordinator of your region and to contact the [Education Department](#) at International Headquarters for assistance with your planning. Sharing your successes as well as your challenges will afford the International Young Women in Harmony Program Coordinators to continue to work on your behalf to strengthen the Young Women in Harmony Program.

The future of our art form depends upon educating the younger generations about the joy and satisfaction that comes from singing 4-part a cappella harmony in the barbershop style. Your efforts in providing the youth of today with these invaluable experiences will undoubtedly ensure that barbershop chords continue to ring for many generations to come.

## FREQUENTLY ASKED QUESTIONS

**Q: Is there an age requirement for membership to Sweet Adelines International?**

A: This question should be answered in the standing rules of each chorus. If it's not, it should be addressed by the chorus Board of Directors or Management Team before allowing anyone under the age of 18 to join.

**Q: Does someone under 18 have to have a family member in the chorus to join?**

A: Again, this is something that is decided by the individual chorus. Each chorus determines the rules and regulations for their youth members. Factors to consider should include determining who is responsible for the minor when a parent or guardian is not present, age limits (if any), etc. If a chorus would like more information or assistance with defining a youth policy for their chapter, they are welcome to contact International Headquarters for additional advice and resources.

**Q: What are dues for young ladies who qualify as YWIH members?**

A: A **Youth Membership** is open to females 25 years or younger (minimum age may be determined by a chorus, and additional chorus rules may apply. For example, some chapters require chaperones to travel with youth members for out-of-town performances.) Youth members receive full membership privileges and are required to pay only one-half of the regular international per capita fee. Choruses are also encouraged, but not required, to provide discounted chapter dues for youth members. Regional and chorus dues will vary.

**Q: What age groups should be considered for a festival?**

A: Children of all ages enjoy music. The YWIH program includes young women up to the age of 25. When deciding on which age groups to invite to a festival, a chorus needs to first determine how long the rehearsals will be, the number of volunteers available to provide supervision, whether or not it will be an overnight camp or a half-day of rehearsals, etc.

**Q: Is there money available from the region to assist with festival expenses?**

A: This will vary by region. The RYC should be aware of what is available and how to request funds from the region.

**Q: Are there funds available from International to assist with festival costs?**

A: Yes, there is assistance available from International in the form of free music, promotional materials and covered clinician expenses. Application forms are located in [YWIH Guide for Chapters](#) as well as on the [YWIH page](#) of our website.

**Q: Is there free music available from International for festivals?**

A: The International Board of Directors has budgeted to allow for complimentary music to be made available to approved festivals. Festival planners may request up to 50 copies of three pieces of YWIH music for their festival. Forms to make this request are located in the [YWIH Guide for Chapters](#) as well as on the [YWIH page](#) of our website.

**Q: What is the difference between the Young Singers Foundation and the Young Women in Harmony Program?**

A: The Young Singers Foundation is a charity of Sweet Adelines International. Established in 1992, the Foundation's purpose is to enrich the lives of young people through educational programs in vocal music by awarding grants to school-based music programs; and funding to after-school and community vocal music activities for young people. The foundation also awards scholarships to students entering sophomore year of college and who are pursuing degrees in vocal music, music education or music therapy.

The Young Women in Harmony Program is an educational outreach program sponsored by Sweet Adelines International and offers to music educators a means of including the study and performance of barbershop harmony in school music programs. The aim is to provide materials, training and performance opportunities for young women and to foster appreciation for this American musical art form. It teaches emerging voices the skills, joy and rewards of performing and singing four-part, barbershop style.

**Q: Does the Young Singers Foundation support festivals sponsored by Sweet Adelines International regions and/or choruses?**

A: Yes, through the issuance of grants. These grants must be applied for. Grant information is available on the Young Singers Foundation website: <http://www.youngsingersfoundation.org>.

**Q: Who can act as a clinician for a festival?**

A: International has compiled a list of clinicians who are willing to work with YWIH festivals. However, this list is not all inclusive. The RYC is encouraged to be aware of local Sweet Adelines who may be willing and qualified to work with these young ladies. By using local talent, festival planners are able to keep costs low while still providing a great experience for the girls. Regional quartets are often willing to work as both clinicians and section leaders.

**Q: Is assistance available for contracting a clinician?**

A: Yes, the International Board of Directors has set aside funds to assist YWIH festivals in their first two years by providing reimbursement for the clinician's travel, accommodation and meal costs. Any teaching stipends or fees are at the expense of the festival. International will contract the clinician, typically a member of the international faculty or a clinician from the YWIH Clinicians List, on behalf of the festival organizers and invite them to teach at the festival. To apply for a funded clinician, please fill out the application located in the [YWIH Guide for Chapters](#) or on the [YWIH page](#) of our website.

**Q: Our local schools would prefer to attend a festival that includes all of the vocal students, not just the girls. How can we include the young men?**

A: The Barbershop Harmony Society (BHS) has adopted a Youth in Harmony program. If there is a BHS chorus in the area, they may be willing to help with the planning and expenses of the festival. The BHS International faculty can be of great assistance in choosing a clinician and music for a combined festival.

**Q: Does a YWIH quartet have to qualify at a regional contest in order to compete in the Rising Star Quartet Contest?**

A: No, any female youth quartet aged 25 and under can compete in the Rising Star Quartet Contest. However, there are a limited number of registrations available, so early registration is important.

**Q: Can a YWIH quartet who qualifies compete in the Rising Star Contest and the International Quartet competition?**

A: No, as of 2010, YWIH quartets who qualify in their region to compete at the International Competition will have to choose between the Rising Star Competition and the International Quartet Competition within the same contest year.

**Q: Do you have to be a dues paying member of Sweet Adelines to compete in the Rising Star Competition?**

A: No. YWIH quartets are not required to be members of Sweet Adelines International.

**Q: Where can I find the latest YWIH published music list, application forms, educator's materials, etc.?**

A: The [YWIH page](#) of our International website has the most up-to-date information and forms for YWIH.

- Q. What are the legal and liability considerations when working with youth?**  
A: Please consult the [YWIH Guide for Chapters](#) for information regarding legal and liability considerations. The guide includes sample consent and waiver forms that can be used for youth events and activities. It is imperative that written permission from the parent or guardian of all participants under the age of 18 is received prior to the event. Also, all adults who will be in contact with participants under the age of 18 during the event or activity should be pre-screened to safely protect the youth participants from harm.
- Q. What are the legal and liability considerations when working with youth?**  
A: Please consult the [YWIH Guide for Chapters](#) for information regarding legal and liability considerations. The guide includes sample consent and waiver forms that can be used for youth events and activities. It is imperative that written permission from the parent or guardian of all participants under the age of 18 is received prior to the event. Also, all adults who will be in contact with participants under the age of 18 during the event or activity should be pre-screened to safely protect the youth participants from harm.
- Q. What do I do with the Quarterly YWIH Educators Introductory Packet and Kit Report that the Education Department at International Headquarters emails to me?**  
A: You are sent a quarterly report listing the names and contact information of all YWIH Introductory Packet and Educator Kit requestors. It is important that you follow up with the requestors in your region. The [YWIH Guide for Chapters](#) has a sample letter intended for this purpose. You may do this directly or assign it to a CYR in close proximity to the requestor, the choice is yours. Attachment A at the end of this handbook provides a sample memo to the CYR should you choose to delegate this task. It is also wise to keep these reports for future marketing of your YWIH activities.
- Q. How do I find out who the Chorus YWIH Representatives (CYRs) are in my region?**  
A: Chorus YWIH Representatives (CYRs) are tracked in the database at International Headquarters. You may request a listing of the CYRs in your region by contacting the Education Department at International: [education@sweetadelineintl.org](mailto:education@sweetadelineintl.org). In addition, if you become aware of CYRs in your region please notify the Education Department so that they may update the member database.
- Q. To whom do I report regional YWIH activities?**  
A: You should report all YWIH activities to the regional Education Coordinator on a routine basis. In addition, you should submit all YWIH activities for the fiscal year in which you were appointed as RYC to the [Education Department](#) at International via the form in this handbook (see Attachment B).
- Q. How can I network with other RYCs?**  
A: A list of current RYCs is available on the International [website](#). You are welcome to correspond with other RYCs via e-mail, phone or mail as needed. In addition, International does provide networking opportunities for RYCs at convention as well as educational events. You will be notified of these opportunities as they arise.

Attachment A

**SAMPLE CONTACT MEMO  
FROM RYC TO CYR**

**MEMO**

To: (Chorus YWIH Representative)  
From: (\_\_\_\_\_, Region \_\_\_\_ YWIH Coordinator)  
RE: YWIH Quarterly Report from International Headquarters

Hello (Chorus YWIH Representative),

I am sending you the name and contact information for \_\_\_\_\_. (He/She) has received a complimentary (YWIH Introductory Packet or YWIH Educator Kit) from International Headquarters in the past quarter and it's now time to follow up with (him/her). Please contact \_\_\_\_\_ with an offer of additional assistance and/or with information regarding the upcoming YWIH activities your chorus has planned. It is important to establish a personal connection with these requestors so that the YWIH can continue to grow in our region.

If you have any questions or concerns, please feel free to contact me.

Sincerely,

(Insert your name here)  
Region \_\_\_\_ Young Women in Harmony Coordinator  
Sweet Adelines International  
(Address)  
(Phone)  
(E-mail)



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