

Executive Response Committee (ERC) Manual

Welcome to the 2017 YMCA Youth and Government Executive Response Committee (ERC). This manual will assist delegates in understanding the procedures and practices in the specialized committee. Accordingly, this manual contains the following:

- Overview of the ERC
- Students Roles in the ERC
- Paperwork and Deadlines
- Logistics and General Procedures of the ERC
- Topics & Overviews
- Samples

-----Overview of the Executive Response Committee (ERC)-----

The Executive Response Committee (ERC) is a specialized committee that allows delegates to collaboratively respond to possible crises in New Jersey. Delegates will work in small groups to develop multi-step proposals for action in response to given the crises through the exploration of different subtopics and the integration of media. Following that, they will debate as a committee, blend and amend these proposals into a single plan organized by priority. Media, press, lobbyists, and legislative delegates will also be involved in the development and debate of these plans, which will ultimately be presented in part or in whole to the governor and the cabinet. As a result, delegates will help ensure that the state is in the position to face any potential emergency situations.

The 2017 Executive Response Committee will focus on topics surrounding Long Term Education Reform!

-----Students Roles in the Executive Response Committee (ERC)-----

Students participating in the Executive Response Committee can participate in one of three ways:

- Chair (Executive Response Commissioner)
- Facilitators
- Delegates

----- Executive Response Commissioner -----

The Executive Response Commissioner (Chair) is elected at the end of each preceding conference. The student elected must attend an overnight mandatory officer retreat and all necessary officer meetings and adhere to all deadlines as set forth by Program Staff. The Executive Response Commissioner has the role of deciding the main crises to be discussed at conference and developing the sub-topics and media integration. Additionally, the Chair develops and manages the collaboration between the ERC and the rest of conference. During conference weekend, the chair facilitates and oversees the committee. Specific duties breakdown is as follows:

Pre-Conference Activities

- Works with Advisor to select crises to be addressed and relevant subtopics.
- Determines media to be used within each subtopic.
- Works closely with other officers to develop integration of ERC with other aspects of conference.
- Attends all Officer Meetings and Retreats.
- Takes care of any administrative responsibilities (manual updates, informational blurbs, et cetera).
- Explains and assigns pre-legislative session assignments.
- Creates information packet to be distributed at conference with Advisor.

Pre-Legislative Session

- Explains procedures, protocols, et cetera to delegates.
- Facilitates/chairs discussion of prepared subtopics.
- Provides assistance to delegates.
- Provides delegates with information packets.
- Explains conference assignments.

In the interim

- Acts as a resource to delegates in between Pre-Leg and Conference.
- Determines facilitators with Advisor.
- Provides relevant informational resources and direction to delegates.

Conference Weekend

- Explains procedures to delegates.
- Within each crisis, presents each subtopic and relevant media; distributes media during small group work.
- Facilitates “break out” sessions.
- Chairs presentation, debate and amendment period.
- Facilitates presentation discussion and delegates presentation responsibilities.

-----Facilitator-----

When working in small groups at the start of a crisis, facilitators work to oversee and guide the discussion, and will write the group’s plan of action into the outline format. Facilitators act as leaders and help make sure their group is on task and addressing all relevant aspects of each subtopic.

Facilitator roles are initially selected from interested delegates and then later elected by groups. At the pre-legislative session, interested delegates can sign up to be facilitators for the first crisis, and must complete an additional assignment in order to be considered. For the second crisis, new groups will be assigned, and delegates will have the opportunity to select their own facilitator within their group.

Specific facilitator responsibilities include:

- Inputting group members’ ideas into outline format.

- Guiding discussion of subtopics and media.
- Organizing their group presentation.
- Ensuring that all group members remain on task.
- Remain a liaison between group and officer.
- Submit an additional pre-conference assignment

--- Delegates ---

Delegates in the ERC must complete their sub-topic exploration prior to conference, and are randomly assigned to small groups for the first “round” of proposal drafting. During conference, delegates are expected to contribute productively both in the initial groups and in the committee-wide debates. Following the first crisis, delegates will be reassigned to new groups for the second crisis. Delegates must also turn in paperwork outlined below.

-----Paperwork and Deadlines-----

Despite the fast-paced and debate-centric nature of the ERC, some paperwork is necessary to ensure that delegates are prepared for discussion of the crises and can communicate ideas effectively. Paperwork requirements and deadlines are as follows.

For Pre-Legislative Session:

- Each delegate must develop three possible subtopics for each crisis, explaining reasoning for each choice of subtopic and additionally exploring the crisis. The subtopics should represent what the delegate feels are the top three most important issues to be addressed. (See sample.)

For a to-be-determined date before conference:

- Additional assignment for those interested in becoming facilitators (details to be disseminated via email).

-----Logistics and General Procedures of the ERC-----

The Executive Response Committee has a unique nature at conference both in its structure and in its procedures. As such, the following is an outline both of the timeline for the committee and for the debate procedures within each stage. Delegates should pay careful attention to the changes in debate protocol as the conference progresses.

Pre-Legislative Session:

The purpose of the pre-legislative is to discuss the “subtopics” within each crisis and the details of each crisis overall. The forum for discussion in the pre-legislative session will be announced once the delegates have arrived, but its purpose will be to offer delegates the opportunity to delve deeply into the crises. Delegates **must** arrive with their completed subtopic exploration sheet.

Conference Weekend

The rough procedure of the ERC follows the cycle explained below, to be repeated with each of the two topics. The following outlines the procedure for debate in the ERC. However, this debate is, of course, prefaced by a period in which delegates will work in their groups to create their plans, interspersed with breakout sessions of varying natures (typically 30 minutes - 1 hour).

Procedure in the first round of presentations will follow loose parliamentary procedure and will run along the lines of a round table session:

1. Presentation (8 minutes)

- Delegates must introduce themselves using parliamentary procedure

2. Speakers List (5 minutes)

- Delegates are highly encouraged to yield time to one another as there is no set limit on time usage per delegate.

3. Summation (2 minutes)

-Each delegate in the group must still state Name/Delegation/and recognize the Chair before the summation begins.

-Repeat procedure for each group's initial presentation.

Procedure for the discussion of all plans will essentially be a simple speaker's list. Delegates may speak about their own plan, about two other plans, about all of the plans, and may also call up, if they so which, another delegate, in order to ask them questions about their plan, using "will delegate X yield to a series of questions" – however, they must reserve their right to speak thereafter.

After a number of delegates have spoken, an initial vote will occur, and the bottom three plans will be eliminated. After that, another speaker's list will be open, and after delegates have spoken, delegates will once again vote, thereby selecting the final plan. In the event of a tie, delegates will re-vote between the tying top proposals, or a third party will be called in to voice the tie-breaking vote. Time for this segment will depend on the availability of time in committee section.

Procedure in amending the plan will be as follows:

1. Group presentation (2 minutes)

1.(Here the group who created the plan will have an opportunity to speak about the plan again)

2. Non-debatable technical questions (2 minutes)

3. Speaker's list/amendment list

(A new list will be re-created every five speakers. The speaker's list is essentially a mechanism to allow for amendments to be made or raise points of concern. Yielding time to fellow delegates is essential in this portion of debate)

Amendment procedure is as follows:

1. Delegate writes out amendment and gives it to the chair before their turn to speak.

2. When it is the delegate's turn on the speaker's list, the chair will read the amendment.

3. Amendment author's opening statement (2 minutes)

4. Non-debatable technical questions (2 minutes)

5. Pro/Con Debate

- questions are allowed.

- two cons, one pro.
 - 6. Amendment author's summation (1 minute 30 seconds)
 - 7. Vote – simple majority.
- * Delegates must state name, delegation, and recognize the chair.

Procedure in prioritizing the plan will be as follows:

The final plan will be separated into three “tiers,” with tier 1 containing the most important provisions and tier 3 containing the least. Delegates must debate which aspects of the plan belong in each tier, considering the number of “spots” available in each.

1. Speaker's list.
 2. Speaker, after stating name/delegation and recognizing the chair, moves to reorder the plan.
 3. Speaker's statement (2 minutes)
 4. Pro/con debate
 5. Vote – simple majority.
 6. Next speaker continues – cycle repeats until time elapses.
- * Delegates must speak name, delegation, and recognize the chair.

-----Topics & Overviews-----

Over the course of conference, the ERC will debate plans of action for two conflicts, a hurricane natural disaster and the growing wealth gap. The following descriptions should help delegates develop their subtopics and ultimately their responses.

Our Long Term Crisis for this year us Education Reform!

One of the most pressing issues in New Jersey is Education Reform. As the youth legislators of New Jersey it is imperative that create an education system that works for everyone. Regardless of social class, economic status, race, or religion it is imperative that every student is entitled to a top quality education. There is a breadth of issues that need to be reformed in order to make the New Jersey education system the best it can be. Here are some issues that can be covered:

Long Term Topic Possibilities:

1. Education Reform
 - a. Economic Issues:
 - i. Tax Breaks for Private Schools
 - ii. Inner City school funding
 - iii. Free Pre-K
 - iv.
 - b. Curriculum/Educational issues
 - i. Standardized Testing
 - ii. Common Core
 - iii. Graduation Requirements
 - iv. Revamping STEM education

- v. Arts Education
- vi. Career/Vocational Training
- vii. Physical Education Reform

c. Social Issues

- i. Safe Spaces
- ii. LGBTQ+ issues within schools
- iii. Gender Neutral Bathrooms
- iv. Transgender Rights
- v. Bullying Issues
- vi. Schools Climate
- vii. DACA Students
- viii. Affirmative Action

d. College Education

- i. Free Instate Tuition
- ii. Post High school Vocational Programs
- iii. Mental Health of College Students

e. Parent related Issues

- i. Lack of parenting in some communities
- ii. Too much parental pressure

f. Athlete Related Issues

- i. NCAA eligibility
- ii. Student Athlete Drug Testing
- iii. Steroid Usage
- iv. Sports vs Academics

g. Security Issues

- i. Student Resource Officers
- ii. Metal Detectors
- iii. Drug Abuse in schools
- iv. Rights within schools

----- Executive Response Committee Paper Samples-----

The following outline is the format in which groups should write their plans, to best ensure that different plans can easily be combined. Facilitators are responsible for literally putting the groups' plans into this format, but all delegates will contribute into the creation of the plan outline. The final plan will also be in this format. Before Pre Leg each delegate should have two Subtopic Explorations. Each paper should have one subtopic (examples of subtopics for education outlined above) and three possible responses

COMMITTEE PAPER OUTLINE:

- I. Subtopic title.
 - A. Idea to combat subtopic issue.
 - 1. Specific detail.
 - 2. Specific detail.
 - 3. Specific detail.
 - B. Idea to combat subtopic.
 - 1. Specific detail.
 - 2. Specific detail.
- II. Subtopic title.
 - A. Idea to combat subtopic issue.
 - 1. Specific detail.
 - 2. Specific detail.
 - 3. Specific detail.
 - B. Idea to combat subtopic.

Repeat as needed.

The following is an example of the paper delegates will prepare for pre-leg. More information about this document will be given to delegates who are participating in the ERC.

Subtopic Exploration Sheet
Example Crisis: Pandemic Disease

The outbreak of pandemic disease, similar to ones such as H1N1, has the potential to cause severe disruptions and issues across the region. The need for detection and prevention of the disease become essential to prevent and alleviate its ability to spread. In addition, there is a need to find ways to handle those who may be infected in a way where they will be prevented from spreading the disease to others. Furthermore, education is essential for individuals to be aware of how to avoid contracting the disease

themselves. The distribution of medicine and vaccines also become key to combatting the spread of this disease. However, ultimately, the most important issues at hand are how to detect/prevent the spread of the disease, care and quarantine of the ill, and distribution of goods.

Prevention of any disease, especially any which may be potentially lethal, is key and can ultimately save money and lives. Diagnostic centers that are accessible to all individuals within the state should be created in order to combat the disease before it even happens. While the maintaining of these centers will evidently cost a great deal of money, their creation will prove to be beneficial in the long run. Funding for their construction can be distributed on an “as-needed” basis using funds from the money allotted by the Prevention Fund created by the Affordable Care Act. These centers would be constructed in key geographical locations around the state in order to create the greatest degree of accessibility for the residents of New Jersey. Such regions would likely be areas with large concentrations of people, allowing to reach a greater number of individuals. The people of the state would also need to be educated on taking preventative measures and how to protect themselves from contracting the disease. State-wide broadcasting and publication using television and news services will help relay information and updates to a wide scope of people. In addition, distribution of informational materials, such as packets on signs and symptoms of the disease and what to do should an individual show symptoms should be relegated to towns for easy dissemination.

Keeping the ill from effecting others will also become essential following the disease’s penetration of the state. These people should be handled through a combination of care and quarantine so as to help them and those around them. Those who have clearly been infected and are suffering from the disease must be quarantined so as to prevent them from infecting others. While some may argue this is a touch extreme, it will only prove to be beneficial in the long run. It will involve the transportation of the sick from their places of residence to designated shelter clinics or hospitals for care. The money for transportation and the creation of shelter clinics would have to come from a fund that can be found through further research. Furthermore, funding would have to go into the development of a vaccine for the illness. This is perhaps the most essential part of the whole process to combat the rise and spread of the disease. Pathologists and pharmacologists must work in conjunction with each other in order to first identify the disease, may is be viral or bacterial and then, based from this and other information, work to develop a vaccine that can cure and prevent the disease. It will require fast testing and finalization in order to prep the cure for rapid distribution as well as a good amount of funding, however, the cost of lives is greater than any monetary cost.

Finally, the distribution of materials and vaccines, following its creation, are essential. Medical equipment must be sent throughout the state to hospitals and clinics in order to handle the definite influx

of sick-persons to pre-existing medical facilities. These goods can be funded through, perhaps, incentives for private donors to contribute money to purchase the necessary equipment. In addition, the distribution of goods would be relegated by population density analysis to areas with higher diseased populations. In addition, distribution of vaccinations will need to be provided by as many locations as possible. Local pharmacies, and businesses such as Walgreens which may provide flu vaccines can provide this particular vaccination as well. In addition, the prevention clinics which will be created and the shelter clinics will help to distribute the vaccine to the population until nearly every person in the state has received a vaccination.

The aforementioned issues are the greatest needs and conflicts that can be caused by the spread of this disease through the state. In all, the crisis can be addressed in steps, each with similar and unique needs. Initial prevention will be key in the first hours of the disease's spread through education and preventative measures. During the spread, quarantine and treatment will become essential, and throughout this time the distribution of medical supplies will be necessary as well. Finally, the distribution of the vaccine will round off the final step of combatting the strain. Following these steps will help to limit the potential loss of life from the disease and help to keep people in the state healthy and safe.

(Repeat this procedure for your subpoints)