

Your Quarterly News & Updates Vol.7 Issue 4/Fall 2022
From The Association of Child and Youth Care Practice



THE CYC ADVOCATE

"Real Expertise Comes From Those Closest To The Challenge"



All CYC Certified

**Symposium On The Sea
Sponsored By The Journey Of Indiana
in Punta Cana, Dominican Republic
September 20 - 27, 2022 (see article)**

Our Mission: ACYCP's mission is to engage practitioners in building the child and youth care profession. We build collaborative partnerships, promote innovative training and education, shape public policy, and inform developmental practice through research and scholarship.

Our Vision: We envision a society which recognizes, understands, and supports the essential role of child and youth care work in ensuring the well-being and success of children, youth and families. ACYCP aspires to excel as an influential and innovative organization advancing child and youth care practice throughout the profession.

Our Value Proposition: There is probably no undertaking more essential to the stability of humanity than the nurturing of each generation into mature self-actualizing adults. This task falls mainly to youth and childcare workers. Often underpaid and overworked, these professionals are society's first responders to the many crises, which can impact human development in the most formative years. Primarily through its professional certification program, the Association for Child and Youth Care Practice, Inc. (ACYCP) supports these care providers in the acquisition and use of best practices. Employing research-based methods, plus personal dedication, ensures strong measurable outcomes. ACYCP bolsters both the individual and the collective field through communication, education, and advocacy. These activities encourage individual live-long learning, selfcare and career dedication. As such, ACYCP seeks the financial support of its Vision and Mission, which guide its daily practices. ACYCP reaches every community of care across the entire spectrum of youth and childcare services, with proven results. Through the prudent stewardship of its resources by an all-volunteer staff and board, ACYCP has maximized its direct benefit to its members and the profession at large for over 40 years. An investment in ACYCP is an investment in the quality of tomorrow's citizens.

Find out what ACYCP is all about. See a quick video at: <https://www.acycp.org/acycp-at-a-glance>

ACYCP is on social media! Follow us on [Facebook](#) using [The-Association-for-Child-Youth-Care-Practice-Inc-186063394783003/](#) and [Twitter](#) using [@ACYCP](#) and on [Instagram](#) using [@ACYCP_Inc](#) . We look forward to hearing from you!



"I'm Not In It For The Income, I'm In It For The Outcome."
—Aaron Crhak, Toronto, Canada

Due to illness within the contributing staff, this issue's publication was unexpectedly delayed. Thank you for your patience.

- **IN THIS EXCITING ISSUE: ACYCP PRESIDENT'S PERSPECTIVE**
- **NOW HAPPENING!**
- **THIS IS FOR YOU! CYCCB Launches WORKFORCE CONNECTIONS!**
- **DID YOU KNOW? Youth Workers Dodge Hurricanes At S.O.S.**
- **REFLECTIONS FROM THE JJ SIDE: Young People And Mental Illness**
- **OH CANADA!: A Canadian Rose By Any Other Name**
- **THIS IS FOR YOU: The Power Of Us-Here's Your Chance To Give Back Now!**
- **WHAT ABOUT ME? SELF-CARE WHEN YOU'RE GIVING IT YOUR ALL**
- **GET HELP HERE WITH YOUR CYC CERTIFICATION APPLICATION!**
- **THE OTHER HALF OF THE JOB: When Things Fall Apart In Child Welfare...**
- **THE ACCIDENTAL PRACTITIONER: Career Transitions-Looking In The Mirror**
- **AS I SEE IT: Are You A "Silo" CYC Worker? (Editorial)**

- **GETTING OFF THE SIDELINES: It's Never Too Late To Invest In ACYCP!**
- **GLOBAL PERSPECTIVE ON YOUTH AND CHILD CARE WORK: What's The Truth About The Holocaust?**
- **FROM CAMPUS TO COMMUNITY: Public Service Loan Forgiveness Running Out**
- **PROFESSIONAL CYC CERTIFICATION WORKBOOK IS KEY TO SUCCESS!**
- **RESOURCES IN REVIEW: What Is Secondary Traumatic Stress?**
- **HEALTHY KIDS... HEALTHY ADULTS: Did YOU Grow Up Too Fast?**
- **THINKING LIKE THE FOX: Everyone Is A "Smartyants."**
- **FROM THE SOAPBOX...AGAIN!**
- **RESOURCES IN REVIEW: Building Strong Marriages In Poor Communities**
- **YOUR AGENCY NEEDS THIS BENEFIT!**
- **YOUR AD CAN GO HERE!**

LIKE WHAT YOU SEE? FEEL FREE TO SHARE, ANNOUNCE, PRINT AND POST AS YOU SEE FIT. FREE SUBSCRIPTIONS AT propman46@gmail.com REPRINTS?-See terms and conditions at end of this issue. Comments, questions, or concerns? Contact Michael Mitchell propman46@gmail.com, or (608)846-2860 Madison, WI (Central Time)

IF YOU LIKE THE QUARTERLY CYC ADVOCATE...Join ACYCP and get the monthly ACYCP Membership Memo, as one of many membership benefits!

TO JOIN ACYCP OR RENEW YOUR INDIVIDUAL, STUDENT, AGENCY, or ORGANIZATIONAL MEMBERSHIP, GO TO: <https://www.acycp.org/acycp-membership>

EXCITING NEWS! Watch for a new condensed format for the CYC Advocate, starting with the Winter 2023 issue!

Copy for the Winter issue is due January 1, 2023 to Michael Mitchell, propman46@gmail.com

Photo: The Journey of Indiana, Inc.

ACYCP PRESIDENT'S PERSPECTIVE

By Jody Rhodes, CYC-P, MS

Dear ACYCP Members, CYC Colleagues, and Friends,

Welcome to the Fall 2022 edition of the CYC Advocate!

As usual, there's lots of exciting news to report at ACYCP. We recently elected eight (8) NEW board members, who will assume their delegate positions effective January 1st, 2023! We are busy helping to onboard them all, so they are ready to be off and running in the new year. We send a HUGE thank-you to retiring board members: Elizabeth Miller, Tim Duffey, Cindy Popovich, Hector Sapien, and Yemo "Yermi" Olowookere.



Your service to ACYCP has been amazing. We have grown so much in the past several years (despite the pandemic!), and much of it was due to the work of these board members. We have active committees and lots of "moving parts" to help members and the organization further the field of child and youth care work. Please take a minute now to consider joining one of our committees below!

I got the opportunity to attend the 3rd Symposium on the Sea (see article), in the beautiful Dominican Republic, in September. Organized by The Journey, a stellar agency partner of the ACYCP, the symposium gave youth workers a chance to relax, learn, renew, and network with child and youth worker peers. It was an outstanding example of self-care. Perhaps most importantly, forty-nine CYC Certified youth care workers were in attendance! Read this issue for more information on how well the event went. I can't wait for the next one in 2024!

Finally, please consider nominating a fellow youth work colleague for one of our annual awards: the Dr. Carol Kelly Newcomer Award (for those in their early CYC careers) or the Lifetime Achievement Award (for someone with a long-term impact on our field). Nominations are due Friday Oct 28th. Its one of the greatest things ACYCP does every year- recognizing the great talent and dedication in our field. Go to <https://www.acycp.org/awards/> for the link to the nomination forms!

As usual this issue of the CYC Advocate is full of helpful knowledge and resources for child and youth care professionals. Please also take a minute to see that your membership is current, so that you continue to receive your full menu of membership benefits and services, including the monthly ACYCP Membership Memo. To renew, go to <https://www.acycp.org/acycp-membership> .

The ACYCP has also formed new committees, in which any member can be a part of. We went through some strategic planning in late 2021 and these are our new working committees:

Board and Committee Development
Public Policy Awareness and Partnership Development
Research, Ethics and Publications
Professional Development
FICE USA Council

These committees are a great way to work with colleagues from across the US and Canada on important youth work field issues and projects. I welcome your interest, so email me personally and I will connect you to the committee chair. Committee involvement is also a great way to get involved and be considered in the future for a nACYCP Board position. My email is: jodyrhodeswi@gmail.com

Come join us today!

Happy reading and exploring!
Jody Rhodes, ACYCP President

[Editor's Note: While we happily understand if you regard the CYC Advocate like you might a good book, you don't have to finish this entire issue in one sitting, as much as you might like to (LOL). We know there's a broad range of CYC information and resources in each issue, which only reflects the scope of professional activities within our field. So, we suggest you take an initial scan of each issue, read what grabs your attention, then come back for a deeper dive later. You can also access each past issue of the CYC Advocate on our website at www.acycp.org .

We're all very busy. But doesn't real life-long learning and personal professional development deserve more than the usual three-minute attention span and 15-second sound bite, which seems to be the norm for most of today's social media formatting? We believe you'll be glad you did. Is there something you'd especially like to read? Text us at (608)846-2860 or email us at propman46@gmail.com and we'll get right on it!]

ACYCP LAUNCHES OUTREACH TO ALLIED CYC ORGANIZATIONS

For Over 40 years, the Association For Child and Youth Care Practice has worked hard to lift up the recognition, status, and compensation of child and youth care workers. They have done this primarily through professional Certification, supported by webinars, workshops, trainings and conferences, not to mention awards, scholarships, and media recognition.

Now, ACYCP is reaching out to potential allies in every community of care, with a cost-free reciprocal promotional exchange program, with other social service organizations focused on the welfare of youth, children, and families.

Collaborator

- ◇ Exchange of logos and links to website homepage on respective websites

Partner

- ◇ Exchange of logos and link to website homepage on respective websites
- ◇ Exchange of promotional advertisement in newsletters and online periodicals

Associate

- ◇ Exchange of logos and link to website homepage
- ◇ Exchange of promotional advertisement in newsletters and online publications
- ◇ Exchange designation of liaison person for on-going communications
- ◇ Reciprocal endorsements of respective Mission and Vision Statements

GO HERE FOR MORE DETAILS

<https://www.acycp.org/partnerships>

CONTACT US TODAY AT:

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(608)846-2860
Madison, WI (Central Time)

Equity and Diversity-The ACYCP Position

The Association Child and Youth Care Practice (ACYCP) stands in solidarity with all who seek social justice and equality. We are grateful to be associated with Black Lives Matter and others, who demonstrate their commitment to these ideals and to a vision of a future that recognizes the value and worth of all human beings irrespective of their race, gender identity and expression, sexual orientation, national origin, economic status, or religious beliefs. These are fundamental values upon which the child and youth care field is founded. It is the foundation upon which we humbly stand.

As an association, we strive to uphold these values but know that we, as a board and as a profession, have fallen short of living up to this vision. The recent tragic events connected to the killings of George Floyd, Ahmaud Arbery, Breonna Taylor and others, have brought to light just how big this gap is in our country as well as in our field. We promote diversity and inclusion, but racial disparity and exclusion are still prevalent. We proclaim justice and equality, but injustice and inequality are everywhere we turn.

As child and youth care practitioners, we meet our youth where they are at and accept them for who they are. We are the foundation of society, helping to raise the next generation of leaders. If we don't take this seriously, who will?

We can start making changes to better the world we live and work in – for the youth, children and families we serve, as well as our own. It won't happen overnight, but if we do this together, it will happen. ◇

Now Happening

HIRE THE COMPETENCE YOU NEED



CYCCB LAUNCHES WORKFORCE CONNECTION

Most employers in child and youth care are reporting significant problems finding, hiring, and retaining staff. Many organizations have not been able to fully reopen programs and services downsized or closed during the Covid-19 pandemic.

The CYC workforce has gone through a reset. The wide availability of jobs that pay better and offer more attractive benefits and opportunities for advancement have drawn many people away from positions working with children, youth, and families.

The upside of this is that practitioners who have strong knowledge and skills and a commitment to youth services are finding that salaries and benefits have risen.

Practitioners certified by CYCCB are some of the most qualified people in the youth services profession. CYCCB recently launched **WORKFORCE CONNECTIONS** so employers looking for staff can get their jobs in front of people that are qualified and have demonstrated competence in the knowledge and skills they are seeking to hire.

The workforce survey conducted by the Association for Child & Youth Care Practice in 2019 found that the **most important issue to professional CYCs** in the US and Canada is **creating a sustainable**

workforce through fair wages and opportunities for advancement within the field (#1 in the US; #2 in Canada). Practitioners are looking for opportunities and many are willing to relocate.

The most important factor in quality programming is the competence of the workforce. Hiring for experience and competence is an investment. Providing competitive benefits, pay, and working conditions are key to increasing retention and job satisfaction. CYC Certified practitioners need less up-front training in practice fundamentals, can create safer environments, and reduce dangerous incidents.

CYC Certified practitioners are often graduates from CYC specific university programs and mature practitioners who understand the value of credentialing. You are hiring people who bring the skills and background you need.

[For more information or to list a job](#)



Did You Know?

NEITHER SNOW, NOR RAIN, NOR HEAT, NOR GLOOM OF NIGHT...



[Editor Note: Many of the Journey Fellows are also members of ACYCP, as well as its CEO, Janet Wakefield, who serves on the Board of Directors as 3rd Vice-President. The bi-annual SOS is open to other CYC professionals in addition to Journey Fellows and staff.]

Over 100 Youth Workers gathered in the Dominican Republic for a week (September 20-27) to 1) get away from their usual places and routines; 2) to gather in an inspiring learning environment, with colleagues and friends; and 3) to learn, play, and “breathe life” into themselves and each other.

Sandwiched in between two (!) major hurricanes, these youth workers journeyed to the International Youth Worker Symposium on the Sea (SOS), where reflective sessions were held throughout the week, including 16 current topical workshops were presented, as well as lots of informal time for connecting and personal renewal.

Donations were collected for the families affected by the hurricane, and food donations were delivered by the Punta Cana Rotary groups and Journey Fellows. The Journey’s twenty years of recognizing youth workers was celebrated with suggestions for the next twenty years.

This is the third SOS sponsored by the Indiana Youth Services Association (IYSA) and the Journey Program. Forty-nine (49!) Child and Youth Care Certified youth workers (CYC-P) were recognized by the Association of Child and Youth Care Practice (ACYCP) (www.ACYCP.org) and the Child and Youth Care Certification Board (CYCCB) (www.CYCCB.org). Nominations for the 2022 ACYCP National Youth Worker Awards, and the 2022 IYSA Youth Worker Awards were also announced. Three Journey Fellows were awarded the Abbe Shapiro Adventure Scholarship to support their participation in the 2022 SOS: Priscilla Cuevas, Jenny Essex and Richard Dixon. For more information about the SOS go to www.thejourneyonline.org

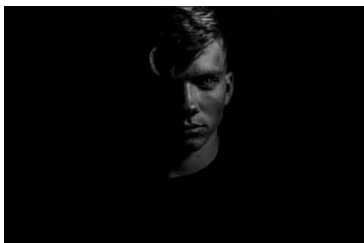
See YOU at SOS in 2024!

[Editor’s Note: The Journey has been a long-time agency member of ACYCP, whose Certified employees represent the very best of professional child and youth care workers. Come join our family of CYC agencies at: <https://www.acycp.org/agency-membership-options>

Illustration: The Journey of Indiana, Inc.

Reflections from the JJ Side

YOUNG PEOPLE AND MENTAL ILLNESS: A PREVIEW OF THE DOCUMENTARY “HIDING IN PLAIN SIGHT”



By Felix Brooks, MS & Carol Cramer Brooks, MS-CYC Advocate Staff Writers

One of my side jobs during my 30-year career as a juvenile probation officer was to teach at the local university. This helped to keep me young, connected, and gave me opportunity to influence the next generations of juvenile justice workers. This started at Western Michigan University and has continued even into retirement and a move to Wilmington, NC. I

currently teach one-two classes a semester at the University of North Carolina Wilmington (UNCW).

In my teaching I always strive to tie in arts, music, movies, and culture to the content to “hook” the students into learning. While researching material for an upcoming lecture, I reviewed the documentary “Hiding in Plain Sight”. As our contribution to this quarter’s ACYP newsletter, I would like to preview the documentary for you.

The link to the documentary:

<https://www.pbs.org/show/hiding-plain-sight-youth-mental-illness/>

One of the many lessons to come out of our two-year pandemic lockdown is the toll it took on the lives of many of our youth. The loss of the ability to attend school in person had all kinds of unintended consequences. Levels of anxiety among young people increased; suicide and depression also spiked.

The truth however is that mental illness among young people has been present all along. What we see today is several variables that act as a catalyst to exacerbate the risk factors, chief among them the internet, with its instant feedback loop and its exaggerated concept of what is perfect. Who has the perfect face, body, or life? And what of the kids? Do we really have a handle on what is going on with them, or are we using our adult lens to make an assessment?

This month’s story is a challenge for us to do a deeper dive. It comes in the form of a powerful Documentary titled Hiding in Plain Sight: Youth Mental Illness by the acclaimed director Ken Burns, Erik Ewers and Christopher Loren Ewers. What sets this film apart from others which have covered the territory is that it offers an intimate look at how young people experience mental illness through their own stories. The Movie is two parts: Part One the Storm and Part Two Resilience. Each episode is two hours with a different focus but ultimately synchs the concepts in such a way that it all comes together at the conclusion. It would be the perfect companion to build a workshop or training around for staff and administrators. There are also a series of resources, which the film refers to that are designed to help address ongoing concerns.

Far too often when detention staff encounter youth who suffer from mental illness, they lack both the insight and the tools to properly assess what is going on let alone address the problems. It is my belief that this documentary will open a window and encourage a growth mindset that can help staff keep themselves and others safe. Whether we like it or not these youth are being assigned to detention facilities and it is in the best interest of all concerned that staff have a better understanding of the meaning and mindsets that accompany mental illness.

[For a deeper Dive view this link from the New York Times ongoing series on Mental illness](#)

[From The Atlantic monthly ; When your child is a psychopath Audio and Text versions](#)

Also see: www.theatlantic.com/magazine/archiv...chopath/524502/

Enjoy!

BONUS FEATURES

[NIJ Journal Issue Focuses on Youth Justice and Child Protection](#)

[New Toolkit for SAGs Addresses Juvenile Probation Reform](#)

Enjoy!

Illustration: Jered Brashier on Upsplash.com

Oh Canada!

A CANADIAN ROSE BY ANY OTHER NAME...



[Editor's Note: Would you like to write for this column? Please contact Michael Mitchell, propman46@gmail.com, or call (608) 846-2860 in Madison, WI (Central Time). The following article is reprinted with thanks to a Toronto Metropolitan University press release.]

Ryerson University Changes Name But Not Mission.

Names matter. They tell the world who we are and what we stand for. They communicate ideas, values and aspirations. They speak to the future even as they acknowledge the past.

A new name offers an invitation to be more inclusive, to imagine novel ways of thinking and creating — to open ourselves to new possibilities.

This is a new chapter for our university, informed by the pages that come before but open to the opportunities that lie ahead. Now is a time to recommit to the values that define us, to invite our community to gather around our shared mission and to shape a future in which everyone belongs.



**Toronto
Metropolitan
University**

[READ MORE](#)

BONUS FEATURES

International and Canadian Child Rights Partnership (ICCRP)

['The Bond Is Broken': Data Shows Indigenous Kids Overrepresented In Foster Care \(Includes Audio\)](#)

[New Family Centre Aims To Reduce Child Welfare Referrals \(Includes Video\)](#)

Enjoy!/Profitez! ◇

<https://cyc-canada.org/>

Enjoy!/Profitez! ◇

This Is For You!

THE POWER OF US WORKFORCE SURVEY: HELP US REACH OVER 5,000 STAFF AND VOLUNTEERS BY THE END OF OCTOBER!



In 2022, we want to celebrate and recognize the staff and volunteers who are fueling our programs nationwide. Staff and volunteers working in afterschool programs, mentoring, sports, museums, youth employment opportunities, outdoor programs, and more! are invited to take the [Power of Us Workforce Survey](#)—a first of its kind study that seeks to know and understand more about those working with youth.

Organizations like yours will be key in celebrating the faces of our field and encouraging staff and volunteers to complete the survey. We want to ensure that the Power of Us Workforce Survey reflects the diversity in the field across geographic regions, sectors, roles, and experience.

Help us reach 5,000 new survey respondents between now and the end of October!

To get useful data on the workforce, we need your help!

The data from the survey will help inform policy, practice, and further research to better support the workforce and ultimately improve job quality in the field. There are a few ways you can help:

- Encourage staff and volunteers to take the survey during staff meetings, trainings, or conferences that you are hosting this fall—share the [survey link](#) with staff. Make it a collective experience and then debrief afterwards why it's important that we all share our voice and experience. Check out these [reflection questions](#) that you can use as follow-up
- Feature the survey on your social channels—use the posts below and in our [communications toolkit](#) to promote the survey.
- Share your story or nominate a colleague to share their story—[we invite you to be part of the campaign](#) and share a brief quote about why you do this work.
- Follow us on social media—Twitter, Facebook, and Instagram. Share photos of staff and volunteers at your program using the posts below!

++ SOCIAL MEDIA POSTS-

Twitter Posts:

Working with youth this fall? We want to hear from you! Take the #PowerofUsSurvey and tell us your story today! www.powerofussurvey.org

Working with youth this fall in afterschool programs, libraries, sports programs, mentoring efforts, or other learning programs? Help us reach 5K staff and volunteers in Sept by completing the #PowerofUsSurvey! www.powerofussurvey.org

Facebook Post:

This fall thousands of staff and volunteers across the country are working with youth in afterschool programs, libraries, sports programs, mentoring efforts, youth employment opportunities, and many more learning programs.

We want to know YOUR story—take the Power of Us Workforce Survey today! www.powerofussurvey.org

What sectors of the field is this survey open to?

The survey is open to everyone who works with children and youth in any capacity outside of traditional learning environments in the last five years. This includes both paid staff and volunteers. Our goal is to hear from as many people across sectors, settings, and systems as possible.

- Arts and creative youth development
- Childcare programs (school-age childcare)
- Children and youth library services
- Civic engagement programs
- Community-based out-of-school time program or club
- Faith-based programs
- Housing and homelessness programs
- Identity-based programs
- Juvenile justice initiatives
- Mentoring
- Museum education
- Nature, environmental, or outdoor experiential programs
- Parks and recreation programs
- Postsecondary prep programs
- School-based before- and/or afterschool programs
- School-based extracurricular program or club
- Science, technology, engineering, and mathematics (STEM) education and experiences
- Social justice programs
- Sports programs
- Summer learning programming
- Summer youth employment programs
- Tutoring
- Youth-development or leadership programs
- Youth-serving workforce development

We want to know YOUR story—take the Power of Us Workforce Survey today!

www.powerofussurvey.org

Enjoy! ◇

Illustration:Pixabay.com

What About Me?...Self-Care When You're Giving It Your All

"THE MYTH OF NORMAL": DR. GABOR MATÉ ON TRAUMA, ILLNESS AND HEALING IN A TOXIC CULTURE

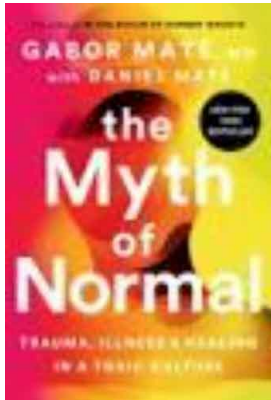


[Editor's Note: The unusual yet thought provoking article is reprinted with thanks to PACEs Connection, and was first posted on September 20, 2022. Follow this link to subscribe <https://www.pacesconnection.com/blog/welcome-to-acesconnection-com>]

'It all starts with waking up... to what our bodies are expressing and our minds are suppressing.'

Over four decades of clinical experience, renowned physician and addiction expert Dr Gabor Maté has seen how health systems neglect the role that trauma exerts on our bodies and our minds. Medicine often fails to treat the whole person, ignoring how today's culture stresses our bodies, burdens our immune systems and undermines emotional balance.

Now, in his most ambitious and urgent book yet, Dr Maté connects the dots between our personal suffering and the pressures of modern-day living - with disease as a natural reflection of a life spent growing further and further apart from our true selves. But, with deep compassion, he also shows us a pathway to health and healing.



Filled with stories of people in the grip of illness or in the triumphant wake of recovery, this life-affirming book, co-written with his son Daniel, proves true health is possible - if we are willing to reconnect with each other and our authentic selves.

[WATCH INTERVIEW HERE](#)

[Editor's Note: Although out of print, readers may also be interested in When Society Becomes An Addict, by Anne Wilson Schaef, Ph.D., and published by Harper & Row.]

BONUS FEATURES

GET YOUR FLU SHOT AND NEW COVID BOOSTER TODAY!

[Get Your Best Sleep Ever-Here's How](#)

[10 Adult Vaccines You Shouldn't Skip](#)

[Take Happiness Breaks Whenever You Want](#)

[Seven Ways to Improve Your Relationships With Co-workers](#)

Illustration: Gerd Altman on Pixabay.com

COVID-19 Community Corps



Also Go Here

<https://www.vaccines.gov/>

GET HELP HERE WITH YOUR CYC CERTIFICATION APPLICATION!



HELP IS HERE!

CYCCB offers monthly webinar-based Certification Help. If you need help completing your certification, application, references, documenting your training and experience, finishing your portfolio, or a host of other things, COME TO OUR HELP WEBINAR.

If you need immediate help, call the CYC Office (979) 764-7306. They can answer most questions and provide you with necessary forms.

If you need more, attend one of our webinars. The webinars will be focused on whatever issues are brought to the session relating to certification completion. If you need more help than can be offered during the hour session, a resource person will be assigned to you who can stay involved until you get your application filed.

Go to this [link](#) to sign up. You will receive an email confirming you are signed up. The day before and the day of the webinar we will contact you with instructions for how to join the webinar.

You will need a computer with high speed internet access. You can either use headphones at your computer or call-in using a phone. Certification staff will be available during the webinar to answer your questions.

If you have questions, please contact us at (979) 764-7306 or CYCoffice@YouthWorkAcademy.org . There is no charge for attending the webinar. Your phone company may charge for the phone call.

CYC Certified practitioners renew their certificates every two years. Beginning in 2019 a \$50 late fee is due for anyone not renewing before the deadline. The deadline is the month and day the certificate was issued on a two year cycle (if your certification was issued on July 1, 2018, your renewal due date is before July 1, 2020). The renewal process is simple and can be accessed by visiting www.cyccb.org and going to the RENEWAL tab.

Webinars are all scheduled at:

3:30 - 4:30 PM Newfoundland
3:00 - 4:00 PM Atlantic
2:00 - 3:00 PM Eastern
1:00 - 2:00 PM Central
12:00 - 1:00 PM Mountain
11:00 - 12:00 PM Pacific
10:00 - 11:00 PM Alaska

Webinars will be held once-a-month on the following Wednesdays in 2022:

November 9
December 14

Plan your participation today! ◇

The Other Half of the Job

**WHEN THINGS FALL APART IN THE CHILD WELFARE
WORKFORCE: REVOLVING DOOR HIRING**



[Editor's Note: The following is an expression of personal professional CYC opinion by an ACYCP Board delegate but doesn't necessarily reflect the position or policies of the ACYCP, the CYC Advocate, or its staff and contributors. Enjoy!]

By Gene Cavaliere, CYC-P

"US: The Sounding Board: When Things Fall Apart in The Child Welfare Workforce (Opinion) Imprint - October 13, 2022

Many state child welfare systems are in distress, and some have moved beyond crisis to a virtual meltdown. Wherever you look, it's the same story. Policymakers in both state Legislatures and governors' offices bear much of the responsibility for inadequate salaries and benefits and for the refusal to staff child welfare agencies to reasonable workload standards. However, child welfare management teams share the blame for creating intolerable working conditions. For the first time since the creation of the modern child welfare system, there appears to be a diminished commitment among child advocates to the goals of child protection."

[READ MORE](#)

[Editor's Note: The above is re-printed from the Child Welfare Information Gateway.]

Recently I was sent this above article and here is my personal professional response.

OK - a good starting point is the condition of inadequate salaries and benefits, and for the refusal to staff child welfare agencies to reasonable workload standards, as mentioned above.

This sounds like a house of cards, with a revolving door of continuous new hires and inadequate total staffing. This all goes against the ACYCP philosophy of relationship based treatment and care – which takes time for both practitioner and youth to nurture together.

Since many organizations cannot "squeeze blood (funding) out of a stone," to improve salaries and benefits, the following may well prove an unpopular opinion. Perhaps very unpopular!

Governments make grants to, and foundations fund, a huge and unwieldy assortment of programs (nation-wide, state-wide, and city-wide) to help finance them in many ways. If one were to actually count these entities starting with direct care and children's programs; education, public welfare, addictions, cancer research, scientific research (including counting whales and penguins), teen pregnancies, battered housewives, battered squirrels, bats and aphids, community gardens, homelessness, rental relief, heating assistance, food pantries, medical care, Covid, nature trails, disaster assistance, more decorative sidewalks, veterans' groups, wounded warriors, college funding, summer recreation, free bus transportation, libraries, fine arts camp, struggling artists, learning a second language, Think Tanks,...on and on and on it goes. It's staggering. And I am just scratching the surface here.

Each and every one serves a worthy purpose, so they say. I was informed many years ago that hundreds of "nonprofits" are established daily! (I don't know the validity of that claim, but I'm sure there's a group that even counts those statistics). Almost every one of these has a president or CEO - and they usually get the top salary. Then there are those nonprofits that are voluntary, but need funds for their operations, like the "Friends of This Picnic Table". And when they hear, "Oh yes, there's funding for that table under "Title XYE7", off they go, scavenging for any public funding source looking for loose change.

Each of these thousands and thousands of helping entities are likely claiming to be “under funded.” Like the six GED after-school programs in one city, to assist dropouts in getting into college, or getting a job. I mean, can one of them do the job for all? They each probably plead that they are the most important, and many are. What’s happening is that every group competes for funding, with the best grant writer (paid PR person, lobbyist, or political “influencer” getting the lion’s share. Others get less and struggle more, hoping for the next time. And of course, many just go out of existence. And let’s not forget all the GoFundMe situations looking for dollars.

Of course, many of them are extremely worthwhile, if not indispensable to modern society, but still, it’s too much. This is unsustainable. When we have revolving door staffing with child and youth serving agencies, are we really helping the youngster in a significant way? Is that a waste of effort and waste of dollars to keep the wheels of care moving? I would propose that this be looked at in its totality.

This would be exhausting and long-term work. Many entities need to be unraveled and found out; others are hiding out as a second or third level entities within institutions. Do we need each and everyone? Can we eliminate many of these groups by positioning them on a priority list of value and true worth? Can we consolidate many governmental agencies and nonprofits (and having a few less CEOs by the way)? I knew of a non-profit heating assistance program telling its employees to “look busy” in summer when money was not being distributed. I know there would be a lot of screaming and yelling of “UNFAIR! UNFAIR!” But again, are there wasted dollars that could be used for the benefit of the truly deserving?

Bottom Line: take the savings and flushing green dollars to those that really need and deserve the funding. And yes, maybe eliminate the rest, as painful as that may be. I would, for example, put St. Jude’s Children’s Hospital at the top of the funding list for more financial assistance. Make sure child and youth care practitioners make a decent and above average take home salary, so they can live a middle class lifestyle, and not need a second job or work overtime. Let them enjoy life with a qualified career, unburdened by financial pressures (and not have to struggle to make ends meet). We expect them to give the utmost care, nurturance, and quality of life to disadvantaged youth and children.

How can they give to others what they don’t have themselves? ◇

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[Editor’s Note: There has been a trend by funders to require a demonstration of community collaborative outcomes in grant RFPs (Requests For Proposals). The question remains, is this trend enough to turn the tide of wasteful duplication?]

BONUS FEATURES

**ENCOURAGING CIVIC ENGAGEMENT:
OFFER PAID TIME OFF FOR STAFF TO VOTE!**

[Reflective Supervision: A Planning Tool for Home Visiting Supervisors](#)

[The Nation’s Oldest and Largest Black Trade Associations Form National Alliance for Black Business](#)

[National Disability Employment Awareness Month: October 2022](#)

[Momentum To Increase Black Directors Continues](#)



Diversity Works!

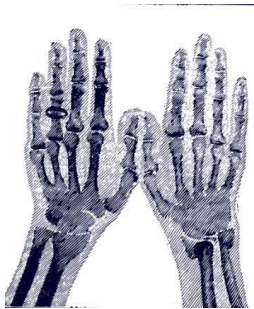
"If the only tool you have in your toolkit is a hammer, you tend to see every problem as a nail."—Abraham Maslow

Enjoy! ◇

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The Accidental Practitioner

CAREER TRANSITIONS: LOOKING AT OURSELVES DEVELOPMENTALLY



By Dale Curry, Ph.D., LSW, CYC-P, Professor Emeritus-Kent State University; CYC Advocate Staff Writer

Similar to how we think developmentally about the young persons with whom we interact, it is also helpful to reflect upon our own professional development. Caplan and Curry (2001) emphasize the following key transition points/times and describe several professional development programs to support practitioner development during these transition phases:

1. Student to entry-level practitioner.
2. Entry-level practitioner to competent/professional practitioner.
3. Competent practitioner to leader in the organization.
4. Leader in the organization to leader in the field.

Perhaps a fifth transition should include (5) leader in the field to "passing the torch" – recruiting and supporting new leadership.

I will briefly describe and provide a few suggestions for each transition phase and add a few personal experiences for each phase.

Student to entry-level practitioner

A developmental approach can suggest practical actions at these key developmental times. For example, the transition from student to entry-level practitioner can be enhanced by increasing awareness of the knowledge, skills, and values (including ethical standards) necessary for competent practice. Reviewing the Competencies for Professional Child and Youth Work Practitioners supported by the Child and Youth Care Certification

Board (CYCCB) https://www.cyccb.org/images/pdfs/2010_Competencies_for_Professional_CYW_Practitioner_s.pdf can help broaden one's view of the complexity of the job and increase awareness of the need for further development in the competency areas. A few examples of other activities include:

1. Participating in child and youth care education and training programs that address the above mentioned competencies. A number of education programs exist at the college level. Curry, Richardson and Pallock (2011) describe how Kent State University aligned its program with the above competencies. According to Eckles (undated) and Deptola, et al., (2022), YouthBuild Philly is a high school vocational program that is working closely with the CYCCB and the Academy for Competent Youth Work to prepare students for entry-level certification.
2. Acquiring a child and youth care (CYC) internship. Beginning to understand an organization's case/caring flow process and its goals, roles, rules and professional interpersonal expectations; learning CYC jargon; and beginning to integrate coursework learning with practical experience are few potential internship learning opportunities.
3. Exploring the CYCCB entry-level certification program <https://www.cyccb.org/get-certified/certification-process> and potential CYC career paths.

Thinking back to 1975 when I entered the field, I received no CYC-specific education or training or internship. As described in a previous column, I was an "accidental practitioner" which is still the situation with many other practitioners in CYC. No CYC certification program or agreed-upon CYC competencies existed and the formal training I received was conducted by professionals from other fields. On-the-job training was provided by observing other CYC practitioners and learning during team meetings. However, I was extremely excited to learn and daily reflected upon my experiences early on with a tape recorder (I still have some of the recordings).

Transition to competent CYC practitioner

The transition to a competent CYC practitioner may expand upon the previous activities and include activities such as:

1. Self-assessing and seeking feedback from supervisor, co-workers, and mentors regarding level of proficiency in the CYC competencies. This includes exploring one's ability to integrate relationship building skills with use of appropriate authority and program structure.
2. Taking advantage of opportunities to integrate learning and doing through formal and informal education and training. Understanding the "why" as well as the "how" of CYC practices.
3. Identifying appropriate certification level and becoming certified. Beginning to internalize CYC into your professional identity. Getting involved in the CYC professional association and conferences.

Similar to many other CYC practitioners, I initially struggled with internalizing my professional identity as a CYC professional. Other professionals and the general public did not view CYC as a professional field of practice. Was I doing therapy or babysitting? I remember excitedly trying to describe my job to a neighbor and his response was "oh, you're a babysitter." While I inherently knew the importance of what I was doing, it wasn't until I was introduced to concepts of "the other 23 hours" and therapeutic milieu, that I could see myself striving toward a career in CYC. My supervisor was a graduate student in the Child

Development and Child Care program at the University of Pittsburgh. Wow! A graduate training program specific to CYC! I later enrolled in the same program. I enthusiastically sought ways to learn from my supervisor, colleagues, graduate program, and young persons in our care. I even asked a colleague to lock me in the program's seclusion room for a lengthy period time, so that I could experience and perhaps somewhat empathize with the young persons in our care who were placed in seclusion.

My colleagues informed me that there was CYC professional association in Pennsylvania. During the first association meeting I attended, I was nominated and elected to an officer position in the association. My professional identity was emerging.

Transition to organizational leader

Transitioning to a leader in the organization typically involves "stepping up" and taking on additional responsibilities. Taking on leadership responsibilities may include role changes but doesn't necessarily mean hierarchical movement into supervision or management. It may include "diagonal" movement into specialized practice areas such as parenting education, leading social skills training sessions, or training colleagues in specific CYC competency areas such as trauma informed practice. A few other examples of activities include:

1. Leading a project team or new initiative such as developing and serving as leader of a new summer camp program.
2. Volunteering to serve as acting program coordinator or acting supervisor in the absence of the supervisor. Mentoring new practitioners and serving as a field instructor for internship students.
3. Developing a training manual for other CYC practitioners in an area of your expertise.

The above three activities are examples of some of my own accomplishments as a direct care practitioner. I also volunteered to assist with group therapy sessions with the program psychiatrist and social worker as well as activity groups with a psychologist and social worker in a related program within the same organization. Similarly, I also co-led a parent education and support group with the program social worker. These were often unpaid (volunteer) activities that I took advantage of to add to my skills and prepare for potential future career opportunities. I also enrolled in a graduate degree program which helped me gain the confidence of my colleagues when asking to participate in these activities. Training colleagues in program activities (e.g., therapeutic swimming) as well as attending and presenting workshops at CYC conferences enhanced my credibility within the program. I also took on a leadership role in the local chapter of the CYC association and wrote my first professional article for the association newsletter.

Transition to leader in the field

Recognizing that we are part of a CYC field and profession that extends beyond one's immediate work shift, organization, or immediate geographical area should be part of one's early professional developmental insights. We are a field that has a rich knowledge base, deep historical roots, and an international scope. Becoming a leader in the field involves adding to our history and knowledge base (and passing the history and knowledge on to others) and making an impact that transcends an organization's program and geographical boundaries. This might include some of the following examples.

1. Providing leadership in state, national, or international CYC professional associations.
2. Conducting research and program development and evaluation activities and disseminating findings and other CYC knowledge widely via conference presentations, professional publications, training, consulting or college teaching.

3. Advocating for the field and profession of CYC as well as best CYC practices through a variety of venues such as conference presentations, publications, and policy development, implementation and evaluation.

A few of my own contributions in this area include a major emphasis on enhancing the child welfare workforce. This includes activities such as evaluation, research and training on the importance of training and transfer of learning; conducting research on the validity of the certification program of the Child and Youth Care Certification Board (CYCCB); serving on several CYC professional association committees and boards; helping to develop a variety of training curricula used in various states and several countries; conducting a number of state, national and international conference presentations; serving as co-editor of a CYC journal and founding editor of a training and development journal.

“Passing the torch” – recruiting and supporting new leadership

As an organizational leader transitions toward “retirement,” succession planning is a major task. Similarly, the field’s current leadership should also be ensuring that the field continues to develop. Recruiting and supporting new leaders becomes a major responsibility. Having program structures in place in the field that support a career development approach are essential. A few possible examples include:

1. Providing certification and/or licensing that support developmental progress. In collaboration with the national Association for Child and Youth Care Practice, a variety of state and provincial CYC professional associations, and other partners, the CYCCB currently administers a three-level certification program. Much work is still needed for local, state, and national regulatory bodies to support a career development approach.
2. Providing programs and funding to support a practitioner’s development in each transition stage. For example, ensuring that a student’s education program addresses the field’s competencies and realistic job previews are provided prior to a student’s field placement. Training programs could also be provided to support the transition to specialist or indirect practice roles such as supervisor, trainer, program evaluator, etc.
3. Recognizing developmental achievements in a variety of ways including financial rewards for achieving higher certification levels, professional association recognition awards for exemplary practitioners at each transition stage, and showcasing exemplary programs that support professional career development.

Professionals at this phase are often in position to advocate for and help develop some of the above-mentioned developmental supports. Passing along their knowledge and solidifying developmental program supports for CYC professionals can be part of their legacies. Andrew Schneider-Munoz (past President of the Association for Child and Youth Care Practice) is one leader who has often recruited and supported the professional development of younger practitioners into the field as well as programs and activities to enhance the field.

Support for the CYC profession can persist during “retirement.” Karen VanderVen via her scholarship fund at the University of Pittsburgh and many other supportive activities continues to support the development of many CYC professionals (including myself) and the CYC profession. For me, writing this column and reflecting on some of my own experiences is one of the ways I have transitioned into retirement.

Thinking developmentally about ourselves is not a new concept. Various models of CYC worker and even trainer development have been articulated in the CYC literature (Curry & Rybicki, 1995; Garfat, 2001; Hills, 1989; Phelan, undated; VanderVen, 1979). However, with recent accomplishments in the field such as a well-established certification program by the CYCCB, the opportunity to advocate for more comprehensive developmental programs and activities to support a practitioner’s planful (non-accidental) career and professional identity development currently exists.

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Enjoy! ◇

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As I See It-The Editor's Commentary

ARE YOU A “SILO” CYC WORKER?



[Editor’s Note: The following is solely an expression of opinion by the editor of the CYC Advocate and does not necessarily reflect or represent the opinions, positions, or policies of the ACYCP organization, nor the staff or contributors to the CYC Advocate. Enjoy!]

By Michael Mitchell, MAT, Editor-ACYCP Online Periodicals

While recently engaged in a large group discussion, I heard someone use the term "silos" for what I have long referred to as "communities of care", for the numerous different sectors found across the broad spectrum of youth and child care endeavors.

Although I grew up and live in the urban areas of a predominantly agricultural state, I nonetheless know what a silo is and what it is used for. A silo is a multi-storied (often metal) cylindrical structure used for storing everything from feed grain to dried cow manure. This latter usage got me humorously intrigued as to just how far this analogy might be applied to youth and child care work. Just how accurate is the metaphor for this moniker?

Surprisingly, I didn't seem to have to look very hard.

Silos, by design, are limited in their capacity and the types of materials they are intended to hold. Nothing gets in and nothing gets out, unless deliberately permitted. They do not allow for the mixing of materials outside a very narrow range of compatible substances. Every environmental factor within is strictly controlled.

Given the often highly technical nature of many youth and child care services, getting drawn into a silo mentality, both institutionally and individually, could almost be called an occupational hazard. Be it juvenile justice, out-of-school programming, group homes, residential treatment, or juvenile corrections, these silos are as deep as they are numerous. Secondary education is notorious for its insular culture, fostered by the long-held "in loco parentis" (in place of the parent) mission motto.

The dangers of tunnel vision, group think, general conformity, top-down management, "identified patient" mentality, seniority privilege, last-hired-first-fired policies, plus "at-will" employment threats, all provide the sealant to make sure that the silo is well secured. CEOs may say that all this is dictated by OSHA, client confidentiality, funder requirements, state law, and HR policies. But is it really? Or are all these factors little more than mortar for a cultural stonewall, or for not taking a regular long hard look at the internal culture being fostered within the silo? Is the silo management even qualified to do its own internal cultural audit? And least anyone think that "institutional culture" is irrelevant, the #MeToo movement would probably refute that notion in a heartbeat.

Sure, the job itself is often challenging enough with limited resources but addressing some of these issues in a proactive manner can make our jobs easier and enjoyable. While there may be some who dismiss the above issues as the inherent tradeoff for running an efficient organization, I'd respectfully suggest they take a closer look at exactly what's going down on their watch.

Let's start by talking about those topics, which don't fit neatly into just one silo or another, but rather should be a staple throughout the profession. Where do we make room for racial and gender equity? Do we have both an unbiased policy and procedure in hiring practices? One of my former employers used an objective scoring system, plus a diverse team application screening and interviewing process. Do we really accommodate developmental and physical challenges, beyond the dictates of state and federal law for public access? How do we address clients for whom English is their second language? Are we hiding behind freedom of religion as a cart blanche justification for exiling LGBTQ clients and employees, single-parent and same-sex families, female head-of-households, or those of alternate or non-faith based traditions and beliefs? Do we substitute a "grievance procedure" for developing a truly warm and welcoming environment for everyone with whom we come in contact?

This just raises a few of the topics every silo should address, in my opinion.

How do we incorporate our solutions into the agency culture and daily activities? Do we deliberately acknowledge and accommodate same, to the best of our honest ability? What does our training and staff development look like? It's one thing to issue a written policy, backed up with an occasional memo. It's

another thing to mandate, then provide in-house training, community guest-speakers, tuition reimbursement, site-visits, and agency “community service days.” Do our human resource policies and practices have “measurable outcomes” just as expected of our service outcomes?

What about staff development? When people are hired, are they given a comprehensive orientation on the agency’s policies, procedures, and culture? Or are they handed the Standard Operations Manual and told to “read this!”? If newly promoted supervisors and managers are not given training in sound supervision and management practices, the agency is sowing the seeds of discontent, low morale, and costly employee turnover. And perhaps most importantly, how does our silo mentality lead us to treat our clients (whom we really should (but seldom do) call “customers?”

While I have often joked about tourists coming to my state to smell our “Dairy Aire”, desiccated manure fertilizer is surprisingly mild in aroma. Why? Because it has been processed to the point where it can be easily manipulated, conveniently controlled, and later disposed of at will. Are our agencies and programs doing the same thing with needy people in the name of “service”?

Many of us are familiar with the slogan “Act locally, think globally.” Perhaps it’s time that youth and child care workers “Act professionally, think wholistically”, in every aspect of our profession activities. This is where “ethics” play a critical role.

In Part 2, I’ll explore how “silos” impact individual youth and child care workers. ◇

Illustration: Pixabay.com

Global Perspective On Youth and Child Care Work

KEN BURNS TURNS HIS LENS ON THE AMERICAN RESPONSE TO THE HOLOCAUST



[Editor’s Note: The following is reprinted in part with thanks to PACEs Connection (posted September 19, 2022) and The New Yorker* magazine. An estimated 1.5 million children (mostly Jewish) were murdered by the Nazis in the 1930’s and 1940’s. Many thousands avoided or survived the concentration death camps and survived to carry forward the collective community trauma into adult life throughout the world. This background may be useful in understanding how the US is (and is not) responding to today’s international youth and child humanitarian disasters.]

“Commemorating the Holocaust has become a central part of American culture, but the nation’s reaction in real time was another story.”

“When we begin “The U.S. and the Holocaust”—a six-and-a-half-hour, three-part documentary about America’s actions during one of history’s greatest atrocities, the Nazis’ attempted extermination of the Jews—we find ourselves in 1933 Frankfurt, where a bourgeois German-Jewish family is going out for an afternoon promenade. This is the Frank family, whose youngest daughter, Anne, has yet to begin the diary, chronicling her days in hiding until her capture and eventual death in the Bergen-Belsen concentration camp, that will one day make her a household name around the world. In 1933, all of that is still to come: the inhuman brutality of the Holocaust is still beyond the comprehension of well-to-do Jewish families like the Franks, and indeed of most everyone else. But now, after the rise to power of Adolf Hitler, in January of that year, it is clear that something in the air has shifted. The Franks knew they had to leave the country in

which at least some of their ancestors had lived since the sixteenth century. By early 1934, the whole family had settled in Amsterdam, with plans to move to America—"only to find," in the words of the film's script, "like countless others fleeing Nazism, that most Americans did not want to let them in."

"The U.S. and the Holocaust," directed by Ken Burns and his longtime collaborators Lynn Novick and Sarah Botstein, is an examination of what Americans—politicians, journalists, and civilians—did and did not know about the Holocaust, and how they responded to it while it was happening and after it was over. Burns, now sixty-nine, is perhaps the most acclaimed American documentarian of his generation. He has used his work to investigate some of the most powerful symbols and totems of American life—in 1982, he won an Academy Award nomination, his first, for "Brooklyn Bridge"; in 1995, he won an Emmy for "Baseball." Other topics since have been This latest project is both a departure from and a continuation of the Burns oeuvre—a departure because he focusses, for the first time, on an atrocity that occurred far from the nation whose myths he regularly interrogates and advances; a continuation because he seeks to show that the Holocaust, too, forms part of a decidedly American history. If the film has a thesis, it is delivered in a line from an interview with the historian Peter Hayes: "exclusion of people, and shutting them out, has been as American as apple pie." This new documentary lays bare how the United States government was mired by domestic politics during the war and how the American public was largely indifferent to the Holocaust at the time."

[READ MORE](#)

[Editor's Note: It's been said that those who do not learn the lessons of history are doomed to repeat its mistakes.]

BONUS FEATURES

World Children's Day: 20 November!

[Partnerships for Equity: Virtual Behavioral Health Job Fair](#)

[Global Social Service Workforce Alliance Hosts Social Service Workforce Week](#)

[US States Fail to Protect Children's Rights \(Commentary\)](#)

[Find Health Resources in English and Spanish](#)

[Russians Kidnap Ukrainian Orphans In Forced Adoptions](#)

Editor's Note: Looking to get more involved with international CYC work? Want to bring your international experience to the ACYCP Board?

ACYCP-FICE is working on some exciting major international initiatives. For more information contact:

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Enjoy! ◇

Illustration: Gerd Altman on Pixabay.com

From Campus to Community

TIME IS RUNNING OUT TO TAKE ADVANTAGE OF TEMPORARY RELIEF UNDER THE PUBLIC SERVICE LOAN FORGIVENESS PROGRAM: OCTOBER 31 DEADLINE



[Editor's Note: The following is reprinted with thanks to the National Council of Nonprofits and was first posted September 14, 2022.]

As a nonprofit employee or employer, you are making a difference every day. That service to others may make you eligible for a limited-time program to have your federal loans fully forgiven. But nonprofit employees need to act before October 31 to take advantage of this temporary waiver.

Not to be confused with the recent debt forgiveness announcement, this temporary waiver means that, even if you were rejected for Public Service Loan Forgiveness (PSLF) previously or had made payments that someone said didn't qualify, you now may be much closer to having your loans fully forgiven.

Today, the National Council of Nonprofits is joining together with the U.S. Department of Education and hundreds of nonprofits across the country to make sure that nonprofit employees don't miss out on this opportunity.

[READ MORE](#)

BONUS FEATURE

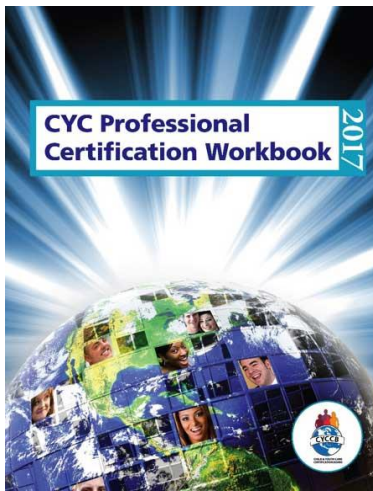
[Things That Look Like Depression But Aren't](#)

[Understanding Mandatory Reporter Requirements \(Commentary\)](#)

Enjoy! ◇

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CYC PROFESSIONAL CERTIFICATION WORKBOOK : GET IT NOW AND COMPLETE THAT CERTIFICATION TODAY!



CYCCB is pleased to announce that the long awaited ***CYC Professional Certification Workbook*** is now available. The workbook is designed to help child and youth work practitioners prepare and apply for professional certification (CYC-P) offered by the Child & Youth Care Certification Board.

It provides a wealth of information in an easy-to-use format. It includes information on the history of the CYC certification effort, characteristics of certified practitioners, the testing and application process, forms, costs, and sources for a wide variety of articles, publications, and professional development supports useful to CYC practitioners working in any setting. The sections on test preparation and the professional portfolio offer sample exam questions and portfolio responses. Information about the Entry, Associate, and Professional level certifications is included.

The workbook is in response to the need for a one-stop source of information that addresses applicant questions and needs. Whether you are preparing for testing, completing an application, or simply exploring how to improve your CYC knowledge and skills, this workbook is designed for you. The workbooks is constructed with tabbed sections to make it easy to find answers for whatever certification related questions you might have.

The workbook is available from CYCCB for \$30 (which includes shipping costs).

[Order a manual at this LINK](#)

Resources In Review

WHAT IS SECONDARY TRAUMATIC STRESS?



[Editor's Note: The following is reprinted with thanks to PACEs Connection and Philadelphia ACES. While there are those who argue that the trauma endured by youth and child care practitioners was not the same as that experienced by medical care providers during the COVID pandemic, the traumatic stress CYC providers experience has largely gone unacknowledged. This feature attempts to correct that oversight.]

“Secondary traumatic stress (STS) affects all kinds of workers: firefighters and police officers, teachers and case managers, probation officers and public defenders, therapists and clergy members, hospice nurses and emergency room physicians—anyone whose job calls them to empathize with someone else’s trauma and distress.

Such helping work brings rewards: human connection, pride, purpose, feelings of efficacy and value. But it can also have corrosive effects like those of experiencing trauma first-hand: problems with concentration and focus; insomnia or nightmares; anxiety and depression; physical ailments; feelings of burnout, apathy, and isolation.

Over time, and without support, people with STS may feel a withering toll on their bodies, minds, and spirits.

Meet workers who have experienced STS in these short highlights from Portraits of Professional CAREgivers: Their Passion, Their Pain.

At home, STS can cause conflicts in relationships and parenting; it can lead to substance abuse and domestic violence. At work, STS can result in absenteeism, employee illness, low productivity, increased turnover and sinking morale. Workers with STS may have trouble thinking, learning, managing change and relating to colleagues and clients.

STS is sometimes called the “cost of caring.” But caregivers and helping professionals don’t have to pay such a steep price. Policy makers, workplaces and individuals can act to buffer, reduce and prevent STS, building a culture in which all of us care for each other.

Related Concepts

There are many concepts that overlap with STS. In this webcast Frank Ochberg explains the differences between Compassion Fatigue, Secondary Post-Traumatic Stress Disorder (PTSD), Vicarious PTSD, Burnout, and Caregiver Burden.

Other concepts that are similar include Vicarious Trauma (VT) and The Second Victim.”

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BONUS FEATURES

[10 Things That Can Look Like Depression But Aren’t](#)

[Biden-Harris Administration Announces Millions of Dollars in New Funds for States to Tackle Mental Health Crisis](#)

Enjoy! ◇

Illustration:

Healthy Kids Healthy Adults

WERE YOU A ‘PARENTIFIED CHILD’? WHAT HAPPENS WHEN CHILDREN HAVE TO BEHAVE LIKE ADULTS



[Editor’s Note: The following is reprinted with thanks to PACEs Roundup and The Guardian:

https://www.theguardian.com/lifeandstyle/2022/sep/20/parentified-child-behave-like-adult?CMP=Share_iOSApp_Other and was first posted September 15, 2022.]

"When parents cast a child into the role of mediator, friend and [care-giver], the wounds are profound. But recovery is possible.

I came to research the emotional neglect of children by accident. More than a decade ago, I wrote my master's thesis on the relationship between the personal and professional lives of psychotherapists. How did they manage to keep the distress they heard in their clinics from affecting their own emotional balance? And how did they stop their personal challenges from affecting their clinical work?

In our conversations, I asked what brought them to be clinicians. The consistency of their answers surprised me. Virtually all said that being there for others, emotionally, came naturally; they were good at it because they were practiced in tending others' needs since childhood, starting with their own parents. With deeper conversations, I learned of the difficult family circumstances they each came from.

Their childhood stories were dominated by watching one parent beat the other, or a parent with undiagnosed depression, or other shades of pervasive discord between their parents. Their "job" was to protect and support their parents however possible. It made sense then that, as adults, they channeled this exceptional skill towards helping even more people.

One participant, Sadhika (45 at the time of our interviews), had parents who fought every day about everything. Her mother was like a wildfire who burned anything in her path. She was loud, persistent in her demands from everyone around her, and "decimated" anyone who disagreed with her. Her father became a "piece of furniture" in the house, unable to protect the children. Sadhika told me it was inconceivable for her to ask him to protect her and her siblings, because he seemed to "be in the same boat" as the children."

[READ MORE](#)

BONUS FEATURES

[Should You Reward Teens for Being Kind?](#)

Enjoy! ◇

Illustration: queen221bee on Pixabay.com

Thinking Like the Fox

EVERYONE'S A SMARTY PANTS!



By Lorraine E. Fox, Ph.D.-CYC Advocate Staff Writer

For many of our children and teens, September is one of their least favorite months. It's time to go back to school and for many of our kids, and for many reasons – many of which they are not responsible for (and some of which they are) –school is not a happy place. In childhood, school is one of the major contributors to one's sense of self and certainly to one's self-esteem.

Unfortunately, "smart" is almost always used in an academic reference, and in this column we are going to let our clients know how that is a BIG mistake, and a costly one in terms

of how kids feel about themselves. In reality, there are many ways to be smart. We are going to talk about nine (9) Intelligences, and you are going to help your kids identify theirs. Some people are smart in a number of different areas, but I've never met anyone who is smart in all of them! This is good for kids to know. This year, as they struggle with different kinds of learning, have them start looking for which ways they are "smarter" than some of their peers. They are already well aware of the areas where they are not as smart as some.

Verbal/Linguistic Intelligence

Involves sensitivity to the sounds, rhythms, and meaning of words; The ability to read, write and communicate with Words; Understanding the order and meaning of words; Convincing someone of a course of action; Explaining, teaching and learning; Humor; Memory and recall; Learns by listening, reading, verbalizing; Enjoys discussion and likes word games, books, and records; Remembers verses, lyrics, and trivia; Authors, journalists, poets, orators and comedians are examples of people with this intelligence.

Current example: Poetic "rappers" and "spoken word" artists.

Logical-Mathematical Intelligence

The ability to think abstractly and conceptually; Able to discern numeric or logic patterns; The ability to reason and calculate, to think things through in a logical, systematic manner. Inductive and deductive reasoning; Performing complex calculations; Scientific reasoning; Thinks conceptually and uses clear reasoning. Looks for abstract patterns and relationships (like in sports); Likes experimenting and testing things; Likes classifying and categorizing – knowing all the stats for your favorite athlete. These are the kinds of skills highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.

Current examples: Detectives on the television show "CSI."

Visual-Spatial Intelligence

The ability to think in pictures, visualize a future result; To imagine things in your mind's eye; Recognizing relationships of objects in space; Graphic representation; Very aware of the environment and thinks in terms of physical space; Image manipulation; Finding your way in space; Forming mental images; Active imagination. Architects, sculptors, sailors, photographers and strategic planners. You use it when you have a sense of direction, when you navigate or draw.

Current examples: Street artists; Creator of President Obama's campaign poster
Musical/Rhythmic Intelligence

Sensitive to rhythm and sound; Ability to appreciate and produce pitch, timber, and rhythm; Sensing qualities of tone; The ability to make or compose music, to sing well, or understand and appreciate music. "Schemas" for hearing music; Structure for music. It's a talent obviously enjoyed by musicians, composers, and recording engineers. But most people have a musical intelligence which can be developed. Think of how helpful it is to learn with a jingle or rhyme (e.g. "Thirty days has September...").

Current example: Anyone whose music you listen to.

Bodily-Kinesthetic Intelligence

Ability to skillfully handle objects; Control of voluntary movements and enjoys and learns through movement. Control of "pre-programmed" movements; Mind/body connection; Communicates well with gesture and body language; The ability to use your body skillfully to solve problems, create products or

present ideas and emotions; Mimetic abilities An ability obviously displayed for athletic pursuits, dancing, acting, artistically, or in building and construction. Surgeons can also be included in this category, as well as many people who are physically talented – “good with their hands.”

Current examples: Current sports heroes.

Interpersonal (Social) Intelligence

Understands and cares about people and has lots of friends; The ability to work effectively with others, to relate to other people, and display empathy and understanding; Capacity to detect and respond to notice their motivations, desires, and goals. Learns from cooperative learning experiences and likes group games and activities; “Passing over” into the perspective of another; Noticing and making distinctions among others; Verbal/non-verbal communications. This is a vital human intelligence displayed by good teachers, facilitators, therapists, politicians, religious leaders and salespeople.

Current example: Reality show T.V. people.

Intrapersonal Intelligence

Capacity for self-awareness and being “in tune” with inner feelings and thinking processes; Self-reflective and likes to be alone; has wisdom, intuition, and self-motivation; Concentration of the mind/Mindfulness; Awareness of different feelings The ability for self-analysis and reflection – to be able to quietly contemplate and assess one’s accomplishments, to review one’s behavior and innermost feelings, to make plans and set goals. Transpersonal sense of the self; Higher order thinking/reasoning; The capacity to know oneself. Philosophers, counselors, and many peak performers in all fields of endeavor can have this form of intelligence.

Current examples: Some “world weary” insightful kids; “older than their years.”

Naturalist Intelligence

Enjoys the natural world and enjoys observing and investigating natural phenomena; The ability to recognize flora and fauna, to make other consequential distinctions in the natural world and to use this ability productively – for example in hunting, farming, or biological science.

Farmers, botanists, conservationists, biologists, environmentalists would all display aspects of the intelligence.

Current examples: Commentators on the Nature Channel, “The Dog/Horse Whisperer.”

Existential Intelligence

Capacity to take on deep questions about human existence, such as the meaning of life, why we die, how did humans get here; Takes a more philosophical approach to issues.

Current example: anyone you respect and listen to when trying to understand “life.”

Sit down with your young people and share what you know about them and what they know about themselves, to help them discover where they are especially “smart”. ◇

Compassionate Caring:

Using our Heads and Hearts in Work with Troubled Children and Youth
by Lorraine E. Fox, Ph.D.

[Access It Here Now!](#)

Illustration: Conmongt on Pixabay.com

From the Soapbox... Again!

TELLING OUR STORY: MARKETING 101 AND MARKETING REDUX



Karen Vander Ven, Ph.D., Professor Emerita, Department of Psychology in Education, University of Pittsburgh; CYC Advocate Staff Writer at kvander@pitt.edu

[Editor's Note: This article by the author is based on a piece first published with the CYC-Net in Issue 49, February 2003.]

Of all of the 'Soapboxes' I have spoken from over the years, I think the topic that has yielded the most eyes rolled heavenward, not-so subtle sighs (oh, no, not that again), and folded arms of non-verbal resistance, is that of Marketing.

So --- here it is again with only a few minor changes. Why?

Marketing to me is one of the most powerful and effective concepts I have ever learned about – as well as one of the most misunderstood. There was an 'assignment' on CYC-NET to consider why the media only seem to have 'bad things' to say about what happens in child and youth care. Questions offered for consideration included: Is that because we are silent ... we don't tell the world about 'the good things' that happen in our programs, we feel we shouldn't say anything, or we don't know how to?

I have decided to 'do' this assignment as my column for this month, considering the issue and how marketing can address it. First, let's review with a brief reply to the usual questions.

We don't tell the world about the good things that happen, I think, because we don't know how to, and because we feel implicitly that this is not part of our job. We also don't do it because unconsciously we resist anything that may smack of 'advertising' or, as the saying goes, "tooting our own horn". Too bad.

I once made up a name for this resistance: "unproductive humility". We think we need to be modest, and this does us nor our field any good whatsoever. I have described elsewhere that being comfortable with marketing is "another form of caring."

Now, as to Marketing 101: Marketing is not equivalent to advertising (not that I feel there is necessarily anything wrong with advertising either). Rather, it is akin to planning and pertains to how one designs one's product or service, what information one needs to do same, who the service is for, how it will be delivered, and how it will change as the context and conditions in which it operates also change. There are powerful marketing ideas, such as 'positioning' and 'distinctive competence'. There is a wonderful concept known as the 'marketing mix'. There are four concepts in the 'mix': Place, Product, Price, and Promotion. The latter notion, 'Promotion' relates to how we describe our 'product' to our 'publics' – those who consume it or have a stake in it.

But don't take my word for it in this brief exposition. Check it out yourself. There's a fine literature on 'non-profit' marketing. Start out with the pioneer expert, Philip Kotler. Learn about another interesting notion, 'social entrepreneurship'. If I had my 'druthers', everybody in child and youth work preparation programs would have a course in marketing, or if not that, one in relevant business concepts that included major coverage of marketing, the concept and its methods.

Let's make sure first that our services or 'products' (this isn't necessarily a bad word either), are good – and use the best methods there are for telling our story – widely! Knowledge about marketing can help show us the way.

And one more thing: there is a body of literature on child care marketing. "Google" child care marketing and see what you get! ◇

[Editor's Note: As I've often said, "Out of sight, is out of mind. Out of mind, is out of business."]

Illustration: geralt on Pixabay.com

Resources In Review

PARTICIPATION PATTERNS IN THREE HEALTHY MARRIAGE AND RELATIONSHIP EDUCATION PROGRAMS FOR ADULTS WITH LOW INCOMES: LESSONS FOR THE FIELD

Healthy marriage and relationship education (HMRE) programs aim to support the well-being of families by teaching them skills to improve communication and conflict management, how to recognize the characteristics of healthy romantic relationships, and how to strengthen existing relationships. HMRE programs may pair a relationship skills curriculum with other services, such as individualized job development or instruction on financial planning, that aim to promote economic stability or content on parenting skills. For such programs to be effective, it is critical that clients attend regularly, yet studies have found that HMRE program providers sometimes struggle to maintain high rates of participation. Identifying and exploring typical participation patterns in HMRE programming can help us better understand this challenge and point to ways in which programs can promote and support regular participation.

Participation Patterns in Three Healthy Marriage and Relationship Education Programs for Adults with Low Incomes: Lessons for the Field



August 2022



Strengthening Relationship Education and Marriage Services

OPRE Report Number 2022-117

Exploring Participating Patterns in Three HMRE Programs

This report describes typical patterns of participation in three healthy marriage and relationship education (HMRE) programs that were part of the Strengthening Relationship Education and Marriage Services (STREAMS) evaluation.

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BONUS FEATURE

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CYCCB is the Child & Youth Care Professional Community raising standards and improving practitioner competence.

Greetings CYC Colleagues Everywhere,

We at the Child and Youth Care Certification Board want to thank each of you for your participation in our important work. Now, more than ever, the Child and Youth Care field is in need of a high-quality workforce. We are in a time of shifting priorities and are on the verge of seeing significant shifts in our field as well. The pandemic made clear to communities worldwide just how important and essential skilled Child and Youth Care practitioners are to healthy children, youth, families, and communities.

Child and Youth Care practitioners engage children, youth and families in every area of our communities. They provide services and supports to our most vulnerable young people who are accessing housing, mental health, judicial and behavioral support. They engage young people in afterschool programming and in scouting, summer camps, 4-H, YMCA/YWCA programs and the Boys and Girls Clubs. Child and Youth Care practitioners teach your children at school, interact with them on the school buses, educate and relate to them in your faith communities. Child and Youth Care practitioners are literally everywhere in your community. This is why it is so essential to ensure they are well educated, well trained and certified at the highest professional standards.

So it is in gratitude that we approach you today to consider making a one-time or on-going gift to CYCCB to support our work. We have established a Workforce Development Fund through the Academy for Competent Youth Work to continue to support our efforts to contribute to ensuring the highest standards for our field. CYCCB will use these funds to support programs designed to promote training and education of CYC practitioners, to promote professional certification to help ensure adherence to the highest standards, to educate practitioners and communities about the work we do and the importance of CYC practitioners to the fabric of our societies, and to engage in on-going research into workforce development, training, recruitment and retention in the Child and Youth services field.

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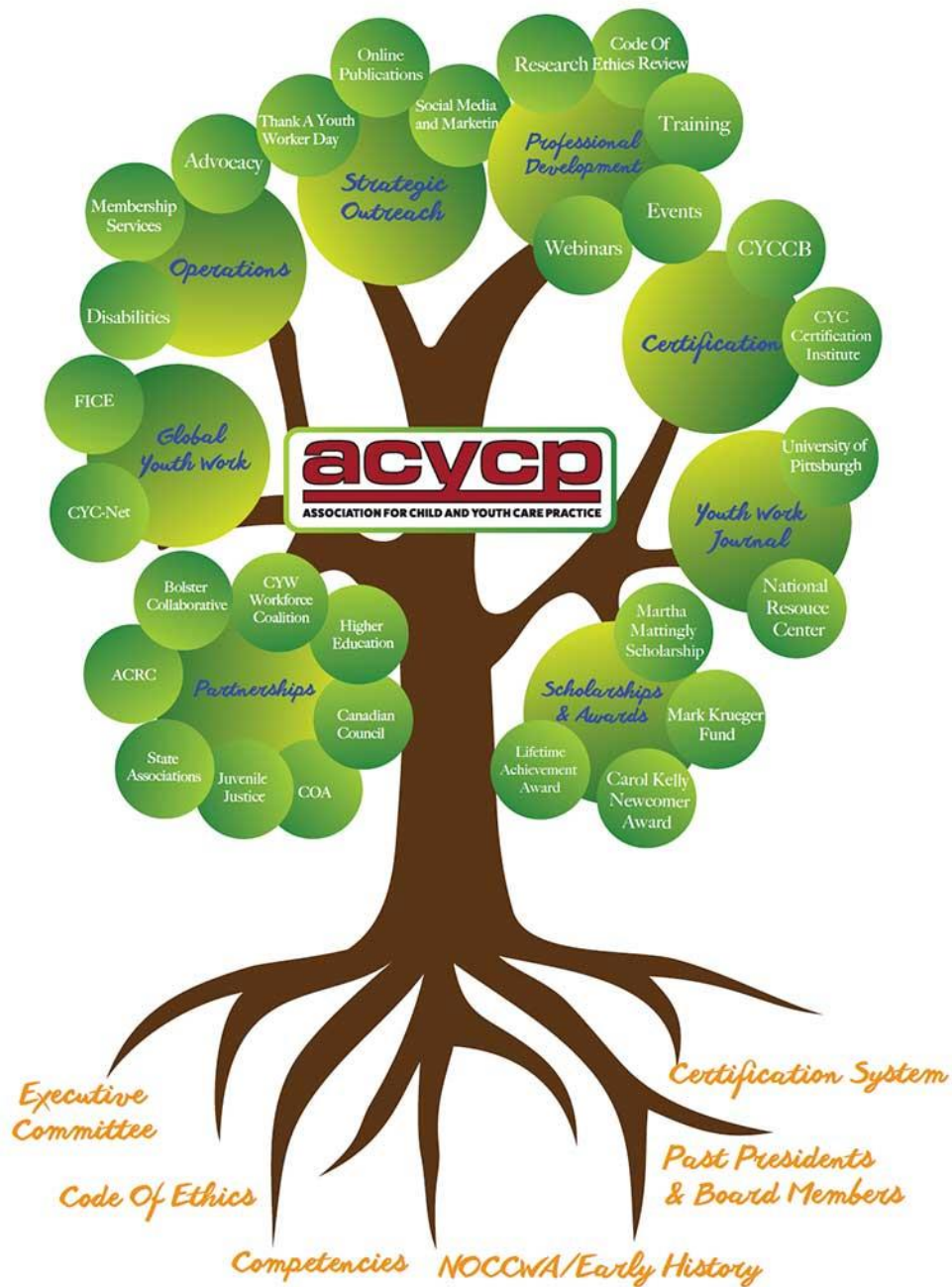


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