

Your Quarterly News & Updates Vol.7 Issue 2/Spring 2022
From The Association of Child and Youth Care Practice



THE CYC ADVOCATE

"Real Expertise Comes From Those Closest To The Challenge"



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.

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!



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Copy for Summer issue is July 1, 2022 to Michael Mitchell, propman46@gmail.com

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ACYCP PRESIDENT'S PERSPECTIVE

By Jody Rhodes, CYC-P, MS

Dear ACYCP Members, CYC Colleagues, and Friends,

Welcome to the Spring 2022 edition of the CYC Advocate!

SAVE THE DATE...CELEBRATE THE DAY!

Thank A Youth Worker Day (TAYWD)

May 5, 2022



As usual this issue of the CYC Advocate is full of great knowledge and resources.

As spring settles in, one of my most favorite days of the year is around the corner- Thank a Youth Worker Day on May 5th, 2022. A day to celebrate all the youth workers from all sectors of youth work who work hard every day for the youth and families we all serve. A day to celebrate them, and hopefully your agency is celebrating you or you are planning something special at your agency. I know at my agency we have a staff appreciation luncheon every year to honor our hard-working staff.

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 ACYCP Board position. My email is: jodyrhodeswi@gmail.com

[Come join us today!](#)

Happy reading and exploring! –Jody

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. ◇



THANK A YOUTH WORKER DAY

MAY 5, 2022



Thank a Youth Worker Day is a joint effort of community partners, youth work organizations, youth and child care workers, and individuals who have signed on to declare an international day of celebrating youth workers.

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ASSOCIATION FOR CHILD AND YOUTH CARE PRACTICE
www.acycp.org

Now Happening

**CYCCB/ACYCP WELCOME OVER 40 CERTIFIED
EMPLOYEE MEMBERS FROM HOLY FAMILY INSTITUTE!**



[Editor's Note: The following article is based on a commencement speech given by the author on February 21, 2022 at the graduation ceremony at Holy Family Institute (HFI) in Pittsburgh, Pennsylvania. HFI is a distinguished ACYCP Agency Member. To learn more about becoming an agency member of ACYCP, please go to: <https://www.acycp.org/agency-membership-options> today!]

[From the FHI Website]

42 employees of Holy Family Institute were certified as Child and Youth Care Practitioners by Sister Madeleine Rybicki, who conducted the lessons representing the Child and Youth Care Certification Board.

The graduates received their certificates on February the 20th, in the Recreation Room of the Emsworth campus. We are proud of HFI's team, as we continue to adapt to emerging needs.

For My Friends In This Great Mission

By Rommel Marquez

First of all, I must thank the staff, managers, and supervisors of the Journey Of Hope (JOH) program. You have provided us the opportunity to train and grow, culminating with such an important professional and academic achievement, which is Certification.

I also want to thank, on behalf of my colleagues and on myself, the CYC Institution. Through Sister Madeleine Rybicki, today you grant us these diplomas, which from what I understand are, accepted at the national level, putting us in good standing with any child and youth serving institution or agency in the United States. As professionals Certified in youth care work, we belong to the program Refugee Reunification Office (ORR), specifically serving unaccompanied minors.

I should point out that this training provided us with countless professional child and youth care techniques and tools, whose value is incalculable when it comes to doing our job to the best of our ability.

We remember that we work with young people, who in some cases leave their home country, family, friends, and loved ones behind. All this is a weight on their backs, which is called attachment. Only those of us who have emigrated know the meaning of this burden of love.

Before arriving into this country and this institution, these children faced hard experiences, including traumas and of abuses of different types. Others don't even know why they're here, and worse still, some don't even want to be here. Boys, girls, mothers, and babies, from different languages, origins, beliefs, health conditions, and religions, come to this program daily. It's us who day by day we face them and try to make their days more pleasant and lessen all their sorrows, fears and traumas. The course teachings, very kindly provided by Sister Madeleine gave us the professional skills to truly help these desperate people.

After two years in the program, with the help of this training and Certification, I personally feel satisfied that we are doing our activities, day after day, as best we can. Finally, in the eyes of God, we are doing well and delivering affectionate services to human beings, who need them so much. I feel very proud of each of my colleagues and the work that we do together. I feel very confident in saying: "We are very important to the functioning of this program and in assisting these children in so many ways." Please don't forget that.

Finally, and more importantly, I would like to thank God for the opportunity to help these young people. ◇

[Editor's Note: [Certification testing](#) is now available anywhere in the world at most times. Working in collaboration with Indiana University, CYCCB can now securely provide the Entry, Associate, and Professional Exams virtually.] ◇

Illustration: Daniel Recznik-HFI

Enroll Now!

ACYCP LAUNCHES VIRTUAL STAFF DEVELOPMENT BUNDLES - SUCH A DEAL!



Complete Required Professional Development 24/7 when it's convenient

Explore Innovative Ideas and Best Practices to Improve Your Skills.

Beginning in January 2022, ACYCP is offering bundles of archived trainings on selected topics. ACYCP members wanted a way to purchase multiple trainings together to provide more in-depth learning. They also wanted to continue benefitting from being able to attend engaging, relevant training 24/7 when time allows. So here you go!

The bundles are three archived trainings packaged together. Each session is conducted by a nationally recognized content expert. Buying a bundle offers a 15% discount over purchasing the sessions separately. Purchasing 5 or more bundles at the same time so groups of staff can receive the same training offers a 25% discount.

Learning bundles include content for CYC practitioners, supervisors/administrators, and staff development trainers. The following bundles are currently available. Additional bundles are in development. ACYCP will continue to offer NEW monthly live webinars in 2022.

NEW SUPERVISORS BUNDLE:

https://www.cyc-source.com/bundles?bundle_id=supervision

Engaging conversations between a presenter and a group of supervisors that explore important issues encountered by beginning supervisors, coaches, and administrators.

Coaching Skills For Supervisors
Transitioning Into Your New Supervisory/Administrative Role
Cultural Appreciation in Supervision

YOUTH AND FAMILIES THRIVE BUNDLE:

https://www.cyc-source.com/bundles?bundle_id=youth-and-families-thrive

Extend your learning of Youth & Families Thrive protective and promotive factors by taking a deeper dive into some of the key content from the courses.

Ambiguous Loss: What It Means And Why It Matters
Building Developmental Relationships
Exploring A Growth Mindset

SELF -CARE BUNDLE:

https://www.cyc-source.com/bundles?bundle_id=self-care

Taking care of your personal needs while working in a CYC setting are critical skills to improve your effectiveness and job satisfaction. This bundle offers strategies to increase work/life balance and mindfulness practices for both practitioners and organizations.

Building Wellness Into Our On-Line Lives
Calming Down #1: Workplace Mindfulness
Calming Down #2: Creating Happiness In The Workplace

FUNDAMENTAL SKILLS FOR CYC BEGINNERS BUNDLE:

https://www.cyc-source.com/bundles?bundle_id=fundamental-skills-for-cyc-beginners

CYC's entering practice are looking for concrete strategies they can use on-the-job today. This bundle offers important ways of understanding the role of CYCs, what young people need from us, and specific techniques for improving our approaches.

Emotional First Aid for Child Care Settings
Transformational Relationships
Effective CYC Practice: Developmental Thinking

DIVERSITY & EQUITY BUNDLE:

https://www.cyc-source.com/bundles?bundle_id=diversity

Our changing understanding of diversity, equity, and inclusion is transforming practice and our work places. This bundle explores emerging ideas about DEI through conversations between the presenter and groups of CYCs seeking better understanding. Each session offers meaningful ways to bring these ideas into practice.

Growing Inclusion, Diversity, Equity And The Belonging Mindset In Child And Youth Care
Cultural Appreciation In Supervision
Creating Safe Spaces For Difficult Discussions: An Introduction To Engaging In
Conversations On Race And Equity

STAFF DEVELOPMENT TRAINERS BUNDLE:

https://www.cyc-source.com/bundles?bundle_id=human-service-trainers

Staff Development Trainers increasingly encounter diversity, equity, and ethics conversations in their sessions. Understanding how to apply ethics to your training, and facilitating safe, effective conversations around diversity, equity, & inclusion can significantly improve your training outcomes. These facilitator-led conversations with master trainers offer insights and specific approaches.

Creating Safe Spaces for Difficult Discussions: An introduction to Engaging in
Conversations on Race and Equity
Ethics for Trainers: Applying the NSDTA Code of Ethics For Training And Development
Professionals Pt #1
Ethics for Trainers: Applying the NSDTA Code of Ethics For Training And Development
Professionals Pt #2

[Editor's Note: Also see Prof. Varda Mann-Feder's book promo at end of this issue.]

GET STARTED TODAY!

Illustration: Mohamed Hassan on Pixabay.com



Strengths-based > Asset focused > Trauma informed

Brain-based > Diversity inclusive > Relational

Evidence-informed

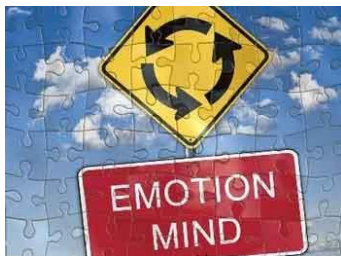
Learn valuable concepts and new skills based on leading-edge research and best practices relevant across the entire field of child and youth care services.

&

Prepare for the Families First Act transition to community-based, family-focused care.

Reflections from the JJ Side

PROVIDING WISDOM AND HEALING, PROMOTING HOPE: CELEBRATING ALL WOMEN IN JUVENILE/CRIMINAL JUSTICE



By Carol and Felix Brooks, MS; MS;-Staff Writers

As Women's History Month closes out, we celebrate the many contributions and sacrifices of all women in Juvenile/Criminal Justice and thank them for their service.

It almost seems ironic that as this month celebrating women closes, Ketanji Brown Jackson, who, if confirmed would be the first African American woman to sit on the U.S. Supreme Court, faced a Senate Confirmation hearing being questioned by several men. As we listened to her testimony, we were struck by those questions which challenged her qualifications, her wisdom, and her religious beliefs. Probably most puzzling were the questions from Senators that seemed to lack any understanding that it is possible, yes even a requirement to do one's job, i.e., sentence someone within predetermined guidelines and hold a different conviction as a mother. Women working in positions in juvenile/criminal justice have experienced this dichotomy every time they clock in, i.e., providing custodial

care, nurturing, and treatment services to a juvenile sex offender while at the same time raising and protecting children of their own. Proudly, instead of being rattled, Brown Jackson showed poise, answered with wisdom, and provided us with hope.

From as early as Carol and I can remember we have been surrounded by trail-blazing women - strong, wise, nurturing, and independent. My Great Grandmother attended private schools at a time when most African American women were restricted to domestic work. Both of our grandmothers were working mom's long before it was "vogue", mine as a cook in an after-hours club or speakeasy and Carol's in the cafeteria of a pharmaceutical company. Our moms also worked outside of the home for their entire professional careers. The common thread was that these women demonstrated both technical expertise and compassion. Therefore, it never surprises us to see women, when given the opportunity, thrive in positions in the juvenile/criminal justice system. We've seen women do the unusual all of our lives. Whether supervisors, directors, facility administrators, agency administrators, judges, whatever the position, it is women with the combination of technical and field expertise and compassion - of wisdom, healing and hope that demonstrate the skill sets needed to succeed in this field. In our professional lives, the Chief Judge, the Honorable Carolyn Williams of the Family Division and Dr. Linda Miller, principal of the Juvenile Home Schools in Kalamazoo Michigan were role-models of these traits for us and our juvenile justice community.

What surprises us, or better yet dismays us, is that in the year 2022 women still must defend their qualifications and the ability to lead in male dominated professions including criminal justice and slightly less so juvenile justice. It was true for Judge Williams who heard the whispers of questions rooted in the fallacy of misogyny, a belief that something about women makes them unfit to serve. It appears to continue to be true for Supreme Court nominee Brown Jackson. And it's true for many other women who have struggled to navigate the promotional path. It certainly isn't because of a lack of intelligence (the Human Genome Project (1990-2003) laid that to rest). Leadership in criminal/juvenile justice and the law should not be based on outdated notions rooted in sexual bias. Competency should not be equated by gender. If our goal is to remove the last vestiges of an outdated patriarchy, we need to stipulate that women who work in the criminal/juvenile justice system, or any other professional capacity be judged on the same scale as their male counterparts. ◇

BONUS FEATURES

[**White House and OJJDP Observe Child Abuse Prevention Month**](#)

[**April is Second Chance Month!**](#)

[**New Blog Highlights OJJDP's Youth Reentry Toolkit**](#)

[**OJJDP Listening Session Explores Family-Based Alternatives to Parental Incarceration**](#)

Enjoy!

Illustration:

Oh Canada!

CANADA MOVES TO REPEAL "SPANKING LAW"



By Susan Hunt, BA & Collette Bohach, BA; CYC Advocate Staff Writers

[Editor's Note: The following is reprinted with thanks to the Repeal 43 Committee, whose website appears at the end of this excerpt.]

Why We Advocate Repeal

Using force against anyone without his/her consent is an assault under our Criminal Code. Children do not have the full benefit of this law against assault because section 43 of the Code justifies hitting them for 'correction'.

In Jan/04, a majority of the Supreme Court of Canada held s. 43 constitutional and continued to allow hitting if certain criteria, including an age limitation, were met. A minority of the Court did not accept this judicial rewriting of s. 43 and held it unconstitutional on the basis that it violated our Charter of Rights and Freedoms.

As Justice Binnie noted in his dissenting opinion, the majority judgment still leaves considerable scope for corporal punishment of children between 2 and 12 years of age. Such punishment, he wrote, violates the child's dignity, partly due to the humiliation he or she is likely to feel but mainly due to the lack of respect inherent in the act. In spite of this, he upheld s. 43. The two other dissenting judges would have struck it down.

Section 43 should be repealed for the following reasons:

Section 43 violates human rights

The right to physical security through legal protection from assault and threats of assault is the most fundamental of all human rights. It affirms a person's right to dignity and respect as well as physical security. It is a right that all adults take for granted but is denied to children by s. 43 of the Code.

The law on assault no longer gives husbands a defence that allows reasonable force to 'correct' a wife. There is no disagreement that such an assault, no matter how minor, should be an offence under the Code. The same protection needs to be fully provided for children.

The UN Committee that monitors compliance with the UN Convention on the Rights of the Child has twice recommended that Canada prohibit corporal punishment of children. In 2003, it informed our government that it was 'deeply concerned' that Canada has taken no action to remove s. 43 from the Code.

Section 43 reflects 19th century attitude that contradicts current knowledge

Section 43 came into our Criminal Code in 1892 and reflects a 19th century belief that corporal punishment is an appropriate and necessary way to correct children. Most parents who continue to use corporal punishment are simply following a practice approved by Canadian law and custom since 1892.

Contemporary knowledge of child development contradicts this belief. It is time the law reflected this change by repealing s. 43 and informing the public that this method of discipline is no longer approved by our law. In 1996 the Supreme Court of Italy held that the correction of children by corporal punishment is 'culturally anachronistic and historically outdated'.

25 countries in Europe and elsewhere – most recently New Zealand – have ended this defence, or where there was no such defence in their criminal law, specifically banned corporal punishment of children in their civil law.

Section 43 creates risk of physical harm

By justifying 'reasonable' assaults on children for correction, the law puts its seal of approval on a method of discipline that not only violates a basic human right but also heightens the risk of physical harm.

Most substantiated cases of child abuse result from attempts to discipline children by corporal punishment that has escalated to abuse. (Trocme, 1994, 2001, 2002). Child abuse is a major social problem not only because of its physical and psychological harm but also because the financial cost of dealing with it is estimated at over \$15 billion annually (Law Commission of Canada, 2003). Preventing child abuse has to start with the legal and cultural rejection of corporal punishment.

Section 43 creates risk of psychological harm

Hitting is an assault on the mind and emotions as well as the body. The risks of physical and psychological harm from even 'minor' corporal punishment – especially where this is a routine form of discipline – are indicated by research (Durrant 1995; MacMillan 1999). Children are the most vulnerable group in society. This vulnerability increases where the law allows 'correctional' assaults on children by adults depended on for protection and well-being.

Section 43 contradicts Health Canada advice

Health Canada clearly states: It's never okay to spank a child. It's a bad idea and it doesn't work. (Nobody's Perfect, Health Canada 1997). Provincial governments and child protection agencies give the same advice..

Supreme Court decision continues to put children at risk

The Jan/04 Supreme Court of Canada decision continues to allow corporal punishment of children age 2 – 12 years, subject to various criteria. However, as shown by the 2006 Toronto Public Health National Survey, 80% of the public is unaware of this decision.

Attempting to educate the public about these criteria is not a solution since this would publicize the legality of hitting at a time when governments, protection agencies and children's organizations have condemned the practice and are trying to discourage it.

Even if the public knew of these criteria, continuing to justify 'minor' hitting of 2 – 12 year-olds perpetuates the risk of physical and psychological harm to these children – and to others outside this age group as well. It is unrealistic to think these criteria, even if known, would be kept in mind by parents who use corporal punishment.

[**READ MORE**](#)

SAVE THE DATES

October 5 - 7, 2022
 Education Day - October 4
 Coast Canmore Hotel & Conference Centre
 Stay tuned to our social media and website to receive updates

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

Enjoy!/Profitez! ◇



ACYCP Certification At Work!

THE REST OF THE STORY: CERTIFICATION AT HOLY FAMILY INSTITUTE



**By Dr. Andy Schneider-Munoz, CYC-P
 Past ACYCP President**

"Eager to learn and to care!", three cheers for the 42 child and youth (CYC) workers in the Journey of Hope (JOH) program at Holy Family Institute, who were recently Certified. The newly Certified workers join with the Certification Board (CYCCB) and the Association of Child and Youth Care Practice (ACYCP) as we move beyond the pandemic, to deliver evidence-

based competencies and skills for the youth workers caring for some of the highest risk and neediest youth in the world. [See story above.]

The Journey of Hope program is an exemplar of high quality care for children and youth, who are the refugees from the crisis on our southern border. Every new step of social growth and development becomes critical when these children and youth arrive, needing trauma-informed care to remediate the acquired abuse, neglect, and anger from the journey across the border.

In another turning point, the Foundations Course in this cohort had Hispanic interpreters. The certification exam has also been translated into Spanish to ensure full participation with an even wider reach.

The newly Certified workers were prepared for the rigorous Certification examination thanks to and a career of high-quality work by Sister Madeleine Rybicki. Sister taught the Foundations Course in 2021 and 2022. She is a member of the Sisters of the Holy Family of Nazareth (C.S.F.N.) and a Lifetime Award winner from the National Staff Development Training Association (NSDTA), and a similar award from ACYCP.

Holy Family Institute has continued to be a top leader in the CYC field. Many of the test takers, who launched and helped norm the original prototype Certification exam, more than a decade ago, came from Holy Family Institute.

Sister Madeline, one of the nation's top trainers said, "stories are at the center of our practice" and "stories confirm the deep transcendence and change" that we seek for the next generation. She believes that the certification is "not only practical" but sets the course for "exemplary professionalism." Increasingly youth services, foundations, and states are investing in Certification as the national pathway to high performance and measurable outcomes in child and youth care work.

Child and youth care requires the "soft skills" of love, hope and courage, so these workers deserve to have the very best training in the "hard skills" of research-based best practices. Certification stands for equity and justice, for Certified workers in communities as diverse, for example, as Ventura, Detroit, and Los Angeles. Embedded within a move Ohio, Indiana, an ment of professional colleagues, who share the same commitment growing larger every day, Certification is quickly becoming the "gold standard" in child and youth care work. In CYC professional development, the certification now sits alongside social work licensure and teacher education.

Sister Madeline is past Vice President of the Child and Youth Care Certification Board (CYCCB) and often represents the United States with training at international child and youth care conferences. Sister wrote the introduction to the recently released book, *Doing Ethics in Child and Youth Care*, [See "From The Soapbox Again" in this issue.] and teaches English each summer to young leaders, who are candidates for the priesthood in Ho Chi Minh City, Viet Nam.

Now retired in San Diego, Dr. Munoz previously co-edited *Adolescent Psychology in Today's World: Global Perspectives on Risk, Relationship and Development*. This three volume set features the theory of possibility development for older youth, child and youth care practice and research in 44 countries on six continents. ◇

Illustration: Gerd Altman on Pixabay.com

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

YOU ALREADY HAVE A CREDIT RISK SCORE -- HOW ABOUT ADDING A HEALTH RISK SCORE?



[Editor's Note: The following is reprinted with thanks to MedPage Today and was first posted on April 6, 2022.]

By Joyce Frieden (Washington Editor)

ARLINGTON, Va. -- All patients should have a "health risk score" that follows them over time, Peter Orszag, CEO of financial advisory at Lazard, in New York City, said at Academy Health's Health Datapalooza meeting here.

"We all have a credit risk score that is evaluated by these three different [credit] agencies," Orszag said in a remote presentation on Tuesday. Similarly, "we should all have an individual health risk score that follows us over time."

A health risk score would give insurers a reason to invest more in patients' health, he said. Patients often switch insurers after a few years, so insurance companies have no reason to invest in making patients healthier; their company likely won't see any reduced insurance claims, because the improvement won't bear fruit until the patient is with another insurer.

"What's the point of paying for something that someone else is going to benefit from?" said Orszag, who served as director of the Office of Management and Budget (OMB) in the Obama administration.

Instead, "if we had something like this kind of individualized health risk score, then there can be payment from one payer to another depending on what happened to my risk score while I was covered by Health Insurance Company 1 instead of [Company] 2 -- giving them an incentive to invest in the things that will improve my health score, and eliminating this kind of time consistency problem that is at least a partial cause of why we don't make many of the investments we should make," he said.

Another benefit of a health risk score is that it would solve some of the problems with today's risk adjusters, said Orszag. Risk adjusters are the calculations used by insurers to account for how sick a patient population is, for purposes of paying providers.

The current risk adjusters don't work very well, according to Orszag. "As one example, the risk adjustment that underlies Medicare Advantage -- and a lot of the risk adjustment throughout the healthcare system -- is based on taking healthcare claims at one point in time and doing a cross section. If you ask, 'How much variation in spending can those risk adjusters explain?', the short answer is: not very much ... Depending on the measure that you use, 80% to 90% of healthcare spending is not explained by those risk adjusters."

And of that 80% to 90% that isn't explained, there is likely a portion that could be attributed to underlying patient characteristics which aren't at all accounted for, he continued. "In other words, the risk adjusters are just really bad at the job that they have been assigned, in part because they are exclusively based on claims in a cross-sectional way that doesn't follow people over time."

That's why the risk score would be "fundamentally different from the risk adjusters that are used today, because it is associated with me and it follows me over time," said Orszag. In addition, "it's based on a wider array of data than just my health insurance claims," and "can be tied into my health record and a whole variety of other sources of data, and give a much better indication of my health."

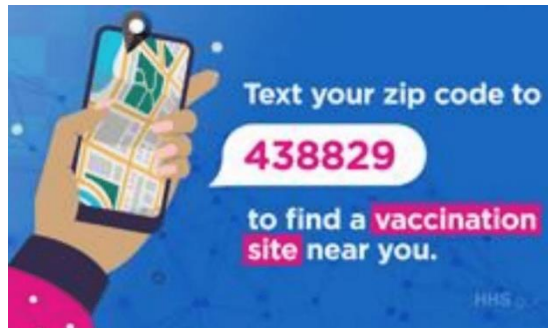
[**READ MORE**](#)

BONUS FEATURES

[**12 Tips to Keep Your Mind Sharp**](#)

Conditions That Make You Short of Breath

Illustration: TheDigitalArtist on Pixabay.com



[Also Go Here](#)

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 CYOffice@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:

May 11
June 8
July 13
August 10
September 14
October 12
November 9
December 14

Plan your participation today! ◇

The Other Half of the Job

MAKE A BIGGER IMPACT AS A NONPROFIT



[Editor's Note: This article is reprinted in thanks to Funding for Good, which offers some free webinars, in addition to their for-fee ones, as a service to the non-profit business community. To subscribe to their emails, see the contact info below.]

Greetings Child and Youth Care Professionals,

The Vault, our new annual membership, is now open. With one subscription, you and your team get access to our best templates, scripts, tools, webinars, and more.

We're even adding two new webinars to the Vault:

- Basics of Board Fundraising and Roles
- Responsibilities of the Nonprofit Board

These won't be available for purchase anywhere else and will always be a part of the Vault. This is the cool kind of stuff you'll have access to with your membership.

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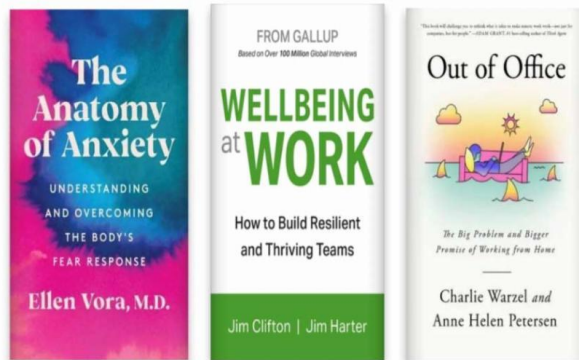
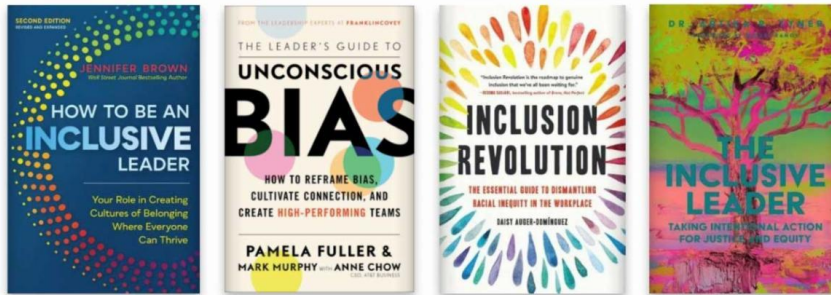
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BONUS FEATURE

[OJJDP Announces New Funding Opportunities](#)



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! ◇

Illustration (Gerd Altmann on Pixabay.com)

The major components of CYCCB certification (education, experience, passing score on the exam, completion of certification including the portfolio) are each predictive of CYC performance. Each component progressively predicts performance—an indication of the incremental validity of the certification process (Curry et al., 2013).

Additional Benefits of Certification

Funded by the Edmund A. Stanley, Jr. national research grant, a qualitative study was conducted in 2012 & 2013 that investigated the value and impact of certification on out-of-school time practitioners. Study participants reported the following as benefits to being certified:

1. Ensuring a common baseline of competence.

"I think we should all be on the same page at some level. Teachers have to be certified, why can anyone go into an afterschool peer program? Why can anyone go into a daycare? There should be some level of common knowledge."

2. Increased motivation, a sense of accomplishment, confidence and empowerment.

"It definitely gave me some confidence that I know what I'm doing. I think that it's helpful for my supervisors in that they can count on me because of what I've learned and come to me in a situation if they need advice or another site manager who maybe hasn't had that much training."

3. Increased awareness and mindfulness.

"It's made me more efficient ... When you're more mindful about what you do and you know the meaning and the reason for it, for example the documentation or the building of those relationships; if you understand the why, then you're able to be more efficient and carry it out more."

4. A signal of one's commitment to professional youth work.

Comment from a supervisor. "Letting the workers see themselves as professionals. It is a morale enhancer. It lets them know that you take them seriously as a professional and you want them to have this credential."

5. Being part of something bigger.

"..... has allowed me to have awareness of what is going on in other areas of child and youth work including conferences that I can take advantage of. Also the actual certification process helped me to create and maintain affiliation with member-based programs which created networking opportunities and a sense of community."

6. Valuing the learning as an end in itself.

"I feel like it's the learning—the information is the most important thing to the individual worker."

7. Increased recognition coinciding with awareness of the importance of advocating for certification within and outside the field.

"I would like to see more on the state and local level to collaborate and communicate about the national certification."

Additional research by the Diehl Consulting Group recently identified self-reported gains in all five competency domains ((1) Professionalism, (2) Cultural & Human Diversity, (3) Applied Human Development, (4) Relationship & Communication, and (5) Developmental Practice Methods) (Diehl Consulting Group, 2021). In addition, this research sponsored by the Indiana Youth Services Association and the CYCCB also reported a variety of perceived certification benefits including:

(1) growing their personal knowledge around youth work (e.g., best practices, proven methodology), (2) having a CYC credential that provides personal validation and self-confidence, (3) holding themselves accountable to higher standards, thereby increasing the quality of their work, (4) growing their personal network and relationships within the field of youth work, and (5) making strides towards professionalizing the field of youth work p.3.

While various practice and program models exist in the field, one essential factor transcends these diverse approaches—the quality of the CYC workforce. Consistent with a developmental approach to working with

children and young persons, the CYCCB provides a developmental model to enhance the workforce: Entry-level, Associate, and Professional-level Certification. A comprehensive system for the review and certification of CYC practitioners and a Board of Directors consisting of individuals from both the United States and Canada have been in place since 2008. It is time for policy makers and program administrators to take notice and take better advantage of one of the field's most significant achievements by taking action.

A few easily do-able actions include:

1. Highlighting CYC practitioner certification as a preferred qualification for new hires.
2. Ensure that at least one certified practitioner is working on every work shift.
3. Require that all practitioners in supervisory positions become certified at the professional level.
4. When on-boarding/orienting new practitioners, encourage a CYC career approach by providing information about the three levels of certification. Encourage all practitioners to become certified right from the start and strive to achieve the highest certification level.
5. Provide ongoing support for achieving higher levels of certification and certification renewal (e.g., coaching, test and portfolio preparation, training in the five competency domains, training record-keeping, and salary increases commensurate with the level of certification).

The financial cost of certification is miniscule compared to a program's total budget and the benefits to the CYC workforce are well documented. From a policy and program-level perspective, certifying CYC practitioners is clearly the most pragmatic strategy that can make the most immediate impact on the care of young persons and families. Further information regarding the CYC field's certification program can be found by visiting the website of the CYCCB www.cyccb.org or contacting the office.

CYCCB

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Enjoy! ◇

Illustration: rawpixel on Pixabay.com

Now Hear This!

ACYCP COMPLETES HISTORIC BENCHMARK ISSUES AND SALARY SURVEY!



[Editor's Note: In yet another historic landmark achievement, ACYCP has produced another piece of CYC research, which will advance the understanding of exactly what is happening in the child and youth care profession. Started a couple of years ago, this project was challenged by the COVID pandemic in reaching its final release. This kind of research is an outstanding credit to the team leader and ACYCP second vices-president Christina Scanlon, Ph.D. The team wishes to sincerely thank all those who took time to answer the survey and guide its development with their priceless feedback.]

By Christina L. Scanlon, Frank Eckles, Laura Klemm, Dale Curry, Allison M. Belmont, and Keri A. Plevniak

EXECUTIVE SUMMARY

ACYCP conducted an ISSUES and SALARY/BENEFITS SURVEY October through December, 2020. The study was conducted to inform public awareness efforts, set a baseline for future research on changes in the field, and focus ACYCP support to its individual and organizational members. Study participants were asked to answer a set of demographical questions, identify important issues faced by both youth and CYC practitioners, and report basic information on the salary and benefits they receive from employment. The study was distributed electronically using a snowball research method where recipients were asked to redistribute the study to potential interested contacts. Direct emails were sent to all ACYCP individual and organizational members;; practitioners certified by the Child and Youth Care Certification Board (CYCCB);, CYCCB advisors and Board members; members of FICE INTERNATIONAL; Indiana Journey Fellows and Indiana Youth Services Association (IYSA) members; all CYCCB certified practitioners, CYCCB state and provincial partners (Ontario, Nova Scotia, Newfoundland, Ohio, Texas, Wisconsin, Indiana, National Safe Place Network); listings in the Academy for Competent Youth Work's 10K contact database; and Association

for Children’s Residential Centers members. Because the snowball method was used, it is not known how many total contacts received the study.

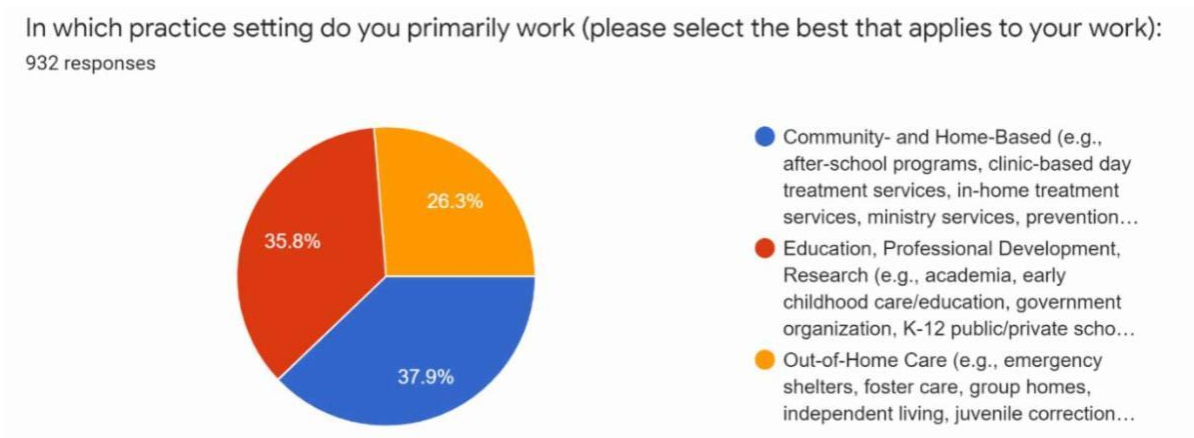
The following information provides preliminary findings of the survey. Work is currently underway to further analyze the data and report additional findings.

WHO PARTICIPATED

A total of 947 people provided survey information. The study was distributed internationally but is primarily composed of responses from the US (78.6%) and Canada (21.2%). An additional 0.4% of the responses came from other countries. The response group was composed of women (79.6%), men (19.3%), and other genders (0.06%). Ages of respondents in the study ranged from 18 to over 66 with an average age of 40.

PRACTICE SETTING

Respondents were asked, “In which practice setting do you primarily work?”



Community- and Home-Based (37.9%) (e.g., after-school programs, clinic-based day treatment services, in-home treatment services, ministry services, prevention/intervention programs, probation services, recreational programs, street outreach, etc.)

Education, Professional Development, Research (35.8%) (e.g., academia, early childhood care/education, government organization, K-12 public/private school, professional development organization, research, training, etc.)

Out-of-Home Care (26.3%) (e.g., emergency shelters, foster care, group homes, independent living, juvenile corrections, medical hospitals/clinics, psychiatric hospital/clinics, residential treatment, transitional living, etc.)

The relatively even split across practice settings in the data collected demonstrates a wide sampling across the varied fields of practice within the child and youth care field.

HIGHEST EDUCATION

The education level of the practitioners completing the study was as outlined in the chart below with over 75% of the respondents having attained at least Baccalaureate or Masters Degrees.

Education	Total #	Total %	US #	US %	Canadian #	Canadian %
High School Diploma/GED	101	14.4%	101	14.4%	10	5.3%
2-year Associate Degree	55	7.9%	55	7.9%	47	24.9%
2-year Diploma in Child and Youth Care	4	0.6%	4	0.6%	23	12.2%
3-year Diploma in Child and Youth Care	1	0.1%	1	0.1%	76	40.2%
Bachelor's Degree	266	38.0%	266	38.0%	25	13.2%
Master's Degree	259	37.0%	259	37.0%	8	4.2%
PhD, EdD, PsyD, or Equivalent	14	2.0%	14	2.0%	10	5.3%

It is interesting to note that in the US more practitioners had Baccalaureate degrees while in Canada it was more prevalent for practitioners to have completed 2-3 year diploma programs. This may be due to differences in the education system and between oversight and regulation requirements.

CYC CERTIFICATION

Respondents were asked to report the CYC Certification Level they had attained. Approximately 40% of respondents were certified at one of the three certification levels.

Certification	#	%
Not Certified	550	61.7%
Entry Level Certificate CYC	85	9.5%
Associate Level Certificate CYC-A	54	6.1%
Professional Level Certificate CYC-P	200	22.4%
Other certifications		0.3%

Respondents reported that 16.6% were paid more because they are certified (83.4% reported not being paid more). Based on the data, we found that people certified at the CYC-P level tended to make more money than people who are not certified and people who are certified at Entry or Associate levels. The Entry and Associate Certification Levels are not available in Canada.

ISSUES FACING CHILDREN AND YOUTH

Respondents were asked, "What are the top three most concerning issues facing children and youth?" and "What issue is MOST IMPORTANT to you as a CYC professional?"

In the charts below, a rating of "1" is Most Concerning or Most Important while "15" is considered Least Concerning or Least Important.

Most Concerning Issues Facing Youth	Full Sample (N = 892)	United States (N = 700)	Canada (N = 189)
Mental health	1	1	1
Abuse and neglect	2	2	3
Poverty	3	3	5
Access to services	4	4	2
Family Conflict	5	5	4
Racism and prejudice	6	7	8
Availability of low-cost, high quality childcare	7	6	11
Education and special education services	8	8	7
Substance misuse and abuse	9	10	15
Developing skills for the workplace	10	9	11
Transitioning to adult services	11	12	6
Homelessness	12	11	9
Access to technology	13	13	14
LGBTQIA+ issues	14	14	11
Support for disabilities	15	15	10

Similarities in the responses between Canada and US reflect pervasiveness of some issues across North America. At the top of the chart there is much congruence between Canada and the US. The bottom ratings reflect bigger differences, which may be effects of societal or service system differences.

Most Important Issues to CYC Professionals	Full Sample (N = 892)	United States (N = 700)	Canada (N = 189)
Meeting the changing needs of an increasingly diverse population of youth	1	2	1
Creating a sustainable workforce through fair wages and opportunities for advancement within the field	2	1	2
Securing adequate, long-term funding for child and youth programs	3	3	4
Investing in high-quality professional development and training to develop a competent workforce	4	4	3
Ensuring equity within child and youth work programs	5	5	8
Supporting youth worker wellness and self-care	6	6	5
Providing evidence-based youth programming	7	7	6
Increasing diversity in youth workers and youth work leadership	8	8	7

Similarities in the responses between Canada and US reflect pervasiveness of most issues across North America. With the exception of 'ensuring equity within child and youth work programs', all of the ratings fall in similar priority rankings although in slightly different order. These ratings are likely due to similar challenges faced by the workforces in both countries that relate to the status of youth in society and working conditions within the respective service systems.

S

SALARY AND BENEFITS

Are you employed on a part-time or full-time basis?

Most respondents work on a full-time basis (81.6%) with the remainder employed on a part-time basis (15.2%), or as volunteers or in other employment categories (3.2%).

How much did you earn in 2019?

On average, Canadians reported higher salaries than US child and youth care practitioners. In the US, the most commonly reported income for full-time practitioners was in the \$35,001 - \$50,000 range. In Canada, the most commonly reported income for full-time practitioners was in the \$50,000 - \$75,000 range. Future reports will explore these differences in more detail.



Salary Range	USA #	USA %	Canada #	Canada %
None	2	.3	1	.7
\$1,001 - \$5,000	3	.5	1	.7
\$5,001 - \$10,000	5	.9	0	0
\$10,001 - \$15,000	4	.7	1	.7
\$15,001 - \$20,000	15	2.6	2	1.3
\$20,001 - \$25,000	33	5.7	3	2.0
\$25,001 - \$35,000	97	16.7	9	6.0
\$35,001 - \$50,000	219	37.7	32	21.5
\$50,001 - \$75,000	126	21.7	71	47.7
\$75,001 - \$100,000	51	8.8	16	10.7
\$100,001 - \$200,000	22	3.8	9	6.0
Total	577	99.3	145	97.3

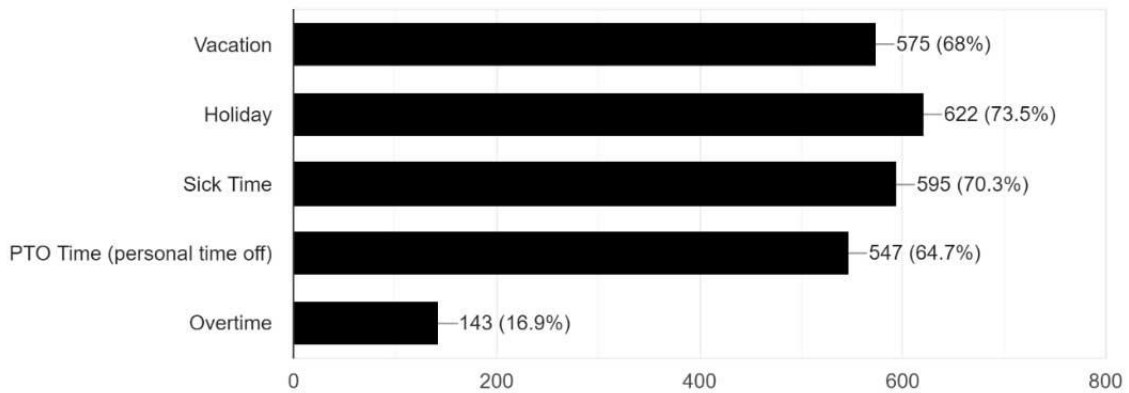
Do you receive any bonuses, awards, incentives, or additional compensation as a condition of your employment?

Overall, a wide variety of benefits and incentives were identified by the respondents. Some of the most frequently cited include medical, dental, and vision insurance as well as holiday, vacation, and sick leave. Other commonly mentioned benefits were free parking, retirement accounts, and workers' compensation insurance. Less frequently, respondents also listed a number of other benefits such as travel allowances, cell phone reimbursement and performance-based raises.

General Benefits: Vacation and holiday leave, sick or personal time off, and overtime.

Time off: (Please select all that apply.)

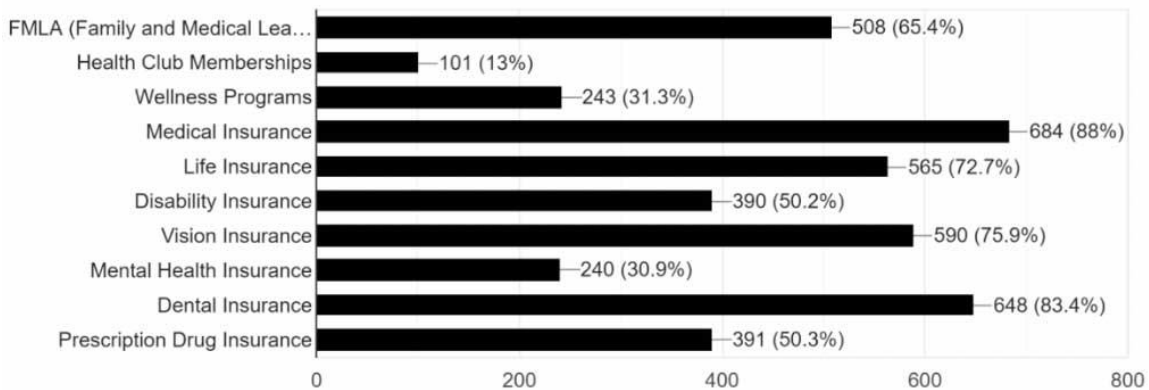
846 responses



Health and Wellness Benefits: Family and Medical Leave, health club membership, wellness programs, medical, disability, vision, mental health, dental, and prescription drug insurance.

Health and Wellness: (Please select all that apply.)

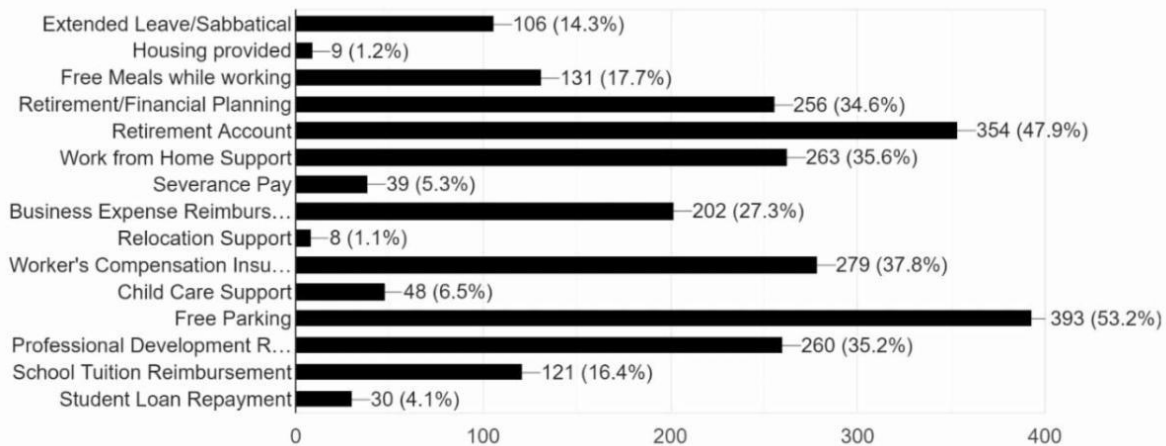
777 responses



Other Benefits: Extended leave/sabbatical, housing, free meals while working, retirement/financial planning, retirement account, work from home support, severance pay, business expense reimbursement, relocation support, worker's compensation insurance, child care support, free parking, school tuition reimbursement, and student loan repayment.

Other Benefits: (Please select all that apply.)

739 responses



CONCLUSION

ACYCP is using this survey to establish a benchmark upon which to measure change over time. Planning is underway to replicate the study in the near future. This is a preliminary report. Additional analysis is underway which will be reported in subsequent publications.

These preliminary findings provide valuable information that can be used as a basis for future inquiry. For example, which of the wide variety of benefits identified are most effective in promoting effective practitioner performance and reducing turnover within the workforce? Although retirement accounts were frequently cited as a benefit, they were not mentioned by more than half of the respondents. Do organizations that provide quality retirement programs promote long-term careers and reduce turnover? Does a long-term career in child and youth care place an individual at risk for an uncertain retirement due to relatively low salary and fewer retirement programs? Since certification at the professional level is associated with higher salary, does professional level certification promote practitioner longevity in the field? Since there is a paucity of research pertaining specifically to the child and youth care workforce, the findings from this survey add to our knowledge but also prompt important questions for further investigation.

Please feel free to share this information with other ACYCP and CYC peers, friends and colleagues. ◇

Illustration: rawpixel on Unsplash.com

Can We Talk?

WHEREFORE ART THOU, N-WORD?



[Editor's Note: Over the past three years, with the skyrocketing killing of unarmed Black people by law enforcement agents, it has never been more important to talk about race in every aspect and from every perspective, in order to reach a truly accurate and actionable understanding of race in the American psyche. We share the following with thanks to Code Switch (an offering of National Public Radio) which was first posted March 23, 2022.]

By Karen Grigsby Bates, Gene Demby, Summer Thomad, and Leah Donnella

The "N-word" is probably the most radioactive word in the English language. At the same time, it's kind of everywhere: books, movies, music, comedy (not to mention the mouths of people who use it frequently, whether as a slur or a term of endearment.) On this week's episode, we're talking about what makes this word unique — and how the rules about its use line up with other words. A language warning: You're going to hear that word used.

[**HEAR NOW!**](#)

From Campus to Community

EQUITY IN FOCUS: INVESTING IN CHILDCARE CAREERS



[Editor's Note: The following is reprinted with thanks to the Women's Bureau of the US Department of Labor, and was first posted April 6, 2022.]

A Webinar Series Co-Hosted by the U.S. Department of Labor Women's Bureau and The Worker Institute at Cornell's School of Industrial and Labor Relations

Join us on April 26, 2022 for the second webinar in a new series co-hosted by the U.S. Department of Labor Women's Bureau and Cornell's ILR Worker Institute. Equity in Focus: Investing in Childcare Careers will explore the challenges of the child care industry and highlight local examples that are improving access to child care while also raising wages for child care workers.

Child care is an essential need for parents in the workforce. At the same time, women make up the majority of child care workers. While parents struggle to pay for child care services, the child care workers themselves are paid low wages and have little to no access to benefits that improve job quality. How can we reimagine a child care system that meets the needs of families, while treating child care workers with dignity?

Featured speakers include:

- Julie Kashen, Director of Women's Economic Justice and a Senior Fellow at the Century Foundation
- Allison Julien, We Dream in Black Organizing Director, National Domestic Workers Alliance
- Darlene Lombos, Executive Secretary-Treasurer, Greater Boston Labor Council
- Kimberly Perry, Executive Director, DC Action
- Patricia Campos-Medina, Executive Director, The Worker Institute at IRL Cornell
- Alexander Colvin, Dean, ILR School, Cornell University
- Wendy Chun-Hoon, Director, Women's Bureau, Department of Labor

Date: Tuesday, April 26 | Time: 12:30–2 p.m. ET |

Register to attend

BONUS FEATURE

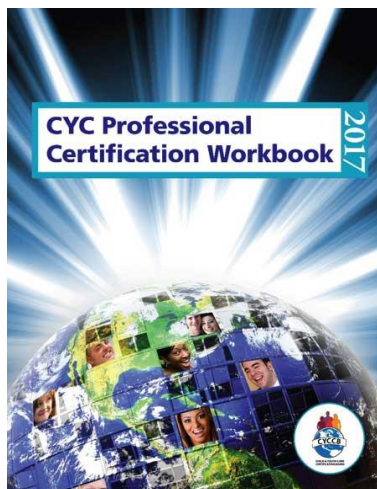
[**Contest encourages young people to seek help for mental health issues**](#)

[**Finding An Affordable College**](#)

Illustration: Women's Bureau-US Dept. of Labor

Enjoy! ◇

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

THE PARENTIFIED CHILD: WHAT DO YOU KNOW?



[Editor's Note: The following is reprinted with thanks to Aeon's website, where readers can subscribe to their daily or weekly bulletins at the Read More link below.]

By Nivida Chandrais, Ph.D.
Edited By Pam Weintraub

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 impacting 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 practised in tending to others' needs since childhood, starting with their own parents. With deeper conversations, I learned of the difficult family circumstances that 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 channelled 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. So it fell to her to manage her mother, protect her younger siblings, attend to the household chores, and hold the centre. Missteps were not an option – from managing interpersonal relationships to fixing a dripping tap.

Sadhika had endured 'parentification', which can occur in any home, anywhere in the world, when parents rely on their child to tend to them indefinitely without sufficient reciprocity. The parentified child who supports the parent often incurs a cost to her own psychic stability and development. The phenomenon has little to do with parental love, and much more to do with the personal and structural circumstances that stop parents from tending to the immense anxiety and burden that a child might be experiencing on their behalf. The parent is often unable to see that their child is taking responsibility for maintaining the peace in the family, for protecting one parent from the other, for being their friend and therapist, for mediating between the parents and the outside world, for parenting the siblings, and sometimes for the medical, social and economic stability of the household.

[**READ MORE**](#)

Nivida Chandrais a psychologist and researcher, working with adult survivors of childhood emotional neglect. She is the founder of the mental health centre KindSpace and the founder-editor of The Shrinking Couch website, which publishes informational and experiential articles for those affected by mental health concerns. Her doctoral work was on parentification in urban India. She holds a PhD in psychology from the Indian Institute of Technology Delhi and was a Fulbright scholar to the Silver School of Social Work at New York University. She lives in New Delhi.

BONUS FEATURE

[**Life As We Know It Hinges On One Very Small Decimal**](#)

Enjoy! ◇

Illustration: Queen21bee on Pixabay.com

Healthy Kids Healthy Adults

**SUBSTANCE USE DISORDER SYMPTOMS FOLLOW
TEENS INTO ADULTHOOD**



[Editor's Note: The following is reprinted with thanks to MedPage Today and was first posted on April 1, 2022.]

By Lei Lei Wu, MedPage Staff Writer

Long-term study finds adolescents do not "recover on their own," as some observers have suggested.

Adolescents with substance use disorder (SUD) were more likely to have subsequent prescription drug use and symptoms of SUD in adulthood, revealed a longitudinal analysis that followed high school seniors to the age of 50.

Students with two or more SUD symptoms at age 18 had higher odds of medical prescription drug use and prescription drug misuse in adulthood, and 61.6% of adolescents with the most severe SUD symptoms (six or more) had at least two SUD symptoms in adulthood, reported Sean Esteban McCabe, PhD, of the University of Michigan in Ann Arbor, and colleagues.

"This finding reinforces that the long-term sequelae are more deleterious for those with more severe SUD symptoms during adolescence," the study group wrote in JAMA Network Open. "Notably, most adolescents with severe SUD symptoms do not mature out of symptomatic substance use during the transition from adolescence to adulthood."

Writing in an accompanying commentary, Nora Volkow, MD, and Eric Wargo, PhD, of the National Institute on Drug Abuse in North Bethesda, Maryland, said: "Critics of the chronic disease model of addiction have argued that people frequently recover on their own, unaided, from SUDs, but [McCabe and colleagues] show that SUDs in adolescence often carry over into adulthood and may last decades."

READ MORE

https://www.medpagetoday.com/psychiatry/addictions/97993?xid=nl_mpt_DHE_2022-04-01&eun=g1278633d0r&utm_source=Sailthru&utm_medium=email&utm_campaign=Daily%20Headlines%20Evening%202022-04-01&utm_term=NL_Daily_DHE_dual-gmail-definition

BONUS FEATURES

[**Long-Acting Cabenuva HIV Treatment Injections Now Approved for Teens**](#)

[**A Guide to Being an Ally to Transgender and Nonbinary Youth**](#)

Enjoy! ◇

Illustration: rebcenter-moscow on Pixabay.com

Thinking Like the Fox

THE GOOSE AND THE GANDER



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

I've been working with a group of supervisors recently exploring the notion of "parallel systems" in child and youth care. As I looked through old handouts, I had some decades old memories of the horror of some potential staff when I told them that if they accepted the job they would be asked to engage in the same challenges, tasks, and activities that we were asking of the kids. Some walked out of interviews (easier for me than having to struggle with them or fire them later). Others agreed and then balked when they were asked to actually put the principles into practice. So I ask the question of you, dear readers: Is it true that what's good for the goose is good for gander?

The values promoting the implementation of a "parallel systems" approach to treatment are beliefs that children and youth have the best chance of learning what we want them to learn, by seeing what we are asking for by looking at the staff promoting such values. Asking staff to engage in exactly the same kind of interactions as we ask of clients provides a healthy, reinforcing, respectful, and ethical model for treatment environments. The basic notion is: what's good for the kids is good for the staff! Staff, in this model, do not ask children/youth to do anything they are not willing to do themselves.

In a "parallel system," all in the environment are working toward personal growth and improvement, not just the young clients. Relationships between direct service workers and their supervisors should model the relationships we expect between CYC's and the young people they are trying to help heal from effects from neglect, abuse, and trauma.

Implementing a "parallel systems" model requires staff to be committed not only to the growth and well-being of residents/clients, but also to their own betterment, and that of their professional colleagues.

Examples

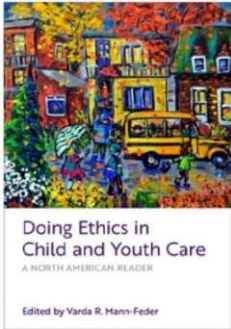
- If children/youth are asked to develop their self-awareness to a more realistic framework, then staff are also required to introspect and receive feedback from others in the environment to uncover distortions in their self-perceptions. Feedback is provided to all staff through individual supervision and evaluation. Feedback is also accepted from clients. In environments, where young people meet in treatment groups to receive feedback and evaluation from their peers, input from colleagues would also be part of performance evaluations.
- If children/youth are asked to confront their problems and "work on them", then staff are asked to do the same. In a healthy treatment environment, clients, who witness less than desirable behavior by a staff member should be able to ask: "Are you working on that?"
- If children/youth are given assistance with their goals and plans, so too are staff. It becomes the responsibility of the supervisor to provide opportunities to benefit from the therapeutic environment and work toward personal and professional growth. It is the responsibility of the supervisee to take advantage of these opportunities and engage in self-help and benefit from the support of supervision.
- If the result of a therapeutic environment is that children/youth will leave with increased knowledge and skill, and increased feelings of self-esteem and self-respect, then it is expected that staff will receive the same benefits from a healthy treatment environment.

Think about it. ◇

Illustration: Gerd Altman on Pixabay.com

From the Soapbox... Again!

“YOU CAN’T ALWAYS TELL A BOOK BY ITS COVER” AND OUR PROGRESS MARCHES ON!



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

“You can’t always tell a book by its cover” the old saying goes. The prettiest book cover in my entire library is on *Doing Ethics in Child and Youth Care: A North American Reader*, edited by Varda Mann-Feder.* The book is beautiful on the outside and, most significantly, seminal and ground-breaking on the inside; a “must read” for everybody in child and youth care work. Luckily, and a testimonial to the collegial Dr. Mann-Feder, the entire work is engaging and dynamic, thus reflecting the appealing

cover.

The publication of this volume is even more than a major contribution to child and youth work. It is testimony to the evolving history of the field into professionalization (as I’ve always contended that it must strive to do); and how, as this effort has evolved, it attracted the interest, involvement and actions of an increasing number of dedicated professionals.

In essence, as defined in the book, ethics are “the principles of right or wrong that govern behaviour” (p.1). These principles form the basis for deciding what are the right actions for us to take. In any profession, it is critical that ethical principles not just exist as abstractions, but also translate into shared beliefs among members of that profession. Because child and youth care practice is so much influenced by the individual, plus varied worldviews of its members, with various types and levels of practice situations in the field, it is particularly important that there be common guidelines that are clear and which give a broad spectrum of contexts for application. These create definition and boundaries for practices that support overall wellbeing and positive development of children and youth, as well as for practitioners at all levels. These roles range from direct line staff to administrators and policy makers, plus every role in between, both established and evolving. But for a complex and ever-evolving field, there need to be specifics.

So, in this book, once the philosophical and theoretical context for ethics is established, specific chapters by those involved in specializations, such as substitute care, schools, and family work, are included. This increases the possibility that the relevant ethical approach will be consulted, understood, and applied. You’ll never forget the colorful cover of this book. Nor will you ever forget – or shouldn’t forget – what’s in it. Luckily, it’s engaging reading that will enhance retention and utilization. Thus, it will enable readers to integrate its tenets into their worldview – or conceptual framework - to use another term, which means the mindset that shapes actual behavior.

The book opens with an Introduction, “An Orientation to Doing Ethics” by Dr. Mann-Feder. This sets the stage for the abovementioned conceptual framework that governs the book, including an important history of the emergence of ethics and guidelines for ethical practice in child and youth work. Martha Mattingly, whose work is well known to many, is credited as the author of the original code. It is stressed by Dr. Mann-Feder’s introduction, that there is a strong youth care context in the book, which to me will certainly enhance its interest to practitioners, with application in all aspects of this work. There are individual chapters written by individuals doing this specialized work in various child care settings, which will certainly enhance the application of the ethical premises in actual practice.

Codes of Ethics from other fields I've seen over the years, while crucial, are sometimes dry, turgid, and on the whole unengaging. Not this. The reader's curiosity is immediately piqued and they drawn in to a reading experience that is not only lively and personally engaging, but also – and particularly – crucial reading for anyone who embraces the field of (and practice therein) child and youth care.

And our progress marches on, with guidance and inspiration from this book as a major hallmark contribution.

It has been an honor to write this brief review of this exceptional book edited by a friend and good colleague. As a lover of fun and an advocate for bringing it into the lives of children, youth, and their adult care workers, I must end with a favorite "old school" expression and experience we as staff shared, when we were able to get together: "A hot fudge sundae and a ciggie-boo!".

Mann-Feder, Varda R. (Ed.) *Doing ethics in Child and Youth Care. A North American Reader.* Canadian Scholars: Toronto | Vancouver.

"A unique text to the field, *Doing Ethics in Child and Youth Care* serves as an essential introductory guide to ethical practice across a range of child and youth care settings within North America. In addition to providing an overview of the Standards for Practice of North American Child and Youth Care. Professionals, with the full version included in an appendix, the text offers a practical and engaging introduction and explores the theoretical underpinnings and field-specific application of ethics."-Canadian Scholars Press

[Request a review copy here](#)

Illustration: Canadian Scholars Press/Em Dash Design

Resources In Review

THE CHILD CARE WORKER SHORTAGE IS REACHING CRISIS PROPORTIONS NATIONALLY. COULD MILWAUKEE PROVIDE THE ANSWER?



[Editor's Note: The following is reprinted with thanks to The Hechinger Report, and was first posted on PACEs Connection on April 15, 2022. To subscribe to the Hechinger Report newsletter, go to: <https://hechingerreport.org/newsletters/>]

MILWAUKEE, Wis. — In a dimly-lit classroom in downtown Milwaukee, nine aspiring early childhood teachers scribbled notes as they watched a video about the capabilities of 4-month-olds.

Babies at that age "can now follow an object 180 degrees," the narrator explained, as a baby on screen watched a small toy move from side to side. After a few more scenes showing babies cooing, screeching and batting at objects, Yvette Ardis, an instructor at Milwaukee Area Technical College (MATC), hit pause. "What I'm hoping you don't do in your classrooms is put the kids in those exersaucers or swings," she said, motioning toward the screen where a baby had just been shown sitting in such a device.

"Unless you need it because you're feeding, and you need it so that everyone is safe, okay?" she said. "You are there to be engaged with your kids."

At a table in the front of the classroom, Molly Scharninghausen, 18, nodded and typed some notes on her computer. Scharninghausen is still in high school, but three times a week she rides the bus downtown to

attend classes at MATC as part of the first, small cohort of a new early childhood education dual enrollment program. The program is an effort to address a growing crisis — the shrinking early childhood workforce — that has worsened nationwide during the pandemic.

To spark interest in early childhood careers among a younger generation, the dual enrollment initiative was created as a partnership between local high schools, MATC, the state Department of Workforce Development and Next Door, a Milwaukee-based early childhood provider and nonprofit. It also aims to create a pipeline of early childhood educators from the local community.

Child care programs nationwide are hemorrhaging teachers and other workers. Between January 2020 and January 2022, around 120,000 child care workers left the industry. Former child care employees and current program directors say the departures are often for jobs with better pay and benefits. At the same time, it has become increasingly difficult to attract new workers into early ed. The jobs are physically demanding and require deep knowledge of child development, yet often pay less than positions in retail or restaurants.

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Enjoy!

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Watch for a review of this book in the Winter issue of the CYC Advocate

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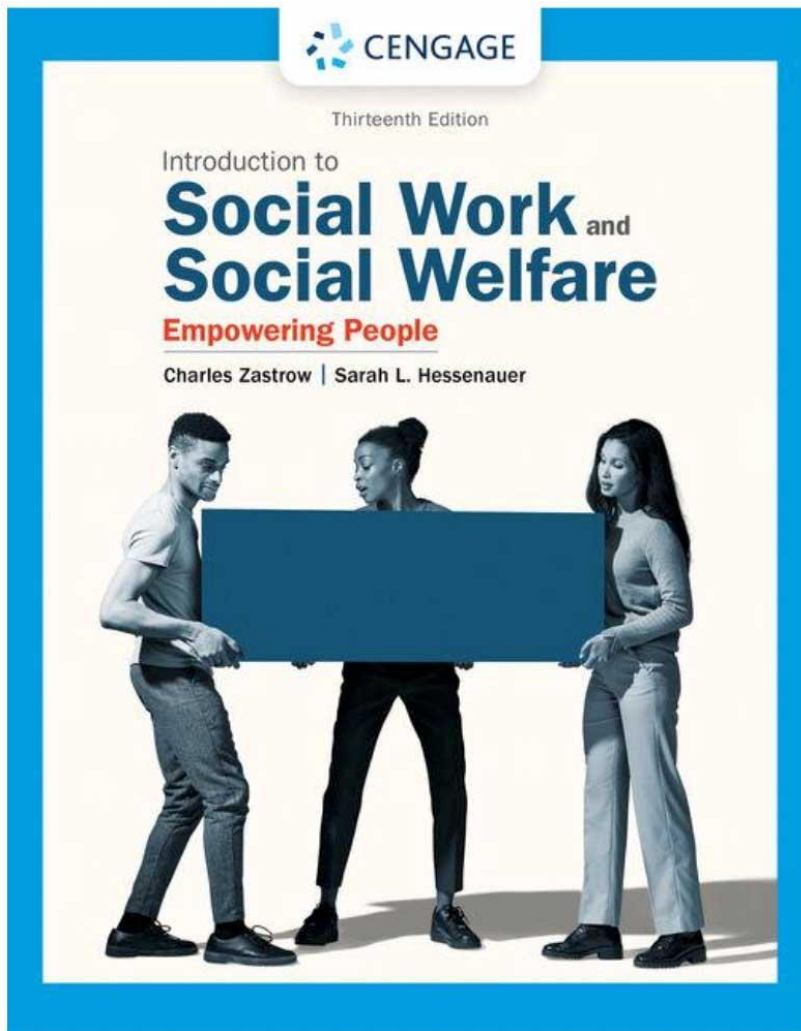
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Gene Cavaliere, MA, CYC - P

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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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Conference Registration and Questions: Melinda Bowman, The Journey, sos@thejourneyonline.org
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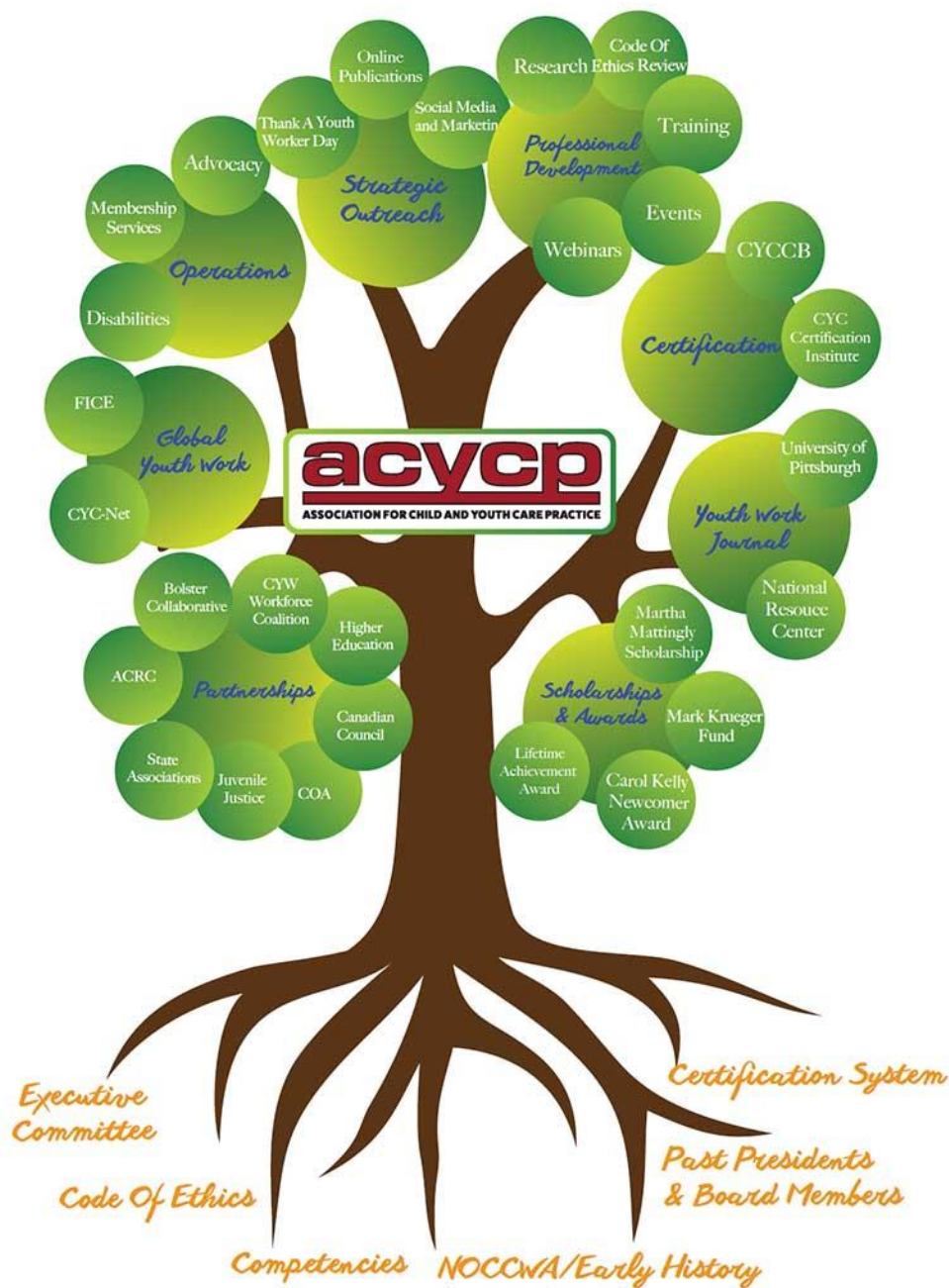
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