

## The Association for Child and Youth Care Practice Inc.



# THE CYC ADVOCATE

*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.*

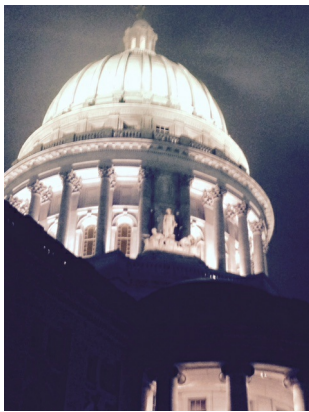


Photo credit: Ross Johnston

### Now Happening

## U.S CHIP LEGISLATION IN LIMBO

**Editor's Note:** Please contact your U.S. Congressional senator. The following is taken from: <https://www.manatt.com/Insights/White-Papers/2017/Summary-of-House-and-Senate-CHIP-Legislation>

In early October 2017, both the House and Senate marked up legislation to extend funding for the Children's Health Insurance Program (CHIP), which covers nearly 9 million children and is a key contributor to record-low levels of uninsured children. However, Congress provided funding for CHIP only through fiscal year (FY) 2017, which ended on Sept. 30, and has not yet acted to authorize new funding for FY 2018. In an issue brief prepared for the Robert Wood Johnson Foundation, Manatt Health summarizes the pending legislation and reviews the status of state CHIP programs.

The issue brief summarizes key features of proposed House and Senate extension legislation, including Medicaid and CHIP changes as compared with current law, additional financial support for children's health coverage, and financial offsets identified in the House bill. Since the issue brief was released, the House of Representatives passed related legislation to extend CHIP. As of late November, **the Senate had not yet acted and timing for the final legislation remained unclear.**

## PROFESSIONAL CHALLENGES GOT YOU DOWN?

Yes, now ACYCP can help you and your colleagues start your own local CYC professional organization, with minimal effort. After extensive effort, we **now have an organizational start-up kit**, complete with templates for by-laws, setting up a board of directors, finding resources, and even how to incorporate. This is your one-stop-shop for creating your very own CYC organization, at whatever level you care to serve. This kit will save you and your colleagues hours and hours of needless duplication and dead-ends, as you seek to unite professionals in your area.



Photo Credit: Pixabay.com

Do you and other area child and youth care workers feel isolated and invisible? Do you long to share your

experiences and ideas with other local CYC professionals? Do you see community CYC needs going unmet due to gaps in provider communication? Are you frequently "reinventing the wheel" due to lack of expertise and experience?

**For more information contact:**

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Photo Credit: Pixabay.c

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## WELCOME NEW BOARD MEMBERS

At midnight on December 31, 2017, ACYCP not only welcomed the beginning of its 41st year, but also the start of new terms for two first-time directors; **Mark Littlefield and Tom Woll**.



Mark Littlefield has worked in numerous communities with children, youth and families since 1989. Mark has worked in the areas of child protection, child & youth mental health, adult mental health, education, residential treatment and research. **Mark is currently director of Littlefield & Associates**, an organization focused on collaborative practice, community development, ecological counseling and social research.

Mark is a North American certified Child and Youth Care practitioner. His practice uses an ecological systemic context to a strength based approach to working with people, communities and organizations. Key to his method is the use of collaborative process. As such Mark has learned a great deal about how to engage families, para-professionals, professionals and community resources towards a synergetic approach to positive change.

Mark's services include: social research; ecological counseling; group facilitation; education; organizational and community consultation.

Mark's areas of training expertise include:

- \* Sessional instructor University of the Fraser Valley, British Columbia (BC)
- \* Integrated Case Management - Levels 1 & 2
- \* 40 Developmental Assets a interdisciplinary approach to building resiliency
- \* Mental health issues - anxiety, depression
- \* Community Service management training for the province of British Columbia-Ulysses agreements
- \* Tri-Cities-3rd Annual Supporting Families with Parental mental illness
- \* Powell River SD 47 - Increasing graduation rates, an 40 Developmental Assets© approach
- \* Promising Practice, Boston. -Ulysses Agreements innovative practice in BC

**"Tom Woll** has been a leader in the nonprofit community in Northeast Ohio for over 38 years. During this time, he has been seen as a service delivery and organizational development expert. In 1996, following 25 years of leadership at Parmadale Family Services, a specialized child and family service organization, Tom accepted the responsibility to oversee the merger of 20 separate Catholic Charities agencies into the **Catholic Charities Services Corporation (CCSC)**.

CCSC is an excellent example of how a bold strategic change plan, when effectively envisioned and implemented, can produce successful results. Twenty separate entities eventually learned how to operate as an integrated service delivery system operating out of 42 different sites in eight Ohio counties, covering 3,500 square miles. The Strategic Change Initiative<sup>SM</sup> was borne out of Tom's desire to take what he had learned from the CCSC merger experience and offer it to other nonprofit organizations as they considered their own serious strategic change challenges. Tom's challenge in 1996 was, as James A. Belasco so aptly described, to teach the elephant to dance .



For a consultation or organizational analysis, please contact Tom Woll at (330) 321-9319 or email him at [tomwoll@strategicchangeinitiative.com](mailto:tomwoll@strategicchangeinitiative.com) "◇"

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## OH CANADA!

**Editor's Note: Due to illness there will be no column this issue. Melanie will be back in the spring issue! Best wishes for a speedy recovery!**



Freelimages.com/Alistair Will

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### **Help with Completing CYC Certification**

## **NEED HELP 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. Two to three days before the webinar is held 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](mailto:CYCoffice@YouthWorkAcademy.org). There is no charge for attending the webinar. Your phone company may charge for the phone call.

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 2018.

2018	Feb 14	Mar 14	Apr 11
May 16	Jun 13	Jul 11	Aug 15
Sept 12	Oct 10	Nov 14	Dec 12

## Lorraine E. Fox, Ph.D.

### A NEW YEAR'S TOAST TO "CIVILITY"

*Lorraine holds a doctorate in clinical psychology and a doctoral certificate in organizational development, and is a Certified Child Care Worker. She has trained and consulted across the United States and in Australia, Canada, Guam, England, Scotland and Czechoslovakia. In addition to extensive work with private service agencies, Lorraine is a contract instructor with the University of California, Davis, and the San Diego State University Foundation, training public service employees serving welfare and child protective clients and their community partners. In addition, Lorraine has a long standing relationship with the California Community Colleges Foster and Kinship Care Education Programs. She was awarded the Outstanding Service Award for Excellence in Teaching by the UC-Davis. Lorraine has published numerous scholarly articles, and co-authored an internationally recognized training curriculum. Lorraine has appeared on radio and television in the U.S., Canada, and Australia and has been a consulting editor for the Journal of Child and Youth Care.*



We've all noticed a rise in societal distress about what seems to be a loss of "civility" in social interaction, in both adults and children. It is embarrassing to watch television with children and teens, who witness a President calling fellow politicians (and even leaders of foreign governments) names, with no apology.

When he makes fun of people who are disabled, or uses crass names for women, youth in care witness behavior that we generally do not tolerate from clients in our programs. Panelists on news shows can be heard interrupting each other, raising their voices to drown out someone who is speaking, and name-calling others who disagree with them. These exchanges should be causing us to re-examine our role in providing guidance about "civil" behavior, and why it is important.

Civility has to do with being "polite", or courteous to other people. It is not the same kind of deep spiritual connection to others as "compassion" or "empathy", but while superficial it is meant to make life for ourselves and others more agreeable and less stressful. It goes a long way in helping us interface with others we encounter, by making interactions more predictably pleasant. It actually helps to relax our stress-response systems, by reassuring our minds and bodies that there is no need to prepare for "battle." Emotional battles, no less than physical battles, take a toll on our well-being. In environments where a large percent of the population can be assumed to suffer from "stress disorders," using civil interactions to promote calm is even more important.

Civility is meant to keep our emotional responses even. I remember the first time I asked someone about what I thought was a "ridiculous" practice in Congress, of referring to each other as "the distinguished gentleman from Alabama", or "my respected colleague from Arizona" when we knew the people speaking often couldn't tolerate each other. I still remember the simple answer: "It keeps them from hitting each other." It turns out that debate in the early days of our democracy often became physical, with fisticuffs and even duels, as a response to hearing something one didn't like. It was discovered that instilling very strict rules about how one was to address another, when speaking to them in Congress, put an end to that raucousness.

## **Now Happening**

### **IT'S HERE: PORTFOLIO ASSESSOR TRAINING**

Portfolio Assessors are a critical part of the certification process. Assessors help CYCCB evaluate portfolios during the application process. Assessors are typically, CYCCB Board and Advisory Committee members and other certified practitioners who volunteer their time. Many work in academic settings and leadership positions.



**CHILD & YOUTH CARE  
CERTIFICATION BOARD**

CYCCB will hold another Portfolio Assessor training on Tuesday, February 13, 2018 1:00 - 2:30 CENTRAL and Tuesday, February 20, 2018 1:00 - 2:30 CENTRAL. To become an assessor, a person attends both of the 1 ½ hour webinars. Between the webinars the new assessors evaluate a sample portfolio. To become an approved assessor, a person completes the webinar based training and then works with a more experienced assessor for a period of time following the training. Assessors typically evaluate 1-3 portfolios each month. Assessors can ask for time off when time crunches occur. Beginning in January portfolio assessors will be paid a \$25 stipend for each portfolio they review.

Portfolio assessing is a professional activity that qualifies for CEU hour credits in the certification renewal process. It is documented with a letter from the assessor listing the number of assessments conducted during a period. Each assessment is considered as 1 hour of professional development. A maximum of 8 hours of portfolio assessing can be claimed as professional development in each year period. The portfolio assessment training qualifies for 4 hours of professional development credit.

The webinars require that you have available a computer and high speed internet connection. Audio can come from a computer speaker/mic, headphones, or from a phone line.

[Follow this LINK to register.](#)

[Contact Frank Eckles at the CYCCB office](#) if you have questions or need additional information.

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## **CONFERENCES ARE REALLY FAMILY REUNIONS**

**by Mark Littlefield**



"Hello", my fellow CYC family members, from Mark Littlefield in Canada. Over Christmas break, I was watching a PBS show called Finding Your Roots. You may know it; if not let me help. The idea of the show is that a historian interviews 3 famous people after researching, and then unfolding with them, their unknown family history. As you can imagine there are often tears, always surprises and sometimes epiphanies as they come to "know" their ancestors. Often each episode ends showing individuals how they share similar historical relatives with previous guests. I find this show interesting, because it displays how surprised we are when we explore who we are "connected to." Through our connection to these people, though distant, we come to understand that we are more alike than different. Finally, I also appreciate that, as they explore a person's family story, the host focuses on strengths and the knowledge gained through our familial stories.

So, you may wonder why I am sharing my enjoyment of a TV show with you today. Well, we are having a **CYC conference (family reunion) in Richmond (Vancouver), British Columbia, Canada, May 1st to May 4th, 2018.** [Editor's Note: See promo following this article.] I would like to invite you, my

distant CYC family members, to come up and visit. I know it is a little funny that this year we have two conferences (world and international), within a four-month period [Ed. Note: see "Nurturing Hope", Ventura CA, Jan. 15-18]. This may make it difficult for some of you to attend both, as I know all of us have scarce resources. Perhaps upon reflection, our CYC family elders (i.e. conference planners) could consider this concern for the future? Anyway, let's talk about the British Columbia's 12th International Conference.

Prior to the main conference, we have an event called "Educators' Day." In the past, this event has focused on developing an accreditation process for college and university CYC programs (mostly across Canada), which has now been accomplished. The new hope for this Educators' Day is to consider what this event might focus on in the future. I am hopeful that one element of Educators' Day (perhaps "Education Day" might be a better name) would be to seek feedback from students, graduates and educators, to the accreditation body; a form of continuous quality improvement. This could ensure that post-secondary education maintains high levels of relevance to the CYC field. As a field, we have dialogued, from journal articles to personal conversations, about the benefits and concerns around increasing "professionalization" activities, such as accreditation and certification; a healthy activity I think. I believe that professionalization of CYC practice, through accreditation and certification is our responsibility to the kids and families we serve. However, we need to make sure we do this our way, anchored in the CYC professional perspective. Therefore, I invite you to join us, not only for the conference, but also for Educators' Day, to make sure that this important gathering includes a broad representation of CYC professionals.

Let me stay on professionalization for just a little longer. So, accreditation of post-secondary programs, like the CYC-P certification process, occurs because practitioners wish to move towards a goal of increased consistency and quality service (whatever that service is), in this case teaching and learning. Becoming a member of a collective body, like individual certification or program accreditation, enables an individual to suggest what CYC "professional standards" should be met within their organization; speaking singularly, but representing the plural (family). Finally, like the certification experience, the accreditation process is not always easy, can be time consuming, and ultimately requires personal and professional resources. We go through this, because we know the benefits outweigh the costs. This Educators' Day we are hoping to have students, graduates and educators attend, to explore how we move CYC post-secondary teaching and learning into the future. We wish to engage with all those connected to the teaching and learning of youth and child care, to know what aspirations we have for the future. I hope you can join us! Please feel free to contact me at [marklittfield@shaw.ca](mailto:marklittfield@shaw.ca) for more info about Educators' Day. [To see more about the entire conference itself, please follow this link.](#)

Before I say good-bye, I would like to add a little more about the idea of a conference being a family reunion and the power of personal stories. Being a CYC-P is a story of triumph and dedication, about which others may be mis-informed or even fearful. I hope certified CYC professionals will come and tell those undecided about certification; your truth about your personal commitment to professionalization, which you have made, so we can expand our collective numbers in attendance. I also hope that by attending the conference, you will personally gain through connecting and re-connecting with your "CYC relatives", both near and far. I hope you will be able to: hear stories of others through personal conversations, listen to presentations on what and how we do what we do in locations around the globe, and potentially meet and personally interact with community elders. These are elders who have set down pathways we have followed to the present day; pathways you will expand and improve through continued education. Ultimately, as we come together to learn about and with our extended CYC family members, you can influence our professional narrative and speak to our field's future. I hope that some of you can make it to our conference reunion to develop and deepen existing relationships, while building new ones. I hope to see CYC-P family members, who can share their struggles and triumphs in becoming and being CYC-P's.

One last soap box address if I may. I guess I am a bit of a romantic, and to some degree an optimist, as I see professionalization of the field, and thereby each of us, not as an elitist process. Rather, I envision the potential we have to share a common voice, developed through personal connections; a way to unite us under a common banner, emblazoned with our CYC professional identity. Thereby, we will speak collectively to the larger community of human and social service policy and practice professionals. We have the potential to influence the way all helping fields work, more collaboratively and pluralistically, with vulnerable kids and families. Send me an email if your coming so we can find a time to meet and chat about what we love, Child and Youth Care.

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## INTERNATIONAL CYC CONFERENCE





Come join us for the  
**20th National &  
 12th International  
 Child and Youth Care  
 Conference 2018**

**Transitions and  
 Transformations:**  
*Influencing change  
 through relational  
 practice*  
 Join us for 3 days of  
 information and  
 inspiration at the  
**Sheraton Vancouver  
 Airport Hotel**

Visit  
[www.cycabc.com](http://www.cycabc.com)  
 for  
**Registration &  
 Call for  
 Presenters**  
*Coming  
 Soon!*



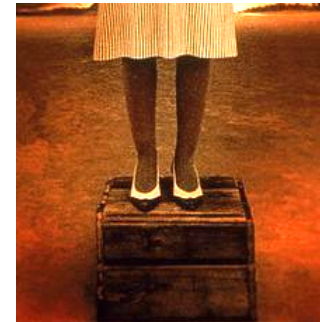
Booking reference: "National Child &  
 Youth Care Conference Rate 2018" or Group  
 Code "ND13AA"  
 Phone: 1-800-863-0299  
 Email:



## FROM THE SOAPBOX...AGAIN!

*By Karen VanderVen, Ph.D., Professor Emerita Department of  
 Psychology in Education University of Pittsburgh*

Another year has gone by and we are facing a future both of opportunity and of threat. It will take a special effort for us to take advantage of the opportunities we are offered, and to counter the threats that prevent us from making the most of what we can do that will serve many people well. Bearing this in mind, here are some suggestions from me as to areas to emphasize in 2018 (yes, you've heard some of them already).



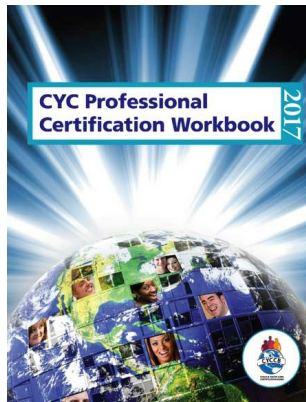
- Promoting the generic field of caregiving. Yes - as you know I've advocated for years that the child and youth care field must look beyond its "youthful" boundaries and definition to take its special and now well-defined offerings to people throughout the life course. Now it's more imperative than ever. People are aging and need the quality of service, professionalism, and developmentally oriented caregiving that we now offer to children and youth. Our advances towards defining the content areas of the field now place us in the position of being able to extend our scope to people of all ages. People over age 75 are rapidly increasing in number. They need the same things that children and youth do: warm, steady and caring relationships, a 'diet' of interesting activities oriented to their abilities, and a comfortable and supportive physical setting. We child and youth workers know how to provide these things. But knowing what to do and is needed is not enough now. I realize some specific suggestions need to be made. So here are a few:
- Consider developing a Certification process for caregivers for adult special needs populations and the elderly that is analogous to the current certification for child and youth workers
- Reach out to leaders in the elder care field and special needs adults fields (for example) to gain their participation in an effort to 'vertically integrate' the needs of their target populations with commonalities shared with others.
- Develop a national conference to which are invited representatives of various age ranges from infancy through old age, to explore commonalities, set goals and create an action plan.
- Encouraging play and playfulness as well as activity. If there's anything that keeps this "eternal youth" and playing Soapboxer on her maturing toes, it is concerns with both play and activity. Play, in general, in action, is more flexible, less goal oriented, and with content defined by adults. Both of course are important. As I have spoken before activities are crucial developmental enhancers for children and youth. Through content and skill oriented activities - youngsters develop domain based interests, many positive attributes, and connections with like-minded others. Interestingly in recent years, children's' activity diets have increased. But opportunities to play - to do something spontaneous, less structured, that is fun, that makes one laugh -are also

important. For adults playfulness is a way to re-connect with their inner child gone by and discover new attributes that are helpful in life, and pleasures. For children it is a way to develop an approach to life that enables them to think creatively and develop many attributes such as initiative, planning ability, communication skills, resilience, and imagination - that will aid them in carrying out a successful adulthood. Combining opportunity for play with more structured and organized activities is the best approach of all.

[READ MORE](#)

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## CYC PROFESSIONAL CERTIFICATION WORKBOOK PUBLISHED



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](#)

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## YES, YOU TOO CAN BE AN INSTRUCTOR!

Do you have skill sets in a youth and childcare specialty? Would you like to share your CYC experience with colleagues in the U.S. and Canada?

Whether you are a novice or an experienced presenter, **ACYCP's Professional Development Committee** would like to hear from you! We can help you with every step from helping with your PowerPoint slides to tips on how to organize and pace your presentation. Like so many of ACYCP's activities, you'll be helping your CYC colleagues do more and do it better. In addition, it will look great on your resume.



Photo credit: pixabay.com

We're looking to schedule a line-up of presenters for each quarter, beginning in 2018. So holler back and sign-up to take ACYCP to the next level!

For more information, kindly contact:

Michael Mitchell (Initial Coordinator)

(608)846-2860 (Madison, WI)

[propman46@gmail.com](mailto:propman46@gmail.com)

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## Now Happening

## YOUR FUTURE IS BRIGHT WITH ACYCP!

As you complete the final steps of your **ACYCP Certification** (or



renewal), don't forget that it **requires that you join a child and youth care (CYC) professional association**. And while there are numerous fine state and local CYC organizations, we like to think that **ACYCP is the best value** for your membership requirement. ACYCP works hard to embrace the **full spectrum of CYC specialties** in its activities and benefits. Just cruise on over to:

<http://www.acycp.org/acycp-individual-membership>

and follow the instructions. Join us as we begin the **next 40 years** as the premier omnibus CYC organization in the U.S.

Interested in serving on the Board, a committee or presenting a webinar? Contact Membership Services Chair, Michael Mitchell, at [propman46@gmail.com](mailto:propman46@gmail.com), or call him in Madison, WI at (608)846-2860.



Photo credit: Pixabay

## WELCOME!

### Q&A FORUM

By Michael Mitchell



### BRINGING "ADULT CHILD" ISSUES INTO THE CYC WORKPLACE

**QUESTION:** I haven't worked at my new CYC job very long. However, I've already found out that the staff here is petty, gossipy, cliquish, even vindictive, and very unprofessional. Staff would never think of treating clients the way they treat each other. Most have never worked at any other job, as I have. This would never be tolerated in any other line of work. Is this normal for CYC work, or am I in the wrong field?

**Answer:** Well, the answer is **Yes and No**. In some ways it's a Catch-22. One of the commonalities, which people working in the CYC field have, is that they often share many of the same life-experiences as their clients. For many of us, it's why we got into CYC work to begin with.

This is both advantageous and disadvantageous for everyone involved. On the upside, it could be said that "when clients (especially children and youth) speak a sentence, staff with certain personal experiences, often understand a paragraph." The drawback can be that, left unresolved, these experiences can lead to what are popularly called "**adult-child issues**." Some people have been able to resolve these past experiences (and reap the beneficial lessons), while others have not. When these issues are not resolved, they, along with the unresolved pain and anger, get carried over into adult relationships. In the CYC workplace, this can lead to poor boundaries, misplaced anger, issues with authority, plus a host of other dysfunctional attitudes and behaviors. According to **Professor Emerita Karen Vander Ven**, "...My earliest article...listed all the reasons I could think of as to how one's childhood motivated one to select or 'end up' in the field...the relationship of one's childhood to one's approach to child and youth work is fundamental and integral. All of these different perspectives, approaches, and values go right into the work place and can certainly set up conflict and poor practices.... there is the issue of how once in, one's 'working model' of childhood, and what's 'good' for children obviously affects how he or she does the work. And this is where trouble can come in....One of my professors...said to us, as we were about to head out into full time jobs in the field, 'It's not about working with the children. It's about working with the adults!' Is it possible that this instructor was talking about staff, as well as clients?"

Popular CYC commentator and blogger, **Tom Woll**, takes it even further. "Some organizations seem to thrive on in-fighting. It doesn't take long to realize this when you find it. Sometimes they've been fighting so long that it seems quite normal for them. Organizations that have established a pattern of showing mutual disrespect will have great difficulty surviving in the days ahead. Disrespect works against everything we will need. Whenever patterns of disrespect are long established, it is probable that this has been permitted. Sometimes this happens in subtle ways. And sometimes the ways are more overt. If a leader permits an attack by any team member, on another team member, that could be subtle.... And sometimes the ways are more overt. Both of these 'permissions to be disrespectful' are very hurtful to any team....Organizations that thrive on disrespect are toxic. When we can't respectfully work together, there is a very good chance that we'll sabotage one another. We can't work that way."<sup>1</sup>

Both Vander Ven and Woll would seem to agree that the solution begins at the top, which may be discouraging news for those in the middle, literally.

The solution, suggests Vander Ven (taking an educational approach) is, "To change practice you begin with practice. Education would start in the field and then be connected to [instructional] kinds of [activities]...related to [the experiences]... of the learner...Reflection, education and supervision! ....And the education has to be properly delivered. Reflection asks people to specifically review their childhood and consider how their experience might shape their current child and youth work approach (values and practices). Then, education must challenge one's 'working models' (that continually change in the face of new input). Didactic information doesn't do the trick. One can get an A in "Child Development" and still carry forth unexamined practices. The supervision, if well done, can encourage individuals and groups to openly examine, and probably change, their views and practices..." This might apply to post-secondary education instruction, as well as in-services trainings.

Woll takes a more organizational management approach. "Change leaders always find ways to encourage mutual respect within their organizations. They usually start with their leadership team and make sure they show respect for one another. Part of this respect is an appreciation for one another's unique talents. There can be disagreements, of course. But teams have to know how to disagree and still remain respectful. There is great pressure on leaders to set the example for showing mutual respect. Change leaders start by expecting their team members to show mutual respect and then push out that expectation for mutual respect throughout their entire organization. What we permit, we promote. And we can't permit disrespect. When we permit disrespect between our staff we can expect those disrespectful patterns will be extended to those we serve. Disrespect is a threat to every service that we offer. Every effort we put forth to encourage mutual respect will be returned by the commitment of our staff and the quality of our services."

The child and youth care field does not have a corner on organizational dysfunction or personal politics. However, since we are not building jet airplanes, but instead trying to develop healthy self-actualizing adults, our practice is often more art than science, more craft than computation. Perhaps the answer to this question is for each of us to look inward, do an honest self-evaluation, seek enlightened assistance, and commit ourselves to personal change and growth. Is this not what we ask of our clients? As has been often said, "Children may not listen to everything we say, but they surely watch everything we do."

Never under-estimate the power of a good example!

[Editor's Note: [Follow this link to read more from Tom Woll](#)

Strategic Change Initiative 330-725-3908 ]

**1Woll, Tom, "The Behavioral Capacity - Encourage Mutual Respect"**

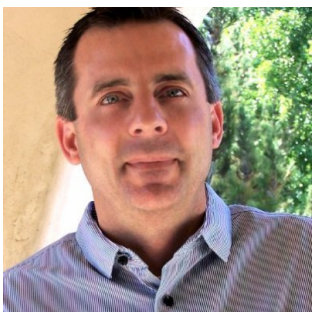
**2 Ibid**

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## Competencies in Review

### RELATIONSHIP AND COMMUNICATION

By James Freeman



This fourth competency domain focuses on the development of relationships and effective interpersonal communication. It also highlights the application of relationship and communication within family and team systems.

The act of caring for someone is, by its very nature, interpersonal. Our ability to be present and engaged with another individual, requires ongoing growth in our own awareness and understanding of self. We engage young people in their life space, which includes all of the aspects of relationships, activities, interests, structure, and routines of daily life. We promote personal agency, by supporting young people to make choices, share authority and responsibility, build relationships in the community, and contribute to social change. This work in the life space of others, requires intentionality about how we model the characteristics of healthy interactions and navigate interpersonal boundaries.

Effective communication involves a wide range of verbal and non-verbal skills (e.g. presence, listening, use of questions and silence, reflection, and reframing). It requires awareness of our own communication style and learning to adapt to various situations (e.g. individual and groups, moments of calm or crisis, setting boundaries respectfully), cultural contexts, and developmental stages. Written records must be respectful, non-judgmental, and avoid language difficult for others to understand. Respect for privacy and confidentiality are also important considerations. Because advocacy is an essential aspect of caring we look for intentional ways to empower young people by making their voice heard or speaking up for them.

Family systems are made up of interconnected and interdependent individuals. Relationship building and communication is thus connected to the various roles and rules within the family, the presence and

engagement of others, family history, cultural values and traditions, and life experiences. The work of caring often involves supporting young people in developing social connections in their community and supporting family members in developing positive relationships.

Child and Youth Care practitioners typically work in teams and often as part of an interdisciplinary team. Effective relationship building and communication within the team or group system requires some of the same skills as when working with youth and families (e.g. mutual respect, proactive communication, acknowledging differences, shared decision making, supporting and building up team members, conflict resolution, relationship boundaries, consulting, giving and accepting feedback).

Along with the previous domains of professionalism, diversity, and human development, this domain provides a foundation for effective practice. [Editor's Note: [Please follow this link or a complete listing of all the Competencies.](#)]

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### **From the Field Toolbox(Part 3):**

## **FROM THE FIELD TOOLBOX: HOW TO WORK SUCCESSFULLY WITH FUNDERS IN YOUTH EMPLOYMENT PROGRAMMING**

*By Michael Mitchell*



**[Editor's Note:** The following is Part 3 of a 4-part series (see the fall 2017 CYC Advocate for part 2) and is reprinted here with the permission of the Juvenile Justice Information Exchange, from the June 12, 2017, "Ideas and Opinions" section of their on-line bulletin, and the author]

While it might not be productive to try to rank youth employment stakeholders by their importance, there's no doubt that funders are essential, if not critical, to the success of any youth employment venture. But working effectively with them, unlike some other stakeholders, is a skill area that leaves little room for error.

We talk of funding partnerships: Just like a sound marriage, this means not just cooperation for mutual benefit but accepting the good along with the not-so-good. This starts with perception, followed by a shift in attitude, leading to a new commitment, culminating in a strong execution. Taking a value-neutral attitude with funders corrects the take-it-or-leave-it perception we may have of many grant makers. In reality, funders not only help keep the lights on, but perhaps surprisingly, they can actually keep program management honest, mission-focused and results-oriented.

Success in real estate is said to be all about "location, location, location." Success in youth employment fund-raising could be said to be all about "outcomes, outcomes, outcomes." Gone are the days when grant-makers would lavish money on programs with warm touchy-feely descriptors, fuzzy rationales and vague results. Gone too are attempts to prove a negative, in which programs claim that they prevented negative circumstance, had their services not been available.

Today, those controlling the purse-strings want hard evidence to support any claims of success. This is more than collecting rudimentary statistics. There must be a clear and convincing demonstration of positive change. It is no longer acceptable to state that "services were provided." Now we need to show how these services resulted in specific outcomes for youth.

In other words, how did the input of resources result in measurable changes over time? Demonstrate this effectively and the work of writing an application to an RFP (request for proposals) or grant is more than half done.

Change occurs in one or a combination of three domains; affective (emotional), cognitive (mental) and/or behavioral (performance). However, results alone are not enough. There must be a baseline from which to measure progress from beginning to end. Without a well-defined beginning point, there can be no meaningful ending. This, in turn, requires a test or assessment to determine what the current collective status is for the population being served, expressed in quantitative (mathematical) data.

There is a place for qualitative data, but this is less persuasive in our "show-me-the-money" world. Assessments can be observational (poor), self-reporting (better) or performance-based (best). The more objective the assessment (and hopefully free from unintended bias), the more likely a grant will be approved.



Converting raw data into percentages is essential to getting the message across, so do the math for them. Use both internal data and external studies/reports in making the case for funding. Some grant-makers ask grantees to take this a step further and calculate the cost-per-person as part of a general cost-to-benefit analysis.

In short, this means how much gain was achieved for the money invested. This may sound cold, but it's not an altogether unreasonable requirement. We need to understand that funders are charged with the responsible stewardship of the funds they raise and distribute. Proving that limited resources were used to address the greatest needs, by the most effective and efficient means, is the mantra by which most funders live or die; accept or reject grant requests.

If it might be said that there are no perfect youth employment programs, then the same is probably true for funders. However, even personal influence can't match the clout of money. So grantors have the upper hand when it comes to setting terms and conditions

However, this inequity can be offset in a number of strategic ways. First, as mentioned above, gather the measurable data and translate that into comprehensible outcomes. Next, develop a strong communications network with the other stakeholders. Use electronic media, bulletin blasts, annual reports, public events and word-of-mouth to keep stakeholder attention focused on the program. Third, develop personal relationships with civic leaders and persons-of-influence in the community.

Remember: Out of sight is out of mind, and out of mind means out of money. This especially applies to political representatives, who vote on governmental budget allocations. Lastly, set up an internal review system whereby established policies, procedures and performance outcomes are evaluated in light of current needs and requirements. If it works, keep it. If not, modify it or throw it out altogether. This keeps programming relevant, flexible, beneficial and more prepared for the next paradigm shift in youth employment funding. Relying too heavily on a reputation earned from past success is a formula for complacency, inefficiency and ultimate extinction.

Over the past decade several trends have emerged that have proven challenging to nonprofits both large and small. Knowing how to accommodate these changes in the way funders decide who, how and how much can save wasted time and frustration with the grant-writing process.

## [READ MORE](#)

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### President's Perspective

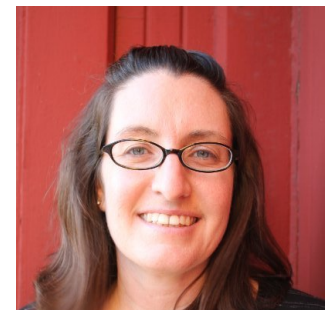
## SAILING ON, WITH THE WIND AT OUR BACKS!

Jody Rhodes

As I reflect on 2017 and look forward to 2018, I am in awe of all the great things being done in youth work around the U.S. and in Canada; especially by ACYCP. I am blessed to be the president of the ACYCP, with a board of directors, which represents all types of youth work, a thousand years of experience, and who are so dedicated to the field. The board comes from all over North America; from southern California to New Brunswick, and Texas up to British Columbia.

Some things that I am proud the ACYCP accomplished in 2017 include:

- Celebrating our 40<sup>th</sup> Anniversary. We turned 40 years strong in 2017 and celebrated in Milwaukee, WI in June with an event that recognized the 40 years of hard work and **the leaders who founded and grew our organization into what it is today.**
- Starting the process of **combining the two youth care certification systems.** Through the **CYC Institute and CYCCB**, we are the entity in the US and Canada certifying youth workers. Look for exciting updates in the future!
- Holding our **first professional development webinars** for youth care workers throughout the US and Canada; watch for more of these opportunities in the future as well!
- **Revising our Code of Ethics**- the foundational document upon which all our youth work is based. **Special thanks to the ad hoc committee** that helped accomplish that.
- Making available a **CYC organizational start-up kit**, for those CYC professionals seeking to establish a CYC organization, to **strengthen local collaboration and individual support.**
- Establishing and awarding our first **ANNUAL Carol Kelly Newcomers' Award**, (see announcement elsewhere in this issue) in honor of world CYC and ACYCP pioneer, **Professor Carol Kelly**, who passed away suddenly in 2017.



- I would also like to welcome **new board members Mark Little** (in Canada) and **Toll Woll**.

I know 2018 will also be filled with accomplishments that help move the youth work field forward, with the help of ACYCP members. All the youth workers, that are a part of the ACYCP and elsewhere, are doing the good work that is helping so many children and youth thrive and prosper. You are appreciated more than you may ever know. Keep up the hard work; we know it is hard, yet critical, work. Thank you for all you do!

## Now Happening:

## ANNUAL AWARD HONORS CYC PIONEER, TEACHER AND MENTOR

It is with great pride that the ACYCP Professional Development Committee announces the **2018 opening of nominations for the annual ACYCP Carol Kelly Newcomers' Award**. This award was established to honor the example, spirit and legacy of child and youth care (CYC) pioneer, teacher and mentor **Carol Kelly**.



Nominations are **open now** under the follow criteria:

- Nominees and nominators **both must be current ACYCP members**.
- Nominees must have a **minimum of 3 years paid CYC experience**.
- Nominators may consist of more than one person, but at least one nominator must be an ACYCP member.
- Nominators may submit more than one nomination, but on separate nomination forms.
- Nominees may come from any professional CYC community of care.
- Nominees may come from any level of practice (ex. direct care, research, administration, supervision, etc.)
- Nominees may reside or practice in any part of the world.
- Finalist nominations are reviewed and a winner selected by the ACYCP Board of Directors.
- Nominations are coordinated and vetted by the ACYCP Executive Board.
- Winners are only eligible for one award.
- Nominees hereby consent to their nomination and any related publicity.
- Nominators hereby consent to any publicity related to their nomination submission(s)
- Award finalists will be notified prior to the selection of a winner
- The award announcement and/or presentation will be made by the ACYCP President, at a time and/or place of the ACYCP Board's choosing. The award winner need not be present to qualify.

To download a nomination form, go to [www.acycp.org](http://www.acycp.org) and click on **Scholarships and Awards** and follow the directions. The **deadline** for the 2018 award is **Tuesday, May 1, 2018**.

## Resources At A Glance

### WHAT'S OLD IS NEW AGAIN

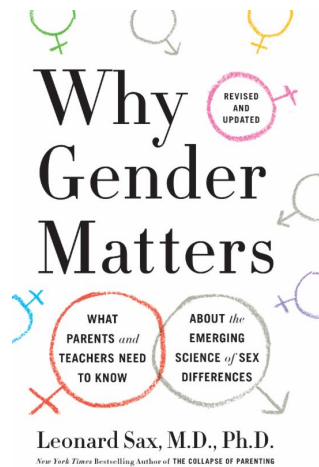
By Michael Mitchell

About every few decades or so a book, op-ed piece, journal article, scientific study, or commentary comes along, which heralds a paradigm shift of major proportions. Regardless of the field, the impact is nothing short of revolutionary. More likely than not, these compositions spark much controversy and heated debate. As has been said at many times: "There is nothing more dangerous than a new idea."

Nowhere has this been more applicable than in the case of **Leonard Sax's (M.D., Ph.D.)** book, ***Why Gender Matters: What Parents and Teachers Need To Know About The Emerging Science of Sex Differences***. (Updated and reprinted in paperback in 2017)

Perhaps beginning with the Golden Age of Greece, people have wondered, philosophized and debated about how children develop into saints or sinners; self-actualizing adults or socio-paths. Rather than seek more data, many people fell back on broad generalizations, such as Alexander Pope's "...just as the twig is bent the tree's inclined." And so the debate has raged; is it Nature (innate physiology) or Nurture (environment), which plays the dominant role in individual human development?

Published in 2005, this landmark work premiered to a hailstorm of controversy and push-back; yet perhaps understandably so. With the US still reeling from the overturn of "separate but equal" education in *Brown vs the Board of Education*, and new socio-political movements bent on rooting out sexism, racism and homophobia at every level of society, Dr. Sax's explosive work couldn't help but light its own fuse in such a polarized environment.



So what's changed in the intervening years that would warrant revisiting this besieged author? The increased visibility of transgender people, that's what. Today more than ever, the scope of the debate has expanded well beyond male versus female; black versus white; straight versus gay; rich versus poor. For perhaps the first time in American history, we are now challenged to look at the **full continuum** of human gender identity development and expression. With Dr. Sax's work staking out a stunningly well researched middle ground in the Nature versus Nurture debate, it appears that his work is even more relevant today than it was at its debut.

I had the great good fortune of hearing Dr. Sax as a keynote speaker and presenter at a conference entitled "**Boys In Crisis**" about the time this book first appeared. The concepts (and their implications for best practice) were nothing short of an epiphany! But this paled in comparison to what was to follow!! At the time, I was working with a co-ed population of multi-level juvenile offenders, in a community setting, with LD, ED, CD, Special Ed, mental health, and especially ADHD "designations". I was struggling to deliver competency development services, in an after-school classroom setting, around employment skills training. I doubt that I have to detail the numerous challenges, which came with this particular youth cohort. As I often like to say, Dr. Sax "blew the doors off" of everything I thought I knew about how boys and girls learn while I was in grad school.

In order to field-test the applicability of Dr. Sax's concepts to my own situation, I set up a one-year pilot study. Making no other programmatic changes, other than to separate my clients by gender, I waited and watched. In almost the blink of an eye, off-task behaviors dropped significantly. Attention spans appeared to increase. Critical thinking seemed to improve in a less distracting environment. Discussions of content materials become more spontaneous and participatory. Even learning retention seemed to improve, as reflected in group performance using a self-developed board game, designed for instructional review and summary mastery assessment. Granted, these observations were subjective and anecdotal, but the outcomes also spoke for themselves. The results were so significant that I adopted the new structure for the next 10 years, until my retirement.

As Dr. Sax so vitally questioned, I too began to wonder as to exactly how many of my "labeled" youth had actually been *medically diagnosed* (versus *educationally evaluated*), especially those on medication for ADHD. It didn't take long for me to see that, like the juvenile justice system itself, the majority of adolescents in this category were youth of color-and overwhelmingly male. And their parents weren't happy about it. Looking at my agency and my profession through the lens Dr. Sax had provided, I soon found my own evidence to support almost every one of his research-based conclusions.

The one aspect, which Dr. Sax doesn't seem to target significantly, is that of accommodation. Yes, dividing my teens into two groups did double my instructional time, making for some very long days. However, the drastically improved outcomes came with both personal intrinsic and tangible rewards, making the effort well worth the increased work load. In almost any other similar situation, the logistics of such a change would have required the hiring of additional staff. And that means money; something youth and child services seldom have enough of. This is perhaps why new ideas are so slow to be adopted. Few grantors seem to want to fund pilot studies, and if they do, they seldom seem willing to sustain the successful ones; a flaw I've observed in after-care planning and services, for example. Just look at our deficient foster care system. With agencies unable to secure new funding, and afraid to shift or stretch existing dollars to implement innovative approaches, it's little wonder new ideas (derived from new research) seem to lag so far behind the recognized need.

Be all this as it may, CYC professionals would do well to approach Dr. Sax's work with an open mind; not only an open mind, but a mind-set willing to be critically self-reflective, flexible, and creatively pro-active, in order to reap the rich harvest of ideas available in this work. After all, in the final analysis, does anything matter more?

To learn more about Leonard Sax, go to: <http://www.leonardsax.com/>



Your children are not your children.  
They are the sons and daughters of Life's longing for itself.  
They come through you but not from you,  
And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,  
For they have their own thoughts.  
You may house their bodies but not their souls,  
For their souls dwell in the house of tomorrow,  
which you cannot visit, not even in your dreams.  
You may strive to be like them,  
but seek not to make them like you.  
For life goes not backward nor tarries with yesterday.

You are the bows from which your children  
as living arrows are sent forth.  
The archer sees the mark upon the path of the infinite,  
and He bends you with His might  
that His arrows may go swift and far.  
Let your bending in the archer's hand be for gladness;  
For even as He loves the arrow that flies,  
so He loves also the bow that is stable.

*--Kahlil Gibran*

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### **MOVING? CHANGE OF JOB? GOT A PROMOTION?...**

Well, we wish you all the best of success! But don't forget to take us along! Who knows, your ACYCP membership benefits and resources may come in real handy in your new situation. Or does your current email not permit personal or outside messages? Just get us your new email contact and any other membership data updates. So put us on your calendar or to-do list to make sure our contact remains unbroken. Just shoot off a quick easy email to [acycp2011@yahoo.com](mailto:acycp2011@yahoo.com) with all your relevant changes, and we'll take care of the rest. We're soooo confident you'll be glad you did!

### **LINK WITH US!**

CYC agencies and organizations may email the general email address at: [acycp2011@yahoo.com](mailto:acycp2011@yahoo.com) and send their logo and web link, along with the name and contact information of a designated representative. Please put "Invitation To Link-ACYCP" in the subject line. We look forward to welcoming you to our communications and resource network!

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