

INTERNATIONAL LEADERSHIP COALITION FOR PROFESSIONAL CHILD AND YOUTH CARE: MILWAUKEE, 1992

Last March 19, 20 and 21, at what many people are now calling one of the major events in the history of the field, over 65 international representatives from associations, education programs, and agencies met in Milwaukee to discuss ways they could work together to promote competent care for children through professional development of the field. After agreeing that a remarkable amount of progress had been made over the past few years, participants worked in task groups to identify themes and strategies. The outcome was the rigorous action plan outlined below.

At the Canadian National Conference in Victoria, B.C., project managers were assigned to oversee implementation of each strategy. Reports will be made in October, 1992 and February, 1993 when the Coalition will meet again in Fort Lauderdale. A full report of the proceedings of the March meeting is also in the process of development and will be printed in a future issue of Child and Youth Care Work. If you would like to volunteer to participate, please contact the Child and Youth Care Learning Center, University of Wisconsin-Milwaukee, (414) 229-5797.

STRATEGY ONE: PACKAGING AND MARKETING

Project Manager: Karen Williams
Volunteers: Rey Galindo, Pierre Laliberte,
Marty Mitchell, Larry Brentro,
Sandra Powell

OBJECTIVE 1

Develop a public awareness campaign for the purpose of telling our story.

Action Steps:

1. Produce a (generic) brochure. (One year)
 - informative
 - inspirational
 - valuing
2. Extend the same message to all available media, (i.e., T.V., radio, newspaper, etc.) N.B. keep the message clear, consistent and positive. (Five years)

STRATEGY TWO: DEVELOPING ADMINISTRATIVE SUPPORT

Project Manager: Skip Stuck and Thom Garfat
Volunteers: Mike Moulder, James Walker, David Thomas

Objective 1

The development of a plan to bring together Child and Youth Care Worker Associations and Child Caring Agency Associations is critical.

The practitioners must develop an ongoing dialog with the agencies where children, youth and their families are served. This dialog should work toward the elevation of professional training and recognition.

Action Steps:

1. Share summaries of the "Summit" proceedings with all agency executives and members of associations. (One year)
2. Develop a "white paper" describing the specific goals of the collaboration.
3. Identify examples of agency and association collaborations that are currently succeeding in elevating the profession. (One year)
4. Gain broad child caring agency association endorsement of professionalization activities. (Five years)
5. Establish child care worker associations in all states and provinces. Develop effective communication among them. (Five year)
6. Association sponsorship of child and youth care professionalization workshops, seminars and conferences targeted toward agency administrators. (Five years)

Objective 2

Incentives for the development of child and youth care professionals must be established within every agency.

Action Steps:

1. Create and disseminate a survey to identify supportive administrators and successful incentive programs. (One year)
2. Compile a catalog of successful incentive programs. (One year)
3. Seek potential grant or other resources to study the effectiveness of incentives and to establish pilot programs. (One year)
4. Develop program exchange for successful programs. (Five years)
5. Create ongoing administrators' network. (Five years)
6. Establish professionalization incentives in every child and youth care agency and organization. (Five years)

Objective 3

The development of public agency support for professionalization is critical. Funding allocation decisions, training programs, as well as licensing standards and regulations, each impact greatly upon the profession.

Action Steps:

1. Develop a program of public education targeted toward practitioners and administrators working within the public sector. (One year)
2. Ensure that all state, provincial and county agencies who license, regulate or purchase the service as child and youth care workers are included on professionalization related mailing and newsletter lists. (One year)
3. The creation of ongoing links between child and youth care and public agencies at both administrator and practitioner levels. (Five years)
4. Ensure that representatives of the child and youth care field are a part of the licensing and standards review process. (Five years)
5. Public agencies will recognize the value of fully professional caregivers in their employees and to the services they purchase. They will actively support professionalization efforts. (Five years)

**STRATEGY THREE:
CREATE NETWORKS AND COALITIONS**

Project Manager: Norman Powell
 Volunteers: Floyd Alwon, Arlin Ness, Martha Holden,
 Andy Munoz, Karen VanderVen,
 Abbey Manburg, David Thomas
 (Canadian volunteers needed)

Objective 1:

Identify the critical and influential organizations for strategic alliances, for example:

- field related
- educational
- funding

Action Steps:

1. Share the agenda.
2. Identify areas of mutual collaboration.
3. Establish consensus.

Objective 2:

Target pivotal and specific international and national conferences in the next twelve months.

Action Steps:

1. Share agenda (outcomes of meeting).
2. Collect information.
3. Obtain dialogue time.

Specific conferences to target:

1. International Institute of Special Education 1993—contact Gary Carmen
2. FICE - Luxembourg - May, 1992—contact Karen VanderVen
3. Excellence in Training - Scotland - July, 1992—contact Martha Holden

Objective 3:

Develop tools for coalition building.

Action Steps:

1. Create networks and coalitions
 - nationally and internationally
 - with the media
 - locally with families and communities
 - with provider agencies

Objective 4:

Pool resources of this group.

Action Steps:

1. To seek multi-one-year funding
2. To identify in-kind contributions, publication resources, connections.

Objective 5:

Develop an internal system for communication.

Action Steps:

1. Agenda - information package
2. Press release
3. Compilation of newsletters from pivotal organizations
4. Mailing lists

**STRATEGY FOUR:
CREATE COORDINATED TRAINING
AND EDUCATION PROGRAMS**

Project Manager: Carol Ing
Volunteers: Francis Hare, Dale Curry,
Sister Madeliene Rybicki, Ray Peterson

Create coordinated training and education programs with the purpose of:

- a) promoting and developing more diploma/degree programs
- b) accreditation
- c) examine curriculum: core competencies, values, integration of theory, practice, research skills

- d) develop curriculum: currency, leadership development
- e) linkages between inservice to preservice and all preservice levels in the academic institutions
- f) networking exchanges
- g) defining and developing universal requirements for education, etc.

Objective 1:

Foster collaboration and networking between Child and Youth Care Education Consortium, NOCCWA (Education and Training), Academy of Child and Youth Care Professionals and others.

Action Steps:

1. Invite representatives from NOCCWA Education and Training Committee, etc. to Victoria in May, 1992 to attend the Child and Youth Care Education Committee meeting. (Three months)
2. Coordinate a meeting between Child and Youth Care Education Consortium, NOCCWA (Education and Training), Academy of Child and Youth Care Professionals, and others for networking, articulation and collaboration. (One year)
3. Hold a joint conference for child and youth trainers and educators with the following streams: (Two-three years)
 - a) Curriculum: (i.e., course development)
 - b) Student/worker, (i.e., learning processes)
 - c) Trainer/educator issues
 - d) Environmental factors
 - e) Innovations within curriculum, curriculum currency, (i.e., leadership development)
 - f) Professional integrity
 - g) Linkages, (i.e., agency—>institution, colleges—>university, etc.)
 - h) Articulation between trainers, educators, diploma and degree programs
 - i) etc.

The purpose of the conference would be to foster collaboration and articulation between inservice training, diploma, and degree programs; to address common curriculum and program delivery issues, curriculum development, worker/student development issues, and other concerns; to develop ongoing joint conferences for child and youth care educators and trainers; and to promote an exchange network of material, international developments, curriculum, and common concerns.

Action Steps:

1. To define competencies for child and youth care trainers. (Five years)

Objective 2:

Promote, increase, and support new and existing education programs. Objectives are to define universal, and academic credentials for entry to practice, and to articulate a career ladder to include inservice/academic programs.

Action Steps:

1. Victoria meeting to establish a task group to gather existing care competencies required of a child and youth care professional. (Roy Ferguson to put this on the agenda) (Three months)
2. Task force to request Milwaukee participants to be sent responses on the Conference Research Sequence to Karen VanderVen and Martha Mattingly. (Three months)
3. Committee to analyze what exists in the child and youth care curriculum, core competencies, and certification, and to identify curriculum gaps/new trends in the child and youth care field. (One year)
4. To write position papers that promote, increase, and support the need for preservice education programs and increase linkages between agencies and educational programs. (One year)
5. Develop and articulate a transferable career ladder in child and youth care. (Five years)
 - Inservice
 - 2 year/3 year diploma
 - 4 year degree
 - master
 - doctoral

The purpose of these action steps is to develop greater recognition of the importance of education and the need for a universally defined career ladder and entry to practice. The achievement of these objectives will greatly facilitate professionalization of the field and create awareness of the need for trained and educated child and youth care workers.

**STRATEGY FIVE:
UNIVERSAL CREDENTIALLING STANDARDS**

Project Managers: Rob Martin, Martha Mattingly, David Harrayh
Volunteers: Lois Carrigg, Peter Rosenblatt

Objective 1

Develop a professional Child and Youth Care Code of Ethics that will be reviewed and adopted by all North American practitioners in this field.

Action Steps:

1. Ensure a representative sampling of practitioners direct and indirect from all areas in the field.
2. Create a working document by March 31, 1993. (One year)
3. Have a North American document and support system by January 1, 1997. (Five years)

Objective 2

Develop a model certification process.

Action Steps:

1. Complete a review of existing certification programs and processes across North America and have a summary document available from a central location by March 1, 1993. (One year)
2. By January 1, 1997 have a model certification process and documentation in place for North American states or provinces which want to establish certification, including
 - levels of certification tied to classification
 - required practice component
 - grandparenting
 - credit banking to allow for use of a range of learning strategies and methods (Five years)

**STRATEGY SIX:
DEVELOP A PROCESS FOR EVALUATION, RESEARCH AND
DISSEMINATION**

Project Manager: Peter Gabor
Volunteers: Nick Smiar

Objective 1

Develop a format for data collection. Such a format will involve the identification of certain variables about which data will be collected in any evaluation and research projects undertaken in the field. A common way of measuring these variables will also be developed. The advantage of a common format is that comparisons between jurisdictions and projects and the aggregation of data across jurisdictions and projects will be facilitated, thereby making child and youth care research and evaluation more powerful.

Action Steps:

1. Review existing data collection formats to see if any are suitable for adoption. (Year 1)

2. If no existing formats are suitable, develop a draft format and disseminate for review by child and youth care researchers, evaluators and data base managers. (Year 2)

Objective 2

Identify the most suitable research models for field of child and youth care. One of the main criteria in assessing suitability is that the model will be widely understood within the field and that it will encourage the involvement of direct service workers in the research process.

Action Steps:

1. Explore existing models and identify those which are most suitable for child care. (Year 1)
2. Persuade educational and training programs to include these models in their curricula. (Years 2-5)
3. Test identified models in research and evaluation projects. (Years 2-5)

Objective 3

Write and disseminate a common theory of child care. This project is intended to describe the common base of child and youth care practice and to identify its key philosophies, theories, processes, and interventions.

Action Steps:

1. Prepare an outline and detailed Table of Contents. (Year 1)
2. Complete a relevant literature search and summary. (Year 1)
3. Identify suitable publisher. (Year 2)
4. Write book and publish. (Years 2-5)

Objective 4

Create a greater impact on the broad social services/human services literature. This is primarily a technical objective intended to refine and develop bibliographic tools by adding child and youth care relevant key words to bibliographic data bases and by winning greater acceptance in indexing services for child and youth care journals. The achievement of this objective will greatly facilitate research efforts within the field and will also create awareness and knowledge of child and youth care among scholars and researchers in associated fields.

Action Steps:

1. Identify processes through which decisions relating to key word selection and choice of journals to be indexed are made, and identify persons who make these key decisions. (Year 1)
2. Develop a thesaurus/lexicon for child and youth care. (Year 2)
3. Obtain adoption of this thesaurus/lexicon. (Year 3-5)
4. Persuade indexing services to include all child and youth care journals. (Years 2-5)

Objective 5

Develop greater recognition of the importance of research and evaluation within the child and youth care field and obtain more widespread participation in these processes. This objective is intended to bridge the gap between researchers and those involved in the delivery of services. The assumption is that research will be more relevant and useful if practitioners are involved in the process and, at the same time, the results of research and evaluation can inform and make more effective the practice of child and youth care.

Action Steps:

1. Convince conferences to hold research skills development workshops. (Year 1)
2. Convince educational and training programs to include research component into the curriculum. (Years 1-5)
3. Form a study group to identify a strategy for developing more accessible and less formal media/outlets for the dissemination of research. (Year 1)
4. Develop a book/training manual specifically covering methods and approaches suitable to child and youth care research and evaluation. (Years 1-3)

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JOIN THE CIRCLE OF CARE NOCCWA

The National Organization of Child Care Worker Associations is dedicated to improve the quality of care for children, youth, and families by promoting the professional development of the child and youth care field.

THESE ARE SOME OF THE ISSUES NOCCWA SUPPORTS:

- Professional care for children, youth and families
- Education for child and youth care workers
- Higher standards of practice for child and youth care workers
- Certification

BENEFITS OF MEMBERSHIP:

- Opportunity to become a part of the professional movement
- Subscription to the *Journal of Child and Youth Care Work*
- Newsletters and information about upcoming international, national, and local conferences, workshops, and professional events

NOCCWA is a nonprofit organization, which consists of State and Professional Associations of child and youth care workers, agencies, and individuals.

For membership information call:

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