



**CACEJ**

CONSEIL D'AGRÉMENT DES CONSEILLERS AUPRÈS  
DE L'ENFANCE ET DE LA JEUNESSE DU CANADA

**CYCEA**

CHILD AND YOUTH CARE EDUCATIONAL  
ACCREDITATION BOARD OF CANADA

**ANNUAL REPORT  
NOVEMBER 2015**

[www.cycaccreditation.ca](http://www.cycaccreditation.ca)

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## Presidents Report

**2015**

### **BOARD OF DIRECTORS**

**David Connolly**

**Tina Kroll**

**Doug Magnuson**

**Varda Mann-Feder**

**Heather Modlin**

**Kelly Shaw**

**Heather Snell**

**Dean Milne**

**Wendy Weninger**

2015 has been a year of sadness and satisfaction. The sadness was caused by the death of Dawne MacKay-Chiddenton, a board member and long-time friend of accreditation, after a protracted, painful battle with cancer. We saw Dawne in health and in pain. It is a tribute to Dawne's courage that it was hard to tell the difference, as composed as she always was, except that in pain she walked very slowly. Dawne was still communicating with board members by email and Facebook until just a few days before her death.

Dawne would be quite pleased to know that, as we hoped, we invited eligible CYC programs to apply for accreditation, and we have three applicants for this 2015/16 academic year and one impending applicant whose accreditation activities will be from January 2016 through the fall.

In the past year the Board, along with several working committees, made a commitment to concrete accreditation goals and aspirations and the more concrete policies and materials necessary for a working accreditation process. We have a website, a working set of policies, self-study guide, quality enhancement guide, and surveys for students, employers, and alumni.

We are also working on reviewer guidelines, ethics policies, and guidelines for recruiting reviewers.

To my colleagues on the Board and on these committees, thank you for your effort and productivity. Thank you for your group process and communication skills during these intensive conversations.

And we cannot thank enough the member programs who have supported this process.

Those of you who have been around for the past two years know that we have adopted some heuristics for thinking about what we are doing. One of them is accountability—to children and families, to our students, and to the CYC educational profession. We have also been using the phrase, "community of practice," to refer to our plan that accreditation be a hub for sharing and acquiring expertise.

These have guided our work, especially for the past year. More will be done over coming years to make these aspirations practical and useful.

This is the end of my two-year residency as President of the Board. My intention is to move on to helping the Board develop and implement an evaluation plan. My commitment is the same but it will be devoted to a different role. And I expect to spend some time helping the new President learn the role.

I will take this opportunity to suggest a few goals for all of us involved in accreditation—Board members, committee members, and faculty at member programs.

1. Accreditation activities bring together faculty and staff from all over Canada (and a few international as well) who might not otherwise have known about each other. We have noted with some satisfaction that there is a large group of educators with considerable talent. Most of these educators are not yet very visible nationally, even if they might be well-known regionally and provincially. The rest of us have some things to learn from them, and I am hoping that accreditation becomes one way for them to contribute to the wider profession and to encourage their leadership.



*The principles of  
inclusiveness,  
engagement,  
reflective practice,  
and commitment  
to quality form  
the foundation of  
the work of the  
CYCEA Board of  
Canada.*

2. We want to continue to work on developing methods of evaluating and assessing our own work that aims to be as efficient as possible at the same time it is sophisticated and rich. That is, we want to aim for the Holy Grail of data and processes that are as easy to collect as possible but lose as little information as possible. In the coming year, I hope that we will begin sharing quality improvement activities and resources, along with expertise about pedagogy and curricula.

3. CYC programs across Canada are already more different from each other than is widely known, and they are continuing to evolve in response to local needs. As we enter new arenas with new practices and new services, we have some obligation to account for our claims to expertise and effectiveness. There is some work to do, in the accreditation context, to help member programs learn to do this.

Finally, I will take this opportunity to remind everyone that we have deliberately mimicked accreditation schemes in engineering and health whose aims are quality improvement rather than a long list of concrete standards. We have done this because in Canada most provinces have regulatory processes in place, and most universities and colleges require program review. We know from experience that it is possible to complete those activities even if we are running a mediocre program. CYC accreditation aims to fill the space those activities miss. I said last year that we are trying to help our colleagues move from away from reporting toward analysis and self-evaluation. We are hoping that you will continue to help us think about how best do that.

Doug Magnuson  
President, 2013 to 2015.

## Policies and Procedures Committee

The Policies and Procedures Committee has created a set of policies and procedures that operationalize the association and the accreditation process. They are divided into five sections which include: Corporate, Financial, Accreditation Reviewers, Accreditation Process and Post-Accreditation. The committee ensures that the policies and procedures are fair, transparent and in the best interest of its membership and child and youth care field.

The Policies and Procedures Committee is in the process of finalizing the necessary ethical guidelines that will be infused in our policies and procedures manual. Ethical guidelines are pertinent to application reviewers, recruiting reviewers, accreditation reviewers, the dissemination of statistics, etc...

The Policies and Procedures Committee relies greatly on the other CYCEA Committees in the creation of policies, for example the Planning and Priorities Committee developed guidelines for external reviewers. As the accreditation process moves forward the policies and procedures will require close scrutiny inevitably requiring additions, updates and modifications. As committee chair, I would like to thank our committee members and fellow board members for their dedication and hard work to the entire process.

The coming year will be exciting as our policies and procedures get put to the test with three impending child and youth care educational accreditation applications.

2015 Committee Members: David Connolly (Chair), Aurrora Demonte and Catherine Hedlin

## Communication Committee

In the past year the Communication Committee focused primarily on developing a business plan and accompanying power point presentation outlining the Accreditation process. These are both available on our website for education programs to use as needed. We also retained responsibility for maintaining and updating the website.

2015 Committee Members: Heather Modlin (Chair), Theresa Fraser

## Development and Implementation Committee



Since the AGM 2014 the Implementation and Development committee has continued to demonstrate commitment to whatever task is at hand.

The educators who make up this committee have seen the focus of this committee shift several times over the past years as tasks are completed and new ones encountered.

Since that last AGM, our primary focus has been to edit the Quality Enhancement Plan and to support the creation of the Accreditation Self-Study Guide. Both of these documents are essential for programs as they plan and apply for accreditation. Recently we have been working on creating guidelines for the selection of Accreditation reviewers.

I continue to be impressed with the flexibility and creativity that is displayed by this group. The discussion is collegial and thought evoking and the dedication to getting tasks done needs to be commended. It remains a privilege to be connected to such a dedicated group of CYC educators.

2015 Committee Members: Kelly Shaw (Chair), Anne Black, Brenda Webb, Carol Stuart, Dawne MacKay-Chiddenton, Dean Milne, Wendy Weninger, Heather Sago, Leanne Rose



***“The CYCEA model for accreditation is an outcome based model which aims to develop standards for assessment that will support Child and Youth Care education programs in their work and demonstrate program outcomes”***

## Research Committee

After collecting data from 20 CYCEABC member programs, the Research Committee, along with University of Victoria graduate student Michael Keough have worked through the year to complete Phase One of what we hope will be a much larger research inquiry into CYC Field Practicum structures and methods. To date we have collected data descriptive of the delivery models, curriculum pathways, placement process, evaluation methods and supervision processes used in Field Practice across Canada – plus a description of the concurrent work/learning model used by member institution the University of Strathclyde in Scotland. These Phase One activities were described in our 2014 Report to the AGM and identified that as no large scale collection of data describing CYC Field Work models existed – our first priority was to create a data gathering tool, collect data and find a useful way to organize this information. Our second priority was to review this information in order to identify themes, trends and questions for further future analysis. We have accomplished these goals this year.

During the year the Committee reviewed the data to offer input into the formal analysis to be carried out by Michael Keough as part of his MCYC graduate thesis. As the membership of our Committee includes members from across Canada, and the UK, our discussions have been fascinating and fruitful. Reviewing the data we have identified that CYC students begin their first practicum experience at different points in their curriculum path – with some programs placing students in the field as early as their first semester of study, while other programs delay entry into field until after the completion of two full time semesters of study. The hours required and types of settings for experiences also vary greatly across programs and communities. Committee discussions noted the range in Field Work hours was a factor of program and credential length – and thus to increase the usefulness of this data final reporting will express Field Work hours as ratios in relation to both program length and credit value. The intention of Phase One of our research will be to describe the range and variety of Field Work practices. There will be no evaluative element or commentary on this diversity.

It is clear even at this early stage that our model of reflective research into CYC education practices holds great potential for member programs and for the CYCEAB accreditation process. It remains the intention of the Research Committee to share our findings with member organizations. We believe this data base could be of immediate use to member organizations, support quality enhancement activities and further the larger CYCE-AB accreditation process.

***To date we have:***

- Completed data collection specific to 35 questions pertaining to Field Work practices.
- Collated and formatted the data in chart form for immediate and future use. This format will also assist with data updates.
- Completed two reviews of the summary data, including the generation of a list of themes and questions for deeper analysis
- Supported the research and writing of Michael Keough through significant stages of his MCYC final project requirements
- Secured the support of a graduate student beginning in Winter 2016 to continue to assist the Committee in data analysis, literature reviews and funding sources for future investigations of CYC Field Work models and practices.
- Identified several potential journal and presentation opportunities for publication opportunities to share Phase One outcomes.

***Our goals for the coming year are:***

- Complete and share the Phase One summary of the project with CYCEAB membership February 2016
- Define activities for Phase Two: Based on the outcomes of Phase One, feedback from the CYCEABC Board, and member programs participating in the study we will determine priority questions for future investigations.
- Publish and/or present the Phase One report at relevant CYC and educational venues.
- Investigate and apply for funding to support Phase Two investigations as appropriate.
- Continue to link the Research Committee activities – specifically the data gathered descriptive of CYC Field Work models to the first accreditation process slated for the 2016 year.

2015 Committee Members: Heather Snell (Chair), Tina Kroll, Jenny McGrath, Graham McPheat, Diane Parris, Miriam Curtis, Michelle Koroll With Support from Mike Keough and Doug Magnuson



Founded in 2012, the CYCEA aims to ensure quality education for child and youth care practitioners through the assessment and review of post-secondary educational programs and the development and implementation of standards which support quality improvement.

## Planning and Priorities

Planning and Priorities had an active year. Our major role has been to monitor all the tasks of the board while continuously prioritizing and assigning deadlines. A major focus was to identify critical tasks for operationalizing accreditation so that we could begin to accept applications in the fall of 2015. We also undertook the development of guidelines regarding the selection and responsibilities of External Reviewers.

2015 Committee Members: Varda Mann-Feder (Chair), Wendy Weninger, Julie Jaglowitz

## Financial Report (Unaudited) Heather Modlin-Treasurer

As a result of some banking inconvenience, we switched banks from the Credit Union in Victoria, BC to TD Bank. Our account was set up in St. John's, NL however it is a national account and can be easily transferred to other provinces as new Treasurers are elected.

We have engaged the accounting firm of NoseworthyChapman to conduct a financial review as required in our bylaws. This review will cover the period from incorporation of the board in 2012 to the present. The review has not yet been completed but will be posted on our website when it is done.

### *CYCEAB Income Statement 10/01/2014 to 09/30/2015*

<b>REVENUE</b>		
Memberships (29)	\$8770.35	
Interest		\$2.51
Total Revenue	\$8772.86	
<b>EXPENSE</b>		
Bank Fees	\$123.80	
Contracted Services	\$1430	
Total Expenses		\$1553.80
<b>NET INCOME</b>		<b>\$7219.06</b>

### *CYCEABC Statement of Financial Situation*

<b>ASSETS</b>		
Net Income		\$7219.06
Receivables		
Accreditation Fees	\$15,000	
Carry Forward		
Cash		\$10,597.98
<b>Total Assets</b>		<b>\$32,817.04</b>
<b>LIABILITIES</b>		
Accounts Payable		
Website	\$1100.00	
<b>Total Liabilities and Net Assets</b>		<b>\$31,717.04</b>

## Members as of November 1, 2015

Algonquin College	Lethbridge College
Cambrian College	Medicine Hat
Child and Youth Care Association of Alberta	Mohawk College
Child and Youth Care Association of Newfoundland and Labrador	Mount Royal University
Child and Youth Care Certification Board	Nova Scotia Child and Youth Care Workers' Association
Concordia University	Nova Scotia Community College
Confederation College	Red River College
Council of Canadian Child and Youth Care Associations	Saskatchewan Polytechnic
Douglas College	Seneca College
Eastern College	St. Clair College
George Brown College	University of Strathclyde
Grant MacEwan University	University of the Fraser Valley
Holland College	University of Victoria
Humber College	Vancouver Island University