


Learning Center

Our most requested training topics include positive youth development, trauma/healing informed practices and approaches, self-care and mindfulness, group facilitation, and case management. Every training is built on an assessment of the participant’s current knowledge and skill level. Latest releases will be filed under corresponding sections a month after initial posting.

Latest Releases



11/16/2023

Professional Development

As the child and youth services field has matured and become more firmly rooted in science, new techniques for teaching best practices to both professionals and volunteers have continually been developed. This is especially true today, as so much teaching has shifted online.

[Read More](#)




10/28/2023

Practitioner Trainings

We offer a Child & Youth Care: Foundations Course for practitioners in partnership with the Academy for Competent Youth Work. The course is based on competencies needed for employment in any of the major practice settings including early childhood education, education, out-of-school-time, foster care, residential care, mental health, transitional living, juvenile justice, community youth services, and developmental disabilities.

[Read More](#)



10/21/2023

Mindfulness & Team-Care Trainings

Over the past decade ‘mindfulness’ and ‘self-care’ have emerged as accepted practices in the workplace for managing burnout, compassion fatigue, and vicarious traumatization. We teach a variety of mindfulness approaches for managing stress in the workplace that can also be used in youth programs.

[Read More](#)

Courses and Programs

Assessing the “Fit” Between Program Vision and Funding Opportunities

Savvy non-profit organizations generally review dozens of requests for proposals and funding opportunity announcements each year from a range of public and private funders.

Private Donor Development

These questions will help your program document the ways you already approach and manage potential donors and additional things you could be doing. Spend some time on this exercise; it is rare to find a program that is doing everything it can in this area.

New Partnership Models with Public and Private Entities

Volunteers can benefit your program enormously, allowing you to provide both basic services and quality “extras” that you otherwise could not afford. Volunteers need to be recruited and managed carefully, though, and what your program ends up getting from them is directly related to how much effort you put into them.

Your Initiatives

Private Donor Development

Most RHY programs have private donors, of course, and large, well-established agencies may have scores of donors, including major donors who contribute large sums. If this describes your program, you no doubt already know how important it is to both maintain these relationships and cultivate new ones. If you don’t have a particularly long donor list, however, and don’t have many large donors, here’s a bit of advice on how to get started.

Private Foundation Funding

Most RHY programs have received at least some local or family foundation funding. Those grants are usually small (under \$25,000) but are obviously helpful. Better yet, they may be relatively easy to get. Not surprisingly, large foundations are a different story. Their grant programs can be astoundingly competitive, and on top of that, they frequently aim to seed innovative solutions with national replication potential rather than more standard, day-to-day interventions, however much they are needed.

Using Volunteers to Extend Your Reach

Volunteers can benefit your program enormously, allowing you to provide both basic services and quality “extras” that you otherwise could not afford. Volunteers need to be recruited and managed carefully, though, and what your program ends up getting from them is directly related to how much effort you put into them. Read the examples below, and ask yourself if your own programs could use volunteers in new ways.

Professional Development

Our most requested training topics include positive youth development, trauma/healing informed practices and approaches, self-care and mindfulness, group facilitation, and case management. Every training is built on an assessment of the participant’s current knowledge and skill level. Youth Catalytics also has extensive curriculum development experience, for which we create training agendas, workbooks, slide decks, and how-to manuals.



Professional Trainings

Foundations Course for practitioners in partnership with the [Academy for Competent Youth Work](#). The course is based on competencies needed for employment in any of the major practice settings including early childhood education, education, out-of-school-time, foster care, residential care, mental health, transitional living, juvenile justice, community youth services, and developmental disabilities. We also offer a Train the Trainers program that prepares practitioners to teach the Child & Youth Care: Foundations Course in both live and virtual formats and become members of the Academy Trainer Community.

In 2018 we designed two robust, multi-day courses in collaboration with national colleagues. [Youth Thrive™](#) and [Families Thrive©](#) teach the protective and promotive capacities necessary for optimal healthy growth and development. Both trainings cover basic knowledge of child development, understanding and promotion of social connections, cognitive and social-emotional competency, concrete supports in times of need, and resilience.

Our commitment to the professionalization of the workforce is additionally expressed through our leadership on the [Child and Youth Care Certification Board](#), which continually reviews and updates core competencies for the field.



It’s rare to find an individual who can develop and write curriculum as well as [Cindy Carraway-Wilson](#) does, AND who has the platform skills to then train the material in either a live or virtual format. Cindy, and her many colleagues have all of this.

— Frank Eckles, Executive Director, Academy for Competent Youth Work

Organization Trainings

Over the past decade ‘mindfulness’ and ‘self-care’ have emerged as accepted practices in the workplace for managing burnout, compassion fatigue, and vicarious traumatization. We teach a variety of mindfulness approaches for managing stress in the workplace that can also be used in youth programs. But we find that self-care is too often seen as the sole responsibility of the individual, to learn how to manage their own stress, or take a break to ‘recharge’. It’s no surprise, upon returning to work, one is met with the same pressures and conditions that required a break in the first place. Hence, we have developed a ‘team-care’ model of training where we review collaborative care approaches that can be used in the workplace, organizational policies that bolster system health and well-being, and organizational wellness practices that develop sustained, supportive team care.

Making Meetings Matter

We all spend a lot of time in meetings and many of us are responsible for leading them. In our skill-building Making Meetings Matter online training you’ll learn how to facilitate engaging meetings, design effective agendas, manage information efficiently using a variety of tools and techniques, and develop confidence as a facilitator. Additionally, Youth Catalytics offers the complete Technologies of Participation (ToP)® facilitation methods course, pioneered by the Institute of Cultural Affairs and used around the world. ToP methods enable groups to communicate well with one another, set realistic goals and achievable action steps.

Assessing the “Fit” Between Program Vision and Funding Opportunities

Every one of those grant competitions (unless they are unusually restrictive) will attract many more proposals than they can possibly fund. Since proposals can take an enormous amount of time and effort to prepare, it makes sense to consider very carefully (a) whether your program should expend the effort, and (b) whether getting the award would actually be a good thing for your program. These are particularly important questions if you intend the new grant to partly cover some of the services your RHY program used to provide. Before looking for replacement support from a funder that might be able to support some of your RHY services, ask yourself these questions.

[Extra Materials](#) 

Jumping at Opportunities

1. Which of the following statements is most true about the new funding opportunity?

- ☒ The funded service would be core to our organizational mission, vision, and values.
- ☐ It would be complementary, even if it is not fully within the core mission.
- ☐ It is outside our mission focus as currently defined, but other benefits from this contract/award could support organizational goals (e.g., satisfying a stakeholder, such as a board member or political ally).
- ☐ The funded service would be core to our organizational mission, vision, and values.

2. In the event our organization’s application for this funding source is unsuccessful,

- ☐ We will still provide (or seek to provide) this specific service.
- ☒ We will not seek to provide this specific service.

3. Which of the following statements is most true about the service this opportunity will fund?

- ☐ If we do not provide this service in our community, it is unlikely any other organization will.
- ☐ At least one other organization provides a similar service in this community.
- ☒ There are several organizations that provide a similar service.

4. Which of the following statements is most true about the physical facilities required to deliver these services?

- ☐ The service would be delivered in existing facilities our organization currently owns, leases, or has access to, or in facilities provided for by the contract/award itself.
- ☒ The service would be delivered in existing facilities our organization has identified but does not yet own, lease, or have access to.
- ☐ The service would require construction of new facilities by our organization.
- ☐ The facilities required to deliver the services are unknown or have not yet been identified.

5. Which of the following statements is most true about the staff needed to deliver the service you’re seeking to fund?

- ☒ Our organization currently has all the personnel and expertise on staff necessary to manage and deliver the program/service.
- ☐ Our organization currently has the personnel and expertise on staff to manage the service but would require additional staffing to deliver the program/service.
- ☐ Our organization requires additional managers and direct-service staff.

If the potential grant is a good fit, most of your answers will be a’s or b’s. If they are not, reassess whether you really want to spend your time on the proposal. Unless your program is applying in partnership with other organizations, the work may simply be too much of a stretch, pulling you away from your core area of expertise.

Private Donor Development

Most RHY programs have private donors, of course, and large, well-established agencies may have scores of donors, including major donors who contribute large sums. If this describes your program, you no doubt already know how important it is to both maintain these relationships and cultivate new ones. If you don't have a particularly long donor list, however, and don't have many large donors, here's a bit of advice on how to get started.

Extra Materials 

The Five Intentions

These questions will help your program document the ways you already approach and manage potential donors and additional things you could be doing. Spend some time on this exercise; it is rare to find a program that is doing everything it can in this area.

1. Identification.

Research prospective major donors. For instance, you might ask board members for recommendations, review annual reports and donor lists of similar organizations, or review connections of supporters on LinkedIn.

List the identification activities your organization already engages in.

Please select all that apply | ▾

List the identification activities your organization could try.

Write your answer here

2. Qualification.

Determine the level and nature of a prospective donor's linkages, interests, and ability. Is he or she capable of making a major gift? If so, at what level? Remember that the best source of information about the donor will come from the donor personally, rather than from secondary sources. In this phase, you might, for instance, conduct Internet searches on charitable gifts the prospective donor has made to other organizations, and then meet with the prospective donor about where your organization falls in his or her giving priorities.

List the identification activities your organization already engages in.

Please select all that apply | ▾

List the identification activities your organization could try.

Please select all that apply | ▾

3. Cultivation.

Make direct, meaningful contact with the potential donor and test his or her level of interest. Does he or she have a particular connection to one or more aspects of your programming? Is your work a philanthropic priority for this person, and if not, what would it take to become one? Work in this phase might include sending the prospective donor news articles of interest or inviting him or her to exclusive calls or VIP receptions with agency leadership.

List the identification activities your organization already engages in.

Please select all that apply | ▾

List the identification activities your organization could try.

Please select all that apply | ▾

Now that you've identified what your program already does or could, ask yourself which activities have been most effective or seem to be the most promising. Make a list. You may not be able to implement all of them at once, but ensuring you have at least a few meaningful activities expressing each intention is key. Engaging in each one gives you the best chance at building a strong development program.

New Partnership Models with Public and Private Entities

Across the country, RHY programs and agencies doing related work have forged unusual partnerships that have both cut their costs and extended their reach. Some of the partnerships are highly innovative, while others stretch more typical relationships—for instance with public schools and state child welfare agencies—into new and more effective shapes.

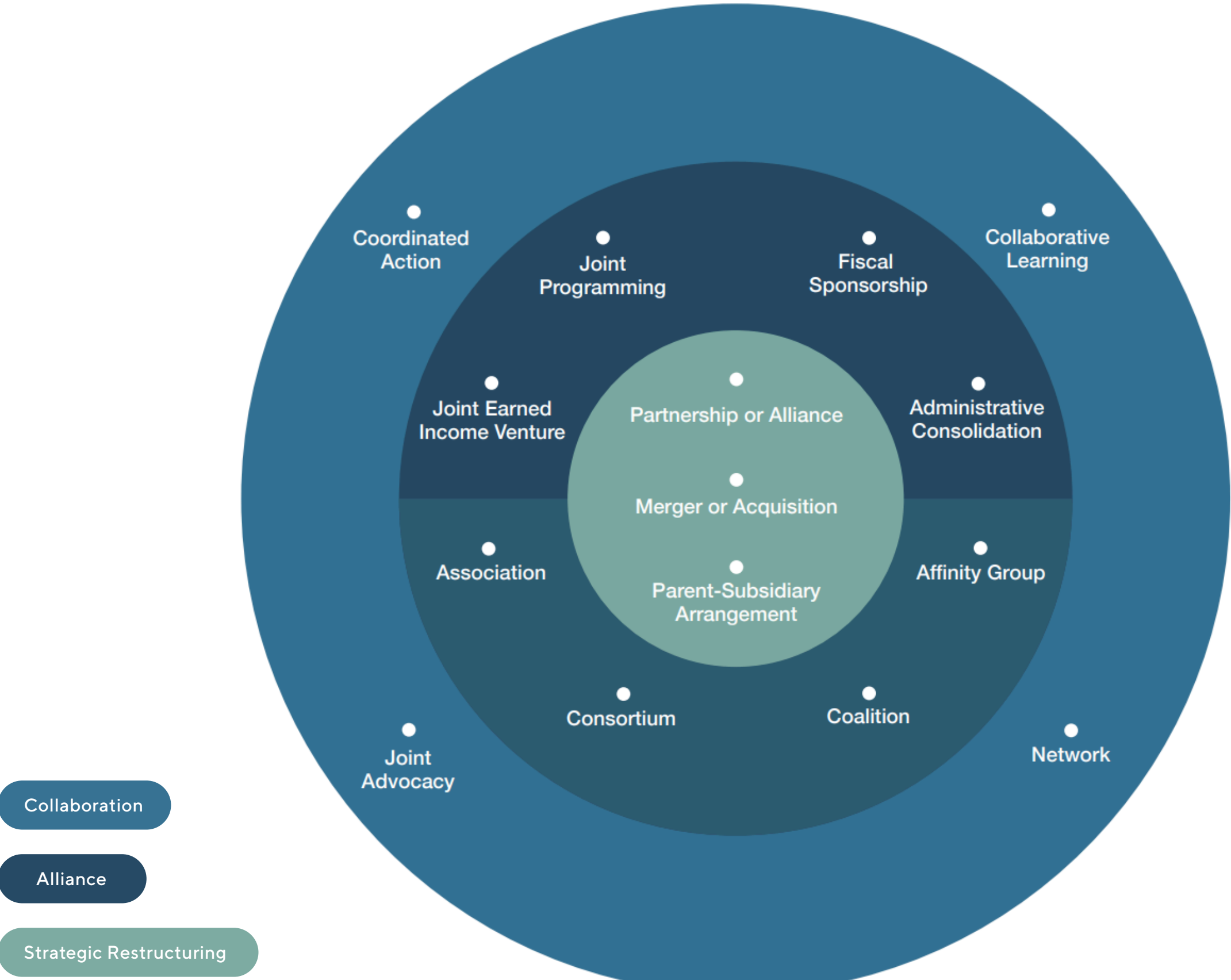
Extra Materials 

Map Your Collaborations and Partnerships

The infographic below presents the range of ways independent organizations can come together in pursuit of a shared goal. Each of these concentric circles describes an entirely different level and type of relationship, each of which has possibilities for you when seeking to sustain your work.

1. Collaboration

Select all that apply from the diagram below.



Results:

- Network
- Joint Advocacy
- Consortium
- Fiscal Sponsorship
- Merger Aquisition

2. Who does your RHY program work with? .

Name each organization in the space below.

Write your answer here



Section Recap

Very few programs can win funding without a strong evaluation plan. And this is as it should be. Funders, clients, and program staff all want and need to know that programs are achieving their goals. We identify achievable outcomes, establish indicators of progress, create a process for gathering and storing critical data, articulate the policies and priorities that support successful evaluation management, and analyze and present results. Youth Catalytics also delivers trainings for staff on how to conduct their own evaluations using Improve Outcomes, our own framework that breaks the evaluation process down into easily observable client behaviors. See several of our evaluation reports on our publications page.

Extra Materials 

Assessing your work

1. Tell how you could improve your work on the problem.

Write your answer here

2. Explain why you think the solution(s) of the problem turned out the way they did.

Write your answer here

3. Relate this problem to something else. Tell how it could be used or applied in the workplace

Write your answer here

4. What is the most surprising thing you discovered and why?

Write your answer here

Self Assessment Scores

1. Understanding

- Did you show that you understood the problem?
- Did you work all the parts of the task?
- Do you understand the math concept?

☐ 4 ☐ 3 ☐ 2 ☐ 1

2. Reasoning

- Did you choose appropriate strategies?
- Did you show evidence for your claims?
- Did you make the correct observations and conclusions?

☐ 4 ☐ 3 ☐ 2 ☐ 1

3. Accuracy

- Is your work organized and easy to follow?
- Are your facts and calculations correct?
- Did you label all equations and graphics?

☐ 4 ☐ 3 ☐ 2 ☐ 1

4. Communication

- Did you explain clearly how and why decisions were made?
- Do your math representations directly relate to the solution?
- Did you use math terminology and notation?

☐ 4 ☐ 3 ☐ 2 ☐ 1

4. Communication

- Did you explain clearly how and why decisions were made?
- Do your math representations directly relate to the solution?
- Did you use math terminology and notation?

☐ 4 ☐ 3 ☐ 2 ☐ 1

Your overall score is a **3**

If you score a 4, you are an Expert!

If you score a 3, you are an Practitioner

If you score a 2, you are an Apprentice

If you score a 1, you are an Novice

