

# Education Transition and Career Advocate (ETCA)

August 2018

Transition refers to a coordinated, outcome-based set of aftercare services for youth in the juvenile justice system or justice system. Transition services help youth achieve social adjustment, employment, and educational success once they leave the juvenile justice system. The ultimate goal of transition interventions is to promote successful re-integration of juveniles into the community. A consistent transition planning process, curricula to support transition planning, tracking and monitoring student progress, and a planned sequence of services after release are key components of successful transition.

## Purpose:

The purpose of the Education Transition and Career Advocate (ETCAs) position is to work collaboratively, taking the lead, as necessary, to develop targeted, individualizing student transition plans with targeted students, families, all staff, community services and educational providers, employers, and others to implement strategies to successfully transition each student exiting custodial settings to further educational and career opportunities meeting the individual student's needs.

## **By focusing on and assuring EACH student will be fully served, the ETCA will:**

1. Attend each intake staffing, if possible, where the ETCA will meet the students Case Manager, parents, staff advocate, and sometimes unit supervisor, therapist, and other important people that the ETCA will be working closely with as the ETCA creates a transition plan for each student.
2. Continue to attend all team meetings and YPA hearings throughout each student's stay. The ETCA must obtain and have the most recent Transition/Treatment plan from the Case Manager or Unit Supervisor.
3. As soon as possible after intake and at enrollment, develop an education exit/transition plan with each student.
4. Know each students' academic status and credit recovery game plans . . . and work with counselors and teachers to monitor the fulfillment of the plans. Be sure that such information is transferred to families, staff and case managers.
5. As appropriate, assure – but not necessarily conduct -- TABE, SAT, ACT, and/or Accuplacer testing. Assure that it/they are completed as part of a two-phased pre/post testing just as each student arrives and then just as each student exits.
6. Sometimes ETCAs may help with student record acquisition, but other staff in the school or district -- such as registrar or counselor -- are normally charged with this responsibility.
7. Based on academic realities of each student, help each student to determine the next most logical step beyond custody such as going to a public high school, college, work,...
8. As appropriate, assist students in the application process for Vocational Rehabilitation (VR), Adult Education, appropriate forms of postsecondary education including Applied Technology Colleges (ATCs) Department of Workforce Services (DWS) or other community resources that the student may be interested in or have access to including but not limited to faith-based organizations.
9. Assist each student with enrollment processes -- including the filling out of application paperwork, sending official transcripts to targeted schools/colleges, and completion of financial aid applications (Pell Grants and FAFSA) as necessary -- for secondary, postsecondary, apprenticeship, work-based, and other forms of education/training.
10. Create cooperative contractual agreements with JJS, DOC, and other agencies that serve the same students. Provide student instruction in the use of UtahFutures.org curriculum.

11. Provide student with assistance in career research, guest speakers, etc.
12. As appropriate, facilitate completion of Selective Service Registration.
13. Assist students in acquiring a Utah State ID or a Utah Driver's License.
14. Help students to acquire job seeking and job keeping skill sets. Conduct training as necessary from Endless OS or a training program.
15. Assist students in developing a resume for employment purposes.
16. Unless other staff are doing so, create a profile with DWS by helping each student create a resume and teach each student how to update it using DWS website.
17. Provide liaison services between in-school and out-of-school advocates to act on behalf of the individual youth who have been incarcerated.
18. Create and deliver reentry student/parent orientation programs.
19. For each student, create and keep a back-up copy of a student portfolio of each student's vital records and achievements that includes at least a personal profile, skill certificates earned, IEP and Section 504 records (if needed), areas of interest, transcripts, etc.
20. Provide student support through 15-day, 30-day, 90-day and 180-day follow-ups with each exiting student in determining the success of the student's transition to a less restrictive environment.
21. Keep ALL required documentation current.
22. Summarize and report the data to the LEA, host site and USBE on annually.
23. Share experiences with other ETCA's, site staff, and attend training as requested.