YIC WEBINAR: SPECIAL SESSION
OCTOBER 21, 2020
9:00AM – 10:30AM

Education Transition and Career Advocates (ECTAs) and Check & Connect Mentors
Agenda

- **Mindfulness Moment and Introduction of Presenters** – Amanda Charlesworth, YIC Program Specialist-USBE
- **Greetings** – Murray Meszaros, Neglected & Delinquent Coordinator-USBE
- **Education Transition and Career Advocates (ETCA) Tasks Overview** – Evyann Stinson, Slate Canyon Youth Center
- **C&C Overview** – Jeff Sagers, YIC-Ogden School District, Ann Jones, YIC-Granite School District, and Amanda Charlesworth
- **Passing the Baton** – Jennifer Gualtier, Ogden School District
- **Question & Answers** – All
MINDFULNESS MOMENT

Amanda Charlesworth
WHAT ARE YOU THANKFUL FOR?

Add a comment in the Zoom chat to share what makes you thankful for Fall.
Presenter Introductions
C&C Overview
Presenters:

- Jeff Sagers, YIC Mentor-Ogden School District
- Ann Jones, YIC Mentor Coordinator-Granite School District
- Amanda Charlesworth, YIC Program Specialist-USBE
ETCA Overview Presenters:

- Murray Meszaros, Neglected & Delinquent Coordinator-USBE
- Evyann Stinson, Slate Canyon Youth Center
- Jennifer Gualtier, Ogden School District
EDUCATION TRANSITION AND CAREER ADVOCATE (ETCA)
ETCA Tasks

- Attend staffings, team meetings, and Youth Parole Authority Hearings for each youth
- Help develop an education exit/transition plan and work with counselors and teachers to monitor and fulfill those plans
- Assure pre- and post-testing is happening to see level gains
- Help each youth determine the next steps beyond custody in regard to further education (return to high school, Adult Ed, begin postsecondary, or trade school) and/or work
ETCA Tasks

Help youth apply with Vocational Rehabilitation and Division of Workforce Services

Assist students with enrollment processes with schools, apprenticeships, work-based trainings, and other forms of education/training (including submitting transcripts, financial aid applications, scholarships, etc.)

Help youth with career research, postsecondary training options

Help youth register with Selective Services, as appropriate
ETCA Tasks

- Help youth acquire job seeking and job keeping skills, as well as create resume and Master Job Applications
- Provide liaison services between in-school and out-of-school advocates
- Create and keep digital backup copies of student portfolios with their skill certificates, resumes, personal profile, etc.
- Assist JJS in the youth acquiring Job Skill Certificates
ETCA Tasks

- Make connections at receiving schools/placements as the youth prepare to reenter society
- Provide student support through 15-, 30-, and 90-day follow-ups after youth exits facility
- Keep all required documentation current
- Summarize and report all data to LEA and USBE annually (end of year report)
UTAH’S CHECK & CONNECT MENTOR PROGRAM
Check & Connect (C&C) is a comprehensive intervention program designed to improve student engagement at school through:

- Relationship building
- Problem solving
- Capacity building
- Persistence
C&C has four components:
1. Mentor
2. “Check”
3. “Connect”
4. Family Engagement
Mentor – works with students and families and focuses on relationships based on mutual trust and open communication focusing on a student’s educational success

- Are a *persistent* source of academic motivation
- Are familiar with the youth and family (*continuity*)
- Provide the message that “education is important for your future” (*consistency*)
“Check” – systematic monitoring of the level of engagement and educational progress

- Weekly recording of:
  - Attendance
  - Behavior
  - Course progress
- Recognizing patterns
- Celebrating successes
- Determining the level and type of intervention
“Connect” – a formal meeting between the mentor and student where “check” data are shared and used to create personalized interventions.

**Basic Intervention**
Weekly for all C&C students

**Intensive Intervention**
Supplemental for students showing high risk
Family Engagement –
“Cooperation, coordination, and collaboration between the mentor and the family to enhance students’ learning opportunities, educational progress, and school success in four domains: academic, social, behavioral, and emotional.”

(Christenson & Sheridan, 2001, p. 37)
C&C is used by Utah schools to help Youth in Care (YIC) and at-risk students overcome challenges at:

- Home
- School
- Community
C&C Core Beliefs

• Dropping out is the final act of disengagement
• Disengagement occurs over time
• Mentors interrupt the process of disengagement
• Re-engagement is a process that takes time
C&C Core Beliefs

• Trust is built over time

• Some relationships may require more time

• Many disengaged students have had adults and programs come and go in their lives

• Be patient and persistent
C&C Core Beliefs

- A trusting relationship between the student and a caring mentor is fundamental

NO SIGNIFICANT LEARNING OCCURS WITHOUT A SIGNIFICANT RELATIONSHIP!

- Dr. James Comer
Life Check & Connect Primer
Mentor data is reported to the USBE quarterly to help recognize and address prevention and intervention needs for YIC and at-risk students.
**Utah Mentor Practice Profile:**

<table>
<thead>
<tr>
<th>Academic</th>
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<tbody>
<tr>
<td>Monitor students’ grades weekly or more often as needed</td>
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<td>Collect data on student’s academic progress and share that data and with caseworkers, agencies, and foster parents on a regular basis, bring all academic data to Child and Family Team Meetings (CFTMs)</td>
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<td>Work with foster parents to ensure students’ academic needs are being met at home and students have access to technology to be successful at school</td>
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<tr>
<td>Connect students with tutoring services when needed</td>
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<tr>
<td>Be aware of students’ progress toward graduation and ensure that they are enrolled in classes appropriate to meeting their graduation requirements</td>
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<td>Ensure that students are receiving all services they are eligible for at school that will give them the best chance of success (e.g., special education, ESL, 504 accommodations, etc.); if these services are not in place, work with school staff to qualify students for these services.</td>
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<tr>
<td>Behavior</td>
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<tr>
<td>Observe students’ social skills and connect them to resources to help</td>
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<td>advocate with teachers to ensure that the special circumstances of our</td>
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<td>students are addressed in the classroom</td>
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<td>Teach and model for students how to advocate for themselves</td>
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<td>Observe trends and patterns in student’s behavior, share these</td>
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<tr>
<td>observations with caseworkers, foster families, and at Child and</td>
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<tr>
<td>Family Team Meetings (CFTMs)</td>
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<td>Intervene in crisis situations to help develop solutions for immediate</td>
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<tr>
<td>problems</td>
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<tr>
<td>Monitor attendance weekly, make caseworker and foster family aware of</td>
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<td>any concerns immediately</td>
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<tr>
<td>Find patterns in missed classes or tardies and determine ways to</td>
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<td><strong>Utah Mentor Practice Profile:</strong></td>
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<td><strong>Connection (Intervention)</strong></td>
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<td>Mentor meets weekly with assigned students, meetings are tracked and driven by data</td>
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<td>Mentors regularly and consistently interact with, support, and connect with students and their parents/families</td>
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<td>Mentors help parents/families to learn of or observe school practices that may be interfering with the students’ success</td>
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<td>The “connect” interventions are reported on the monitoring forms</td>
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<td>Mentors teach students problem-solving skills</td>
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<td>Mentors work with students to create and set SMART goals</td>
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<td>Mentors promote student engagement in community and school activities</td>
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Mentor Data: “Check” Data Procedures

- On a weekly basis, mentors “check” indicators of alterable risk for disengagement, such as:
  - Academic
    - Course performance: grades, missing assignments, credit accrual
  - Behavior
    - Attendance: full day absences, missed class periods, tardies
    - Office referrals, detentions, suspensions
  - Connection
    - Risk Assessment
    - Interventions
Mentor Data: Beyond the ABC’s

Mentor Caseload Summaries will also track:

- Which **DHS Agency** the students are in custody of:
  - Dept. of Child and Family Services (DCFS)
  - Dept. of Juvenile Justice Services (DJJS)
  - Youth in Care (YIC)/Other
  - Bureau of Indian Affairs (BIA)

- Which **Service Provider** (Proctor Agency) the students are placed with (e.g., Youth Services, Pinnacle, Youth Health Associates, Starlight, etc.)
Mentor Data: Beyond the ABC’s Continued

Tracking assigned students’ cumulative GPA and credits earned at time of intake into C&C and reporting the students progress on those each term.

The primary interventions used each term with each student:
- Basic C&C Interventions
- Facilitate Problem Solving Skills
- Facilitate Goal Setting
- Engagement in Community & School Activities

Students’ reason for exit from program:
- New placement (moved)
- Returned home
- Moved to a higher level of care
- Dropped out
- End of Year Exit
Passing the Baton: ETCAs to C&C Mentors

◦ ETCA Transitions Services
◦ ETCA Student Examples
◦ Who ETCAs work with
◦ ETCAs share student data (transcript & tracking sheets) with Mentors as part of student transition
Passing the Baton: ETCAs to C&C Mentors

- Student portfolios
- Gaps between ETCAs and C&C?
  - Who is the YIC contact person for transition?
  - Sharing back with ETCAs who is assigned as a mentor and where student is placed (communication cycle)
- Working relationship
Let’s Collaborate!


- The ETCA Directory can be found on the Directory page of the YIC website at: https://www.schools.utah.gov/file/10856487-a67d-48e1-9135-eba0dfe62a50
POST TRAINING SURVEY:

https://forms.gle/JoogBqmQVkVh1Pzf9