

## New

Ministry

Children's Services

### Describe: Basic Job Details

#### Position

Position ID

Position Name (30 characters)

T.A.P. Intake and Admissions

Requested Class

Supervisory Level

Agency (ministry) code

Cost Centre



#### Employee

Employee Name (or Vacant)

Vacant

#### Organizational Structure

Division, Branch/Unit

Child Intervention Delivery Division

☐ Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)



### Design: Identify Job Duties and Value

#### Job Purpose and Organizational Context

Why the job exists:

The *Child Intervention Delivery Division* (CID) leads Children's Services in the delivery of targeted approaches to support young adults from care as they transition to adulthood, through the *Transition to Adulthood Program (TAP)*. TAP empowers young adults from care to meet their full potential through self selection of specialized pathways to support their needs. The pathways support educational, career, and employment life goals for young adults who are ready to pursue their aspirations. TAP also provides supportive pathways for clients who require a period of stabilization, focused life skills acquisition, or transition to adult disability programming.

The Intake and Admissions is a key professional role within the TAP program, providing the initial client engagement to youth and young adults from care, and their caseworkers. While the role does not carry a caseload, it is responsible for orchestrating client intake, ensuring files are accurate and complete, and connecting clients to their assigned TAP Practitioner. This role is centralized within the ministry of Children's Services, but is physically located in communities throughout Alberta, and requires collaboration and coordination with all Intake and Admissions staff to ensure all TAP and *Advancing Futures* clients are accounted for, and transitions are expedited to their selected pathway. In order to meet clients and their caseworkers, travel will be required.

The Intake and Admissions role must also be familiar with all relevant community programming within the community the position is physically situated in, to make appropriate client referrals.

TAP is a voluntary adult program, and TAP Intake and Admission staff will require excellent relationship building skills that will nurture trust, and understanding with clients as they navigate the program's pathways. The Intake and Admissions role will need to be proficient in all TAP Legislation, policy and practice and be familiar with all aspects of TAP. This role requires proficiency with several electronic client file applications, and the ability to expediently review and identify gaps within a client file, and gather client information under tight timelines.

In order to fully support their clients, TAP Intake and Admission staff will need to have positive working relationships and knowledge of both internal and external resources; within Children's Services TAP Practitioners may interact with colleagues in *Child Intervention, Advancing Futures, CS RESP Program, Youth Employment Connections Program*, and the *Post Adoption Registry*, as well as GoA colleagues in *PDD, AISH, Alberta Supports, The Office of the Public Guardian, Justice and Solicitor General, Alberta Health Services, Alberta Mental Health and Addiction supports, and Office of the Child and Youth Advocate*.

TAP Intake and Admissions Staff will be supporting Indigenous young adults from care, and are required to have an active understanding of colonialism, intergenerational trauma, the 60's Scoop, the residential school system and its ongoing traumatic effect on Indigenous communities and adults from care, as well as a working knowledge of Indigenous communities in Alberta and the importance of connecting Indigenous clients to their community, culture, teachings and heritage, active engagement in ceremony and connection to Elders and the land.

To best serve young adults from care, TAP Intake and Admissions staff will need an active understanding of young adult developmental stages, practice with a trauma informed lens (including intergenerational trauma and the long term effects of trauma experienced while in care), Anti-oppressive practice, an understanding of common mental health considerations, awareness and understanding of sexual and gender diversity, Attachment Theory, Fetal Alcohol Syndrome, substance use/ addiction issues, Harm Reduction, an awareness of the effects of institutionalization on individuals, and Emerging Adulthood Theory.

## Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

### **Collaborative Transition/ Client on boarding into TAP/Advancing Futures**

- Identify clients who have recently turned 17 within assigned area and connect with the client's caseworker to initiate the transition process.
- Review of client file with awareness of trauma, medical diagnoses, mental health / behavioral disorders, brain development ( brain science), with attention to education/employment/ life skills/ and other special considerations.
- Review of current transition plan with client and caseworker, client goals and areas of connection in consideration of the client file.
- TAP orientation conversation with youth
- TAP Pathway selection with client
- Identify priority client needs (housing, program application, assessments, etc.).
- gap analysis of client file / ensure file is fully populated to policy standard and the Transition Plan has been filled in according to policy.
- Coordinate with the assigned TAP Practitioner to provide all relevant information and coordinate the file transfer meeting with the client.
- answer all client/ caseworker questions and ensure they fully understand the process.
- verify the caseworker has provided the client all relevant paperwork and information, and completed the file closure checklist.
- verify all client information, transition plan, supports and services are on file or the TAP Practitioner no later than 4 months previous to clients 18th birthday.

### **Client Pathway Tracking**

- Receive requests from Practitioners for client transition to new pathway
- Review client file / Transition plan to verify it is fully updated and to standard
- coordinate the file transfer meeting with the new TAP/Advancing Futures Practitioner and verify the file transfer

### **Client Re-Entry into TAP**

- respond to young adults requests to return to the TAP/Advancing Futures program.
- review the clients presenting needs and their service request and verify if they meet the criteria for TAP
- provide community referrals if an intake into TAP is not required
- If an intake into TAP is required, update the client file/ transition plan, and sign a new agreement. Initiate the process for a TAP Practitioner in the requested pathway to be assigned and coordinate the initial meeting between client and practitioner.

### **Client Entry and Application to Advancing Futures**

- Receive requests from CI Intervention, Supports for Permanency Workers, caregivers etc. for TAP and Non-TAP clients transitioning to Education Pathway/Advancing Futures.
- meet with youth/young adults not eligible for TAP but eligible for Advancing Futures to gather, consolidate and analyze information to determine the needs and degree of barriers, strengths and weaknesses of youth/young adult who wants to transition to post-secondary.
- Support youth in transition with career exploration, identify relevant post-secondary program options and create a post-secondary education plan.
- Complete a readiness mapping assessment to determine preparedness to begin post-secondary and transition into the Advancing Futures. Assessments will focus on navigation of adult systems, life skills and identify any barriers that may present as a challenge to a youth's successful transition into adulthood.
- Create a transitional and/or recovery plan identifying what supports are required for the youth to be successful before applying to Advancing Futures. The plans will identify and mitigate complicating factors such as housing, mental health, addictions, criminal activity, lack of access to resources due to residing in remote and rural communities and/or pregnant or parenting and will outline tasks with timelines with specific goals and outcomes for the youth in transition to complete before applying to post-secondary and Advancing Futures.
- complete the initial screening of the intake/application
- coordinate applications process with AF staff.
- Develop, maintain and expand upon opportunities to build relationships with existing or new key stakeholder organizations for the purpose of, Advancing Futures recruitment.

### **Awareness of TAP Team**

- Acquire knowledge of, and maintain an ongoing functional understanding of the TAP and Advancing Futures program, eligibility criteria, all applicable Legislation, Regulations, policies, practices and services/ sub-components, so they can be clearly explained and described to clients.
- A functional understanding of the pathways, and how elements of one pathway may be used to augment another, utilizing awareness of each clients individual file and transition to independence plan goals.
- General awareness of current trends for the TAP program and any emerging/ imminent issues for the clients accessing it.
- Maintain a functional working relationship with all members of the provincial TAP team, and have an understanding of positional roles.
- Maintain awareness of the ministry of Children's Services and the supports offered to all clients
- Provision of presentations and learning opportunities for CID staff about TAP.

### **Legislation, Policy, Regulations**

- A functional awareness and understanding of the following Acts:
  - o Child, Youth and family Enhancement Act (CYFEA)
  - o An Act Respecting First Nations, Inuit and Métis Children, Youth and Families
  - o Child and Youth Advocate Act
  - o Mental Health Act
  - o Protection Against Family Violence Act
- A functional understanding of the CYFEA policy manual
- A functional understanding of the Transition to Adulthood policy and practice Manual
- CYFEA Regulations as they pertain to TAP

- A functional understanding of client rights while receiving support from Children's Services

### **Relational**

- Be an advocate for TAP/Advancing Futures clients, both in the community and within the ministry
- Engage in active listening with TAP clients, listening to their needs, their goals, their concerns.
- Honor and respect TAP client's identity

### **Problem Solving**

Typical problems solved:

- Working within established legislation, policy and regulations while individualizing support for clients
- Responding to client crisis, ongoing issues, trauma response, and resistance
- Ensuring rural clients have the same opportunities / services as urban clients.
- Working within a new ministry program where unanticipated gaps in policy/ program design may exist.
- Completing mandated processes within a voluntary adult program where clients may not readily comply.
- Relationship building with clients who may be defensive, institutionalized, may have attachment issues, addiction/ mental health concerns, and /or highly traumatized.
- Working from an Indigenous worldview to support Indigenous clients, while within an institution that is established in its processes and functioning of a western perspective.

Types of guidance available for problem solving:

- Consultation with Supervisor / Manager
- TAP/Advancing Futures team colleagues consultation/ support
- The Transition to Adulthood Policy and Practice Manual
- Children's Services ministry TAP administrative / corporate supports
- TAP training / ministry employee training
- Policy to Practice sessions / community of practice
- Children's Services Intranet /staff information pages
- Provincial / Federal Acts;
  - o Child, Youth and family Enhancement Act (CYFEA)
  - o An Act Respecting First Nations, Inuit and Métis Children, Youth and Families
  - o Child and Youth Advocate Act
  - o Mental Health Act

Direct or indirect impacts of decisions:

- Clients may / may not receive all of the supports / services they have access to, or that may best suit their circumstance.
- Potential deterioration or strengthening of clients living situation, supports and support network
- Adherence or noncompliance to relevant rights, Acts, policy, and regulations, and potential legal ramifications as a result.
- Clients may/ may not attain the needed life skills and connections to successfully transition to adulthood.
- Inadvertent re-traumatization and/or stunted developmental stages
- potential mental health / addiction crises, suicidal ideation/ attempts/death by suicide or overdose/ fatal exposure.
- potential positive / negative media exposure for the ministry of Children's Services.

## Key Relationships

Major stakeholders and purpose of interactions:

Relationship	Frequency	Purpose
TAP Clients	Daily	Service Delivery
Caseworkers	Daily	Service Delivery
TAP Practitioners	Daily	Service delivery
TAP Team members	Daily	Service delivery
Advancing Futures Team Members	Daily	Service Delivery
Supervisor / Manager	Weekly	Supervision
Community Services	Daily	Service delivery
TAP community of practice	Monthly	Service delivery

## Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Other	Other	

If other, specify:

Social Work, Humanities, Psychology, Sociology

Job-specific experience, technical competencies, certification and/or training:

Youth work, Youth transition to adulthood, working with young adults, 4 years of progressively responsible experience in a related field.

## Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Systems Thinking	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Observes and understands larger impact of role:</p> <ul style="list-style-type: none"> <li>Sees impact of work on organization; anticipates change in own area based on activities in other areas</li> <li>Considers how own work impacts others and vice versa</li> <li>Ask questions to understand broader goals</li> <li>Aware of how organization adds value for clients and stakeholders</li> </ul>	Intake and Admission will need to consider how their role impacts client outcomes and the ability of TAP Practitioners to complete their role effectively. The intake role is a vital function for TAP to ensure timely and accurate transitions of clients. The Intake and Admission ask relevant questions so client information is communicated / shared and documented accurately.
Develop Networks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Maintains collegial internal relationships and understands external network:</p> <ul style="list-style-type: none"> <li>Seeks to understand</li> </ul>	Provincially the Intake and Admission team function as the central information network of client information for

		<p>perspectives and needs of others</p> <ul style="list-style-type: none"> <li>• Follows through, has integrity and respect for others</li> <li>• Helps and follows through</li> <li>• Keeps key stakeholders informed; is professional and respectful</li> </ul>	TAP. Client perspective must be incorporated in all processes and requests. Timely client transitions are dependent on timely follow through and effective communication to all stakeholders.
Agility	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Understands need for change and manages own emotions:</p> <ul style="list-style-type: none"> <li>• Uses common sense and past experience to approach ambiguous problems</li> <li>• Prevents emotions from affecting others negatively</li> <li>• Looks for information on changes</li> <li>• Open to new ideas and helping co-workers</li> </ul>	Intake and Admissions provides front facing service to clients and will exercise a degree of independent oversight in responding to clients that will leverage past experience. The role requires curiosity to capture client info and preference, with objectivity.
Build Collaborative Environments	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Collaborates across functional areas and proactively addresses conflict:</p> <ul style="list-style-type: none"> <li>• Encourages broad thinking on projects, and works to eliminate barriers to progress</li> <li>• Facilitates communication and collaboration</li> <li>• Anticipates and reduces conflict at the outset</li> <li>• Credits others and gets talent recognized</li> <li>• Promotes collaboration and commitment</li> </ul>	Intake and Admission engages in broad collaboration throughout the GoA, ministry, and community to respond to client need. this role requires staff to anticipate client barriers and the solutions to overcome systemic issues while maintaining collaborative relationships with the TAP team as a whole.
Creative Problem Solving	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Focuses on continuous improvement and increasing breadth of insight:</p> <ul style="list-style-type: none"> <li>• Asks questions to understand a problem</li> <li>• Looks for new ways to improve results and activities</li> <li>• Explores different work methods and what made projects successful; shares learning</li> <li>• Collects breadth of data</li> </ul>	Intake and Assessment process involves integrating multiple stakeholders feedback and maintaining excellent communication. Carrying forward positive methods to effectively gather, record, and pass forward information is vital to the role. Self reflection , sharing and improvement as an individual and as part of a larger team is

		and perspectives to make choices	key.
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**Benchmarks**

List 1-2 potential comparable Government of Alberta:

CI Intake

**Assign**

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name

Supervisor / Manager Name

Date yyyy-mm-dd

Supervisor / Manager Signature

Director / Executive Director Name

Date yyyy-mm-dd

Director / Executive Director Signature

ADM Name

Date yyyy-mm-dd

ADM Signature

DM Name

Date yyyy-mm-dd

DM Signature