

FairFutures➤



GOALS & STEPS GUIDE

Goals & Steps is a framework that was developed to track youth progress and provide Coaches and Fair Futures staff with a roadmap on **how to** help young people achieve their goals. This Guide will help Coaches and young people identify academic, career development, and housing/independent living goals, **based on where they are**, and take measurable steps towards those goals.

GOALS & STEPS GUIDE

This guide will help Coaches and young people identify **academic, post-secondary planning/preparation, and career development goals based on where they are and where they are going.**

Young people who are aging out of foster care will also have **housing/independent living goals.**

Fair Futures staff will eventually be able to track Goals & Steps in the Online Platform. *For now, we have this Guide and Worksheets.*

PART 1: OVERVIEW OF GOALS & STEPS FRAMEWORK

MIDDLE SCHOOL SPECIALIST TRACKS MIDDLE SCHOOL GOALS

- The Middle School Specialist will track Progress towards goals related to supporting student success and preparing students for high school.

COACHES TRACK GOALS FROM 9TH GRADE - AGE 26, BUT ALWAYS PUT THE RELATIONSHIP FIRST

- Developing Goals & Steps should come **after a Coach builds a trusting relationship** with the young person. The relationship between the Coach and young person is the core of the model - without it, Coaches can't help youth with their goals.
- Once a trusting relationship is established, a Coach can then help a young person develop goals that will help them prepare for and graduate high school, persist in a post-secondary setting, and gain career development experiences in line with their interests and strengths.
- Developing Goals & Steps should not change or interfere with the relationship dynamic between the Coach and the young person. ***It should not feel transactional - see [Fair Futures Program Manual, Section 15](#) for guidance.***
- Tracking Goals & Steps is what a Coach does **after** a meeting or conversation with a young person. It will help Coaches keep organized, and help the young person move forward.

GOALS & STEPS PURPOSE/SUMMARY

- Goals & Steps is a framework that allows Coaches and staff to **track a young person's Progress based on where they are, and where they are going.**
- All Goals are considered a positive outcome and are standardized - goals cannot be added, or it would not be possible to aggregate outcomes. Any goal a young person has can easily fall into one of the buckets.
- Steps serve as a guide for Coaches on how to help young people reach their goals, a way to track Progress, and a way to give credit to Coaches for all the hard work they do!
 - Some steps are required, based on best practices, and others are others are potential (whether or not they are needed will depend on the young person's situation).
 - Coaches can add/create their own step to allow for innovative approaches to reaching goals.

PART 2: TYPES OF GOALS

ACADEMIC GOALS

- **Middle School Goals:** These include goals related to helping students succeed in middle school and prepare for high school, stay connected to extracurricular activities, and enter best-fit, quality high schools.
- **High School Goals:** These include goals related to helping students obtain a high school diploma/equivalency and helping disconnected young people re-engage/re-enroll in a best-fit academic setting.
- **Post-Secondary Planning/Preparation Goals:** These include goals related to post-secondary exploration/exposure, planning and preparing for college, applying to college, and funding college.
Note: Goals related to vocational and other post-secondary settings are all captured within the Career Development goal section.
- **College Goals:** These include goals related to persisting and succeeding in college.

CAREER DEVELOPMENT GOALS

Regardless of their academic situation, all actively coached young people should:

- Engage in at least one **Career Exploration Activity** each year.
- Engage in **Career Planning and Preparation** each year by completing 3 essential steps with their Coach.
(See [Career Development Worksheet](#))
- Complete a **minimum of one Career Development Experience/Activity** in line with their interests, strengths, needs, and academic situation each year.
 - *Ideally, high school and college students should participate in an activity during the summer and school year, if possible.*

HOUSING & INDEPENDENT LIVING GOALS

These include goals related to obtaining and maintaining affordable housing (for youth who are aging out of foster care) and building independent living/life skills.

PART 3: SELECTING GOALS BASED ON YOUNG PERSON'S SITUATION

For ALL middle school students, the following Goals will be tracked by the Middle School Specialist

- **Help students get promoted with 90%+ attendance** (by providing educational advocacy, monitoring performance, and connecting students to tutoring and supports, as needed);
- **Help all 8th graders enter a best-fit, quality high school** by providing individualized assistance with high school selection;
- Connect students to extracurricular activities;
- Ensure that all students with an IEP or 504 plan are receiving appropriate special education services or accommodations.

See the Worksheet for each of these Goals, which includes the Required & Potential Steps

For the coaching program (9th grade - age 26), Coaches should first identify the minimum number of Goals a young person will have at any time, based on their situations:

1

For all young people who do not yet have a high school degree/equivalency (if they are a student or disconnected youth without high school degree/equivalency):

- **Select** one or more high school goal(s)
- **Select** one or more post-secondary planning goal(s);
- **Select** one or more career development experience(s);
- **Complete** the annual required "Career Exploration" and "Career Planning and Preparation" goals.

2

For all young people enrolled in college:

- **Select** one or more college goal(s);
- **Select** one or more career development experience(s);
- **Complete** the annual required "Career Exploration" and "Career Planning and Preparation" goals.

3

For all young people who have a high school degree/equivalency and are not enrolled in any post-secondary setting:

- **Select** one or more post-secondary planning goal(s);
- **Select** one or more career development experience(s);
- **Complete** the annual required "Career Exploration" and "Career Planning and Preparation" goals.

4

For all young people who have a high school degree/equivalency and are enrolled in a vocational or other sector-based certificate programs/post-secondary pathway:

- **Select** one or more career development experience(s); (these include all vocational or other sector-based certificate programs/post-secondary pathways).
- **Complete** the annual required "Career Exploration" and "Career Planning and Preparation" goals.



For all young people who are aging out of the foster care system:

- Apply to at least two types of housing by age 19 ("**Apply to**" goals)
- Once applied, the goal becomes to "**Obtain Housing**"
- Once obtained, the Goals become "**Maintain Housing**" and "**Build Independent Living Skills**"
 - **If a young person eventually needs permanent housing:** Select an "Obtain Permanent Housing" goal.

PART 4: START PLANNING USING ROADMAPS & RECORD PROGRESS USING WORKSHEETS.

- Use the visual maps of the goals (pages 7-16), along with the guidance provided in the [Fair Futures Program Manual](#), to **help young people select goals for the year**, taking into account their situation, interests, and strengths. *Note that goals may change throughout the year - that is okay! Just indicate why and select a new goal.*
- **Start tracking Steps.** Coaches and Middle School Specialists can eventually do this on the Fair Futures Online Platform, but for now we have **Worksheets**. **There is a worksheet for every goal - select the ones you need.**
- Worksheets can be brought to supervision sessions to monitor progress.

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ROADMAPS OF GOALS

ACADEMIC GOALS

High School Goals.....	Page 8
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College Goals.....	Page 12

CAREER DEVELOPMENT GOALS.....	PAGE 14
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HOUSING & INDEPENDENT LIVING GOALS.....	PAGE 16
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GOALS & STEPS WORKSHEETS

(THERE IS A WORKSHEET FOR EACH GOAL THAT CONTAINS ALL ASSOCIATED STEPS!)

Middle School Goals Worksheets.....	Pages 19-25
High School Goals Worksheets.....	Pages 29-45
Post-Secondary Exploration/Exposure Goals Worksheets.....	Pages 49-51
College Goals Worksheets.....	Pages 55-75
Career Development Goals Worksheets.....	Pages 85-125
Housing & Independent Living Goals Worksheets.....	Pages 139-167

ROADMAP:

HIGH SCHOOL GOALS

Roadmap of High School Goals	Page 8
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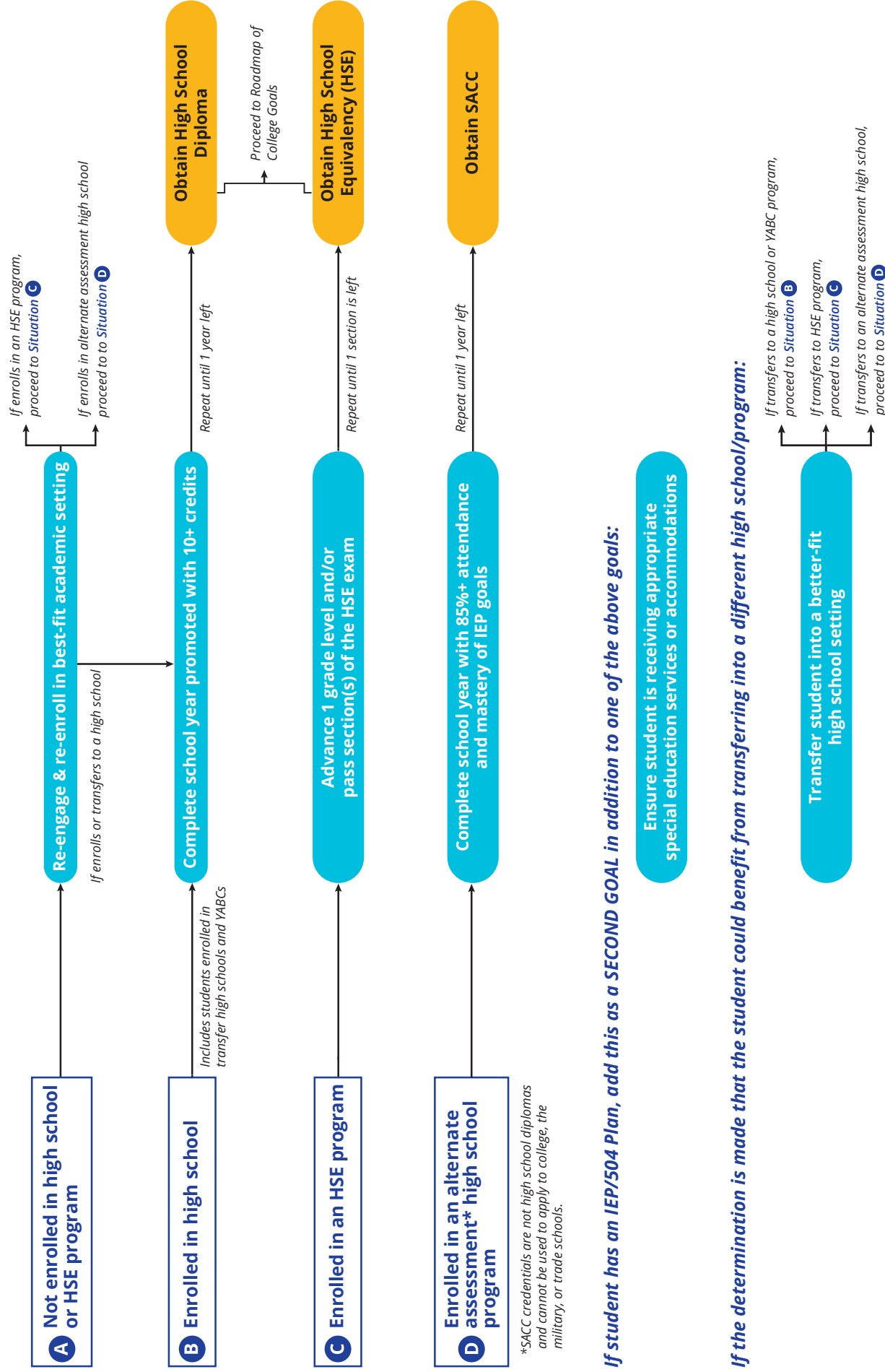
ROADMAP OF HIGH SCHOOL GOALS- BASED ON A YOUNG PERSON'S SITUATION

YOUNG PERSON SITUATION:

Does not have High School degree/equivalency (HSE)

ACADEMIC GOALS

ACADEMIC MILESTONES



*SACC credentials are not high school diplomas and cannot be used to apply to college, the military, or trade schools.

If student has an IEP/504 Plan, add this as a SECOND GOAL in addition to one of the above goals:

Ensure student is receiving appropriate special education services or accommodations

If the determination is made that the student could benefit from transferring into a different high school/program:

ROADMAP:

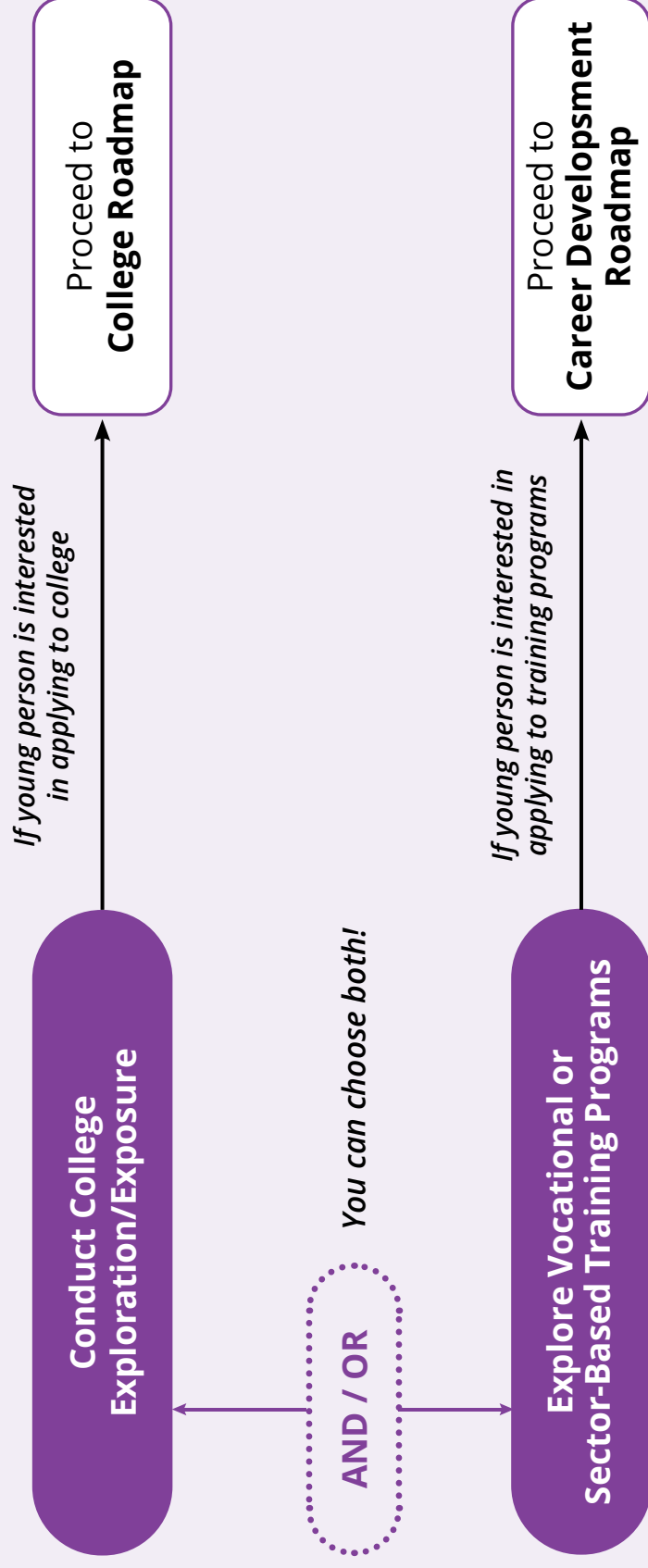
POST-SECONDARY PLANNING

& PREPARATION GOALS

Roadmap of Post-Secondary Planning & Preparation Goals Page 10

ROADMAP OF POST-SECONDARY EXPLORATION/EXPOSURE GOALS

POST-SECONDARY GOALS



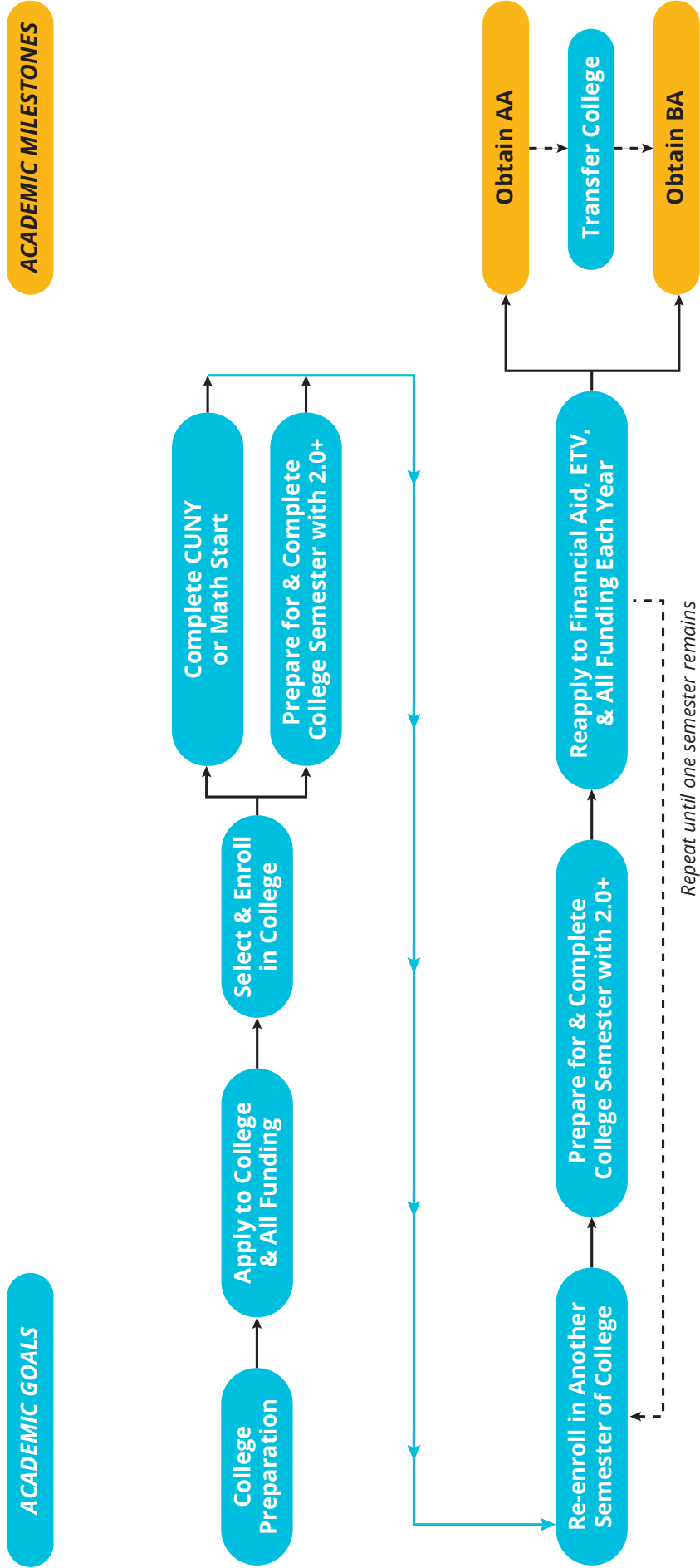
ROADMAP:

COLLEGE GOALS

Roadmap of College Goals	Page 12
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ROADMAP OF COLLEGE GOALS

YOUNG PERSON SITUATION: Young Person has High School degree/equivalency



ROADMAP:

CAREER DEVELOPMENT GOALS

Roadmap of Career Development Goals Page 14

ROADMAP OF CAREER DEVELOPMENT GOALS

ALL YOUNG PEOPLE, regardless of their academic situation, should engage in **career exploration** and **preparation** each year, and have at **least one** **career development experience/activity** that is in line with their interests, strengths, needs, and academic situation.

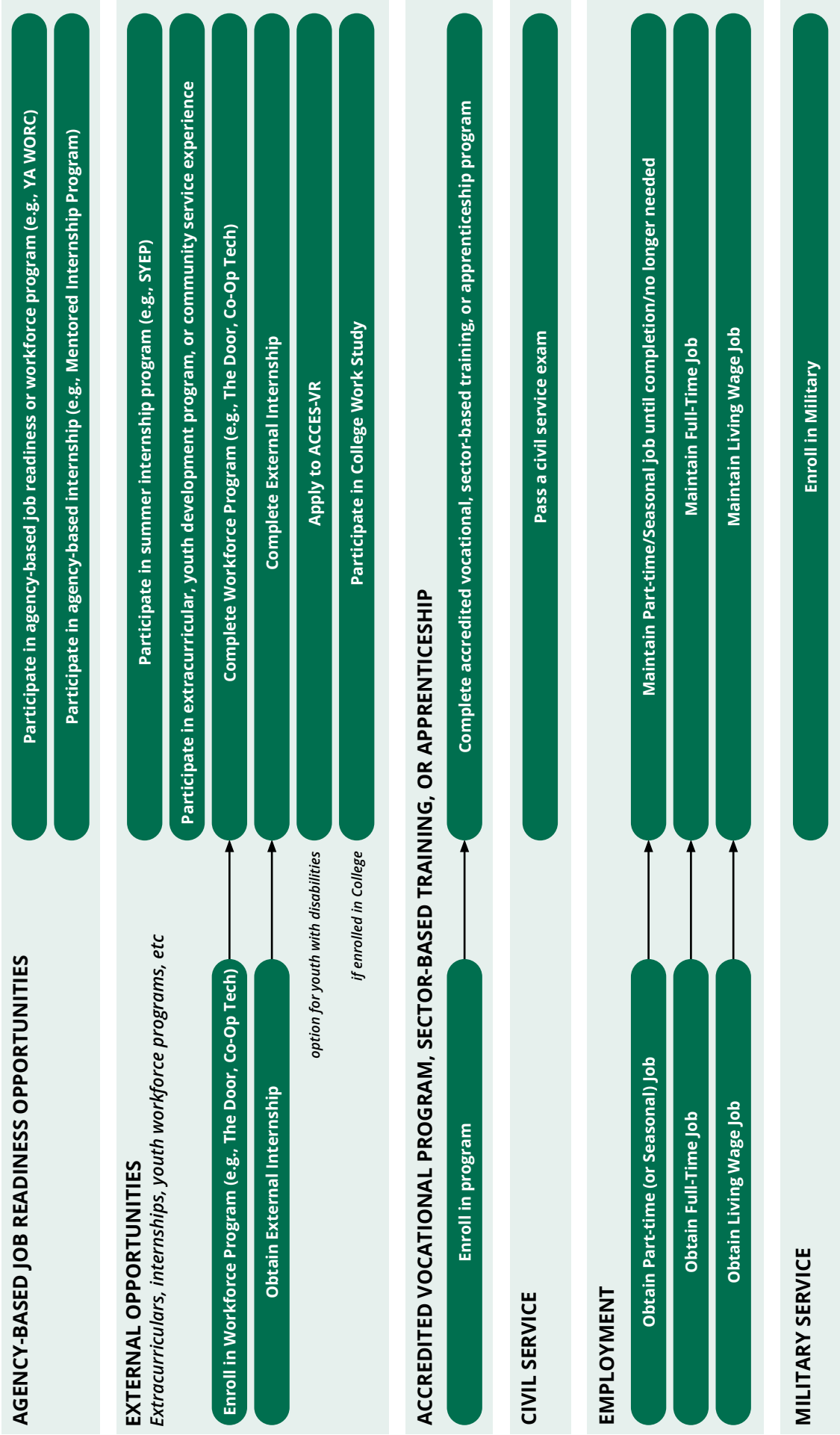
Conduct Career Exploration & Preparation

+

Complete at least 1 Career Development Experience/Activity*

*Select one or more Career Development Experience/Activity within any of the EXPERIENCE/ACTIVITY CATEGORIES below.

Selection should be based on the young person's interests, needs, academic situation, and pathway



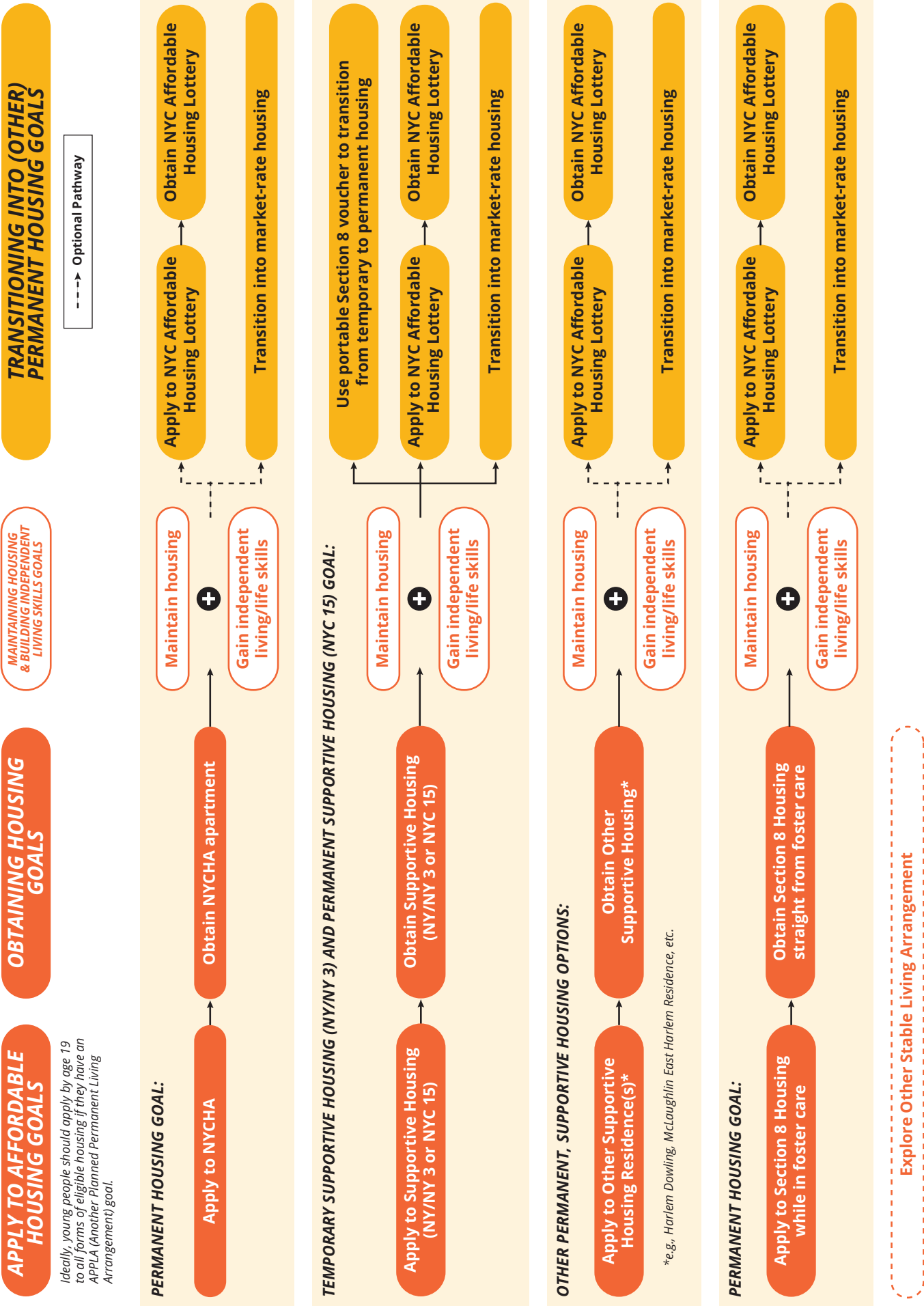
ROADMAP:

HOUSING & INDEPENDENT

LIVING GOALS

Roadmap of Housing & Independent Living Goals..... Page 16

ROADMAP OF HOUSING & INDEPENDENT LIVING GOALS



WORKSHEETS:

MIDDLE SCHOOL GOALS

Complete school year promoted with 90%+ attendance.....	Page 19
Help all 8th graders enter a best-fit, quality high school.....	Page 21
Connect students to extracurricular activities.....	Page 23
Ensure that all students with an IEP or 504 plan are receiving appropriate special education services or accommodations.....	Page 25

MIDDLE SCHOOL GOAL:

Complete school year promoted with 90% attendance

(by providing educational advocacy, monitoring performance, and connecting students to tutoring and supports, as needed)

The Middle School Specialist should complete this worksheet for all middle school students each year.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Monitor attendance (monthly, or as frequently as it's provided)	<input type="radio"/> YES <input type="radio"/> NO		**Attendance Rate(s):
<input type="radio"/> Monitor grade promotion status (in March for DOE schools) (If it is in doubt)	<input type="radio"/> YES <input type="radio"/> NO		Grade Promotion Status:
<input type="radio"/> Monitor grade promotion status in June	<input type="radio"/> YES <input type="radio"/> NO		Grade Promotion Status:
<input type="radio"/> Monitor grades (at least twice a year; as frequently as provided)	<input type="radio"/> YES <input type="radio"/> NO		**Grades:
<input type="radio"/> Monitor NYS exam scores when they become available in September or October	<input type="radio"/> YES <input type="radio"/> NO		**Exam Scores:

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Refer student to a tutor, as most students can benefit from tutoring	<input type="radio"/> YES <input type="radio"/> NO		Tutor Name:
<input type="radio"/> Contact tutor regarding student Progress/performance on at least a monthly basis (required if being tutored)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with the student's school/guidance counselor to discuss performance, Progress, and any needs	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with the student's case planning team to discuss performance, Progress, and any needs	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with the student's parent/foster parent to discuss performance, Progress, and any needs	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Improve student's attendance by coordinating with school, parents, and/or Case Planner and putting any needed plan or supports in place	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coordinate with Case Planner and family to develop a plan to assist the student in being promoted to the next grade, if promotion is in doubt	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect student to afterschool supports, if needed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help ensure student enrolls in summer school (required if student will not be promoted without summer school)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Monitor summer school completion and performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with school and young person to reduce suspensions	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request that the school submit an evaluation for an IEP or 504 Plan (requires parent's consent)	<input type="radio"/> YES <input type="radio"/> NO		Result:
<input type="radio"/> Conduct advocacy with DOE/school to help student obtain particular service or accommodation	<input type="radio"/> YES <input type="radio"/> NO		Service Obtained:
<input type="radio"/> Help ensure school stability when student enters foster care and if student transfers homes	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist with school transfer, if that is the best/only option	<input type="radio"/> YES <input type="radio"/> NO		Name of School:
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*Once school year is over, fill out the below section and select this goal again until student graduates 8th grade.

**Use reverse to track Attendance Rates, Grades, NYS Exam Scores, Grade Promotion Status and add additional notes.

GOAL TRACKING

START DATE: _____

STUDENT NAME: _____

SPECIALIST: _____

GOAL STATUS

☐ COMPLETED

Final Promotion Status: _____ Final Attendance: _____

☐ NOT COMPLETED

Final Promotion Status: _____ Final Attendance: _____

NOTES:

[illegible][illegible]

NEW YORK STATE EXAM SCORES (1-4)	DATE	NOTES
MATH:		
ELA:		

ADDITIONAL NOTES	

MIDDLE SCHOOL GOAL:

Help all 8th graders enter a best-fit, quality high school

(by providing individualized assistance with the high school selection process)

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Meet with the student/family to explain the process and develop preliminary list of schools in line with the student's interests, preferences, and performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit at least one high school with student, or coordinate visit with case planner/family to ensure student's attendance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check student's online application as soon as available to ensure demographic information is accurate	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Review student's application and list of schools before it is submitted	<input type="radio"/> YES <input type="radio"/> NO		**Enter list of schools on reverse
<input type="radio"/> Ensure student/family submits completed application by the December deadline	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with student/family when they receive their offer letter in March	<input type="radio"/> YES <input type="radio"/> NO		School Attending:

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Attend high school fair with student, or coordinate visit with case planner/family to ensure student's attendance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Meet with student's guidance counselor to discuss their application	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Arrange tutoring for Specialist High School Admissions Test prep in the Spring/summer	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure student signs up for Specialist High School Admissions Test with their guidance counselor in September and attends testing date in October	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help student complete their portfolio (if applying to a visual arts school)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help the student prepare, sign up for, and attend an audition (if applying to a performing arts school)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Schedule school interview and/or assessment (if required)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Complete charter school application(s)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Monitor student's placement on waitlists	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Submit timely appeal (if needed)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Celebrate acceptance into desired school/program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

GOAL TRACKING

START DATE: _____

Did student get into one of top 3 selected schools? ☐ YES ☐ NO

NOTES:

STUDENT NAME: _____

Did student get into one of top 5 selected schools? ☐ YES ☐ NO

SPECIALIST: _____

Most recent graduation rate of high school student will attend: ____%

HIGH SCHOOL	NOTES

ADDITIONAL NOTES

MIDDLE SCHOOL GOAL:

Connect students to afterschool and summer extracurricular activities

The Middle School Specialist should complete this worksheet for all middle school students each year.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Connect the student to an afterschool program or extracurricular activity, ideally one in line with their interests	<input type="radio"/> YES <input type="radio"/> NO		Program Name:
<input type="radio"/> Connect the student to a summer program or extracurricular activity, ideally one in line with their interests	<input type="radio"/> YES <input type="radio"/> NO		Program Name:
<input type="radio"/> At the end of the school year, check in to see how long the student was engaged in the program/activity	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A		Length of time:
<input type="radio"/> At the end of the summer, check in to see how long the student was engaged in the program/activity	<input type="radio"/> YES <input type="radio"/> NO <input type="radio"/> N/A		Length of time:

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss options with foster/birth parent and/or ask the tutor to discuss options with the parent	<input type="radio"/> YES <input type="radio"/> NO		*Add tutor's notes to reverse
<input type="radio"/> Coordinate with ACS to secure an open DYCD program slot	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coordinate with school	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Research options in line with students' interests	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help the student enroll, if needed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

GOAL TRACKING

START DATE: _____

Did student enroll in afterschool activity? ☐ YES ☐ NO

NOTES:

STUDENT NAME: _____

Did student enroll in summer activity? ☐ YES ☐ NO

Did student complete afterschool activity? ☐ YES ☐ NO

SPECIALIST: _____

Did student complete summer activity? ☐ YES ☐ NO

ADDITIONAL NOTES

MIDDLE SCHOOL GOAL:

Ensure that all students with an IEP or 504 plan are receiving appropriate special education services or accommodations

For all students with an IEP or 504 plan

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Obtain copy of most recent IEP/504 Plan and ensure it is current within the last year. If it's not, contact the school to see if a more recent version exists; if needed, work with the school and family to schedule a new meeting as soon as possible.	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Participate in annual IEP meeting and/or 504 meeting; try to ensure the student and student's parent participates in this meeting	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Confirm student is receiving all accommodations and services mandated by 504 or IEP, and is in the right classroom setting	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Renew 504 Plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Obtain copy of most recent psycho-educational evaluation and ensure it is current within the last 3 years <i>(required for students with IEPs but not 504s)</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request new accommodation(s), if needed <i>(requires parent's consent)</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request that the school conduct a new IEP or 504 evaluation, if needed <i>(requires parent's consent)</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request that the school make changes to IEP, if needed <i>(requires parent's consent)</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request an independent educational evaluation if student is not demonstrating progress and the school evaluation is not comprehensive <i>(requires parental consent)</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If needed, Work with educational decision-maker to exercise due process rights on behalf of student (e.g., request mediation or an impartial hearing). <i>This should only happen after talking with the student's teachers, principal, IEP team, and case planning team (and when needed, the District Superintendent).</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other	<input type="radio"/> YES <input type="radio"/> NO		

GOAL TRACKING

*Goal is considered complete if the student is receiving all accommodations and services AND is in the right classroom setting

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | STUDENT IS RECEIVING ALL ACCOMMODATIONS AND SERVICES MANDATED BY 504 OR IEP

DATE: _____

☐ NO | NOTES:

NEW GOAL: _____

COACH: _____

☐ YES | STUDENT IS IN THE RIGHT CLASSROOM SETTING

NOTES:

☐ NO | NOTES:

ADDITIONAL NOTES

WORKSHEETS:

HIGH SCHOOL GOALS

Roadmap of High School Goals.	Page 28
Re-engage & Re-enroll in a best-fit high school/HSE program.	Page 29
Complete school year promoted with 10+ credits.	Page 31
(If needed) Transfer student into a better-fit high school setting. (e.g., transfer school, YABC, HSE, specialized school setting)	Page 33
Obtain high school degree (local, Regents, or Advanced).	Page 35
Advance a grade level in a High School Equivalency Program and/or pass a section of the TASC exam.	Page 37
Obtain High School Equivalency.	Page 39
Obtain Skills and Achievement Commencement Credential. (For students who are alternatively assessed <u>only</u>)	Page 41
Complete School Year with 85%+ Attendance & Mastery of IEP Goals. (For students who are alternatively assessed <u>only</u>)	Page 43

Additional, Optional Goal:

Ensure receipt of appropriate accommodations or special education services. . (For students with IEP/504 plan)	Page 45
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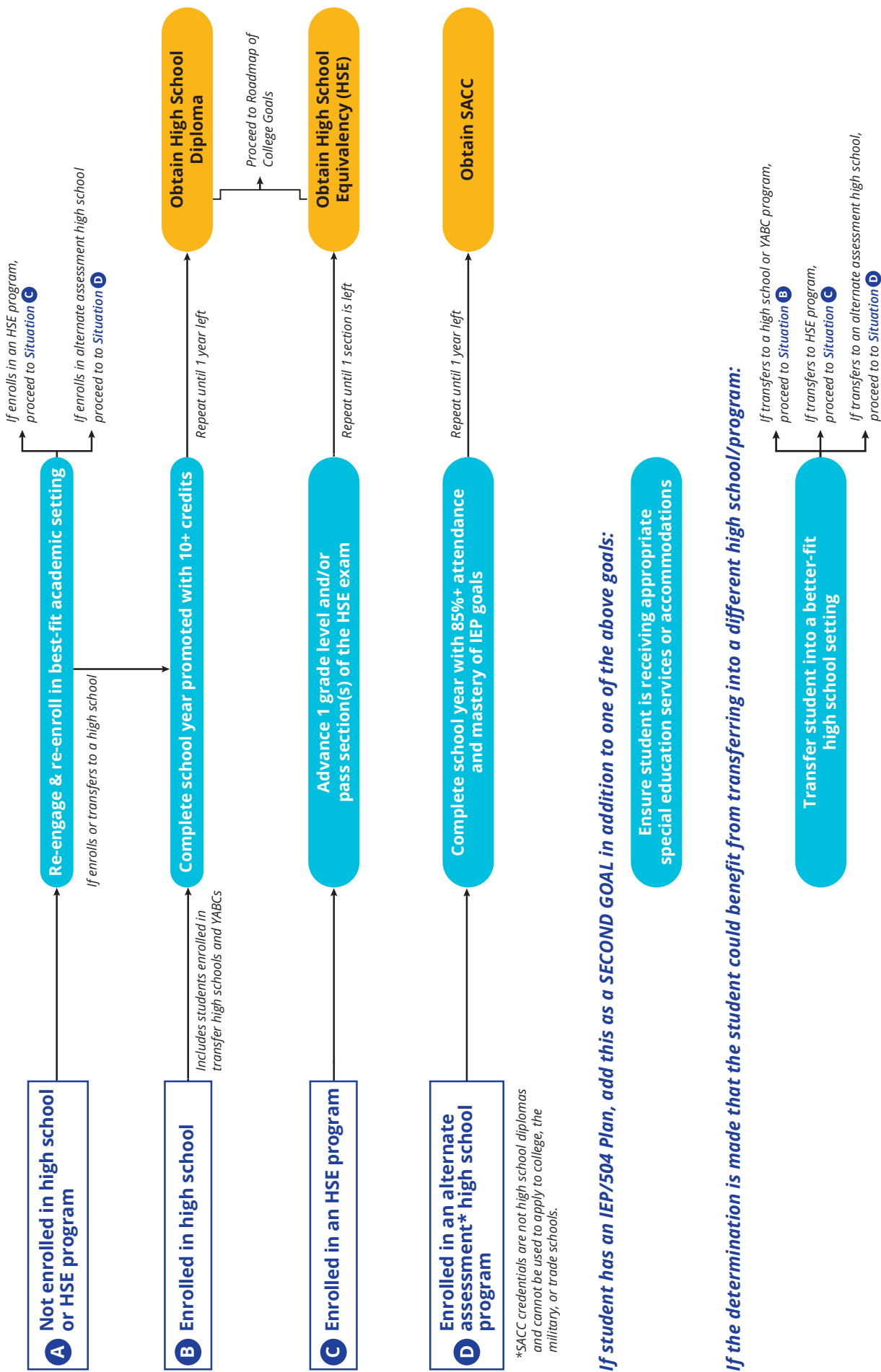
ROADMAP OF HIGH SCHOOL GOALS- BASED ON A YOUNG PERSON'S SITUATION

YOUNG PERSON SITUATION:

Does not have High School degree/equivalency (HSE)

ACADEMIC GOALS

ACADEMIC MILESTONES



If student has an IEP/504 Plan, add this as a SECOND GOAL in addition to one of the above goals:

If the determination is made that the student could benefit from transferring into a different high school/program:

HIGH SCHOOL GOAL:

Re-engage & Re-enroll in a best-fit high school/HSE program

Complete this worksheet if the young person has no high school degree/equivalency and is **not currently enrolled** in any academic setting.

IF YOUNG PERSON IS NOT MOTIVATED TO RE-ENROLL, SOME BEST-PRACTICE STEPS TO RE-ENGAGE THEM:

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Help young person understand why a degree is important by connecting them to a peer group or credible messenger; motivate them to re-enroll	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person understand why a degree is important by connecting them to an extracurricular program or experience in line with their interests to build self esteem & help envision pathway; motivate them to re-enroll	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person have a "breakthrough" by taking them on a trip or engaging in a new experience that broadens their horizons	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person understand why a degree is important through coaching; motivate them to re-enroll	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other: _____ <small>For additional space, please see reverse side.</small>	<input type="radio"/> YES <input type="radio"/> NO		

REQUIRED STEPS ONCE ENGAGED, COMPLETE ALL	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Speak to the parent and Case Planner about re-enrolling the youth	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Obtain the most recent transcript and records (including attendance records and IEP/504 Plan, if applicable) from the previously attended high school, and review them.	<input type="radio"/> YES <input type="radio"/> NO		See reverse
<input type="radio"/> Evaluate what type of high school setting may be a best fit based on youth's age, credits earned, student needs, etc. (e.g., HSE program, transfer school, YABC, specialized high school, etc.). Also consider whether the most recently attended school/program could be a good fit.*	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Once the type of high school setting is determined, create a vetted list of specific high schools/programs with the young person based on location, quality (graduation rate, school safety, etc.), student needs, and student interest; select some to visit.**	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Reach out to potential schools/programs to ask about open houses, process, eligibility criteria, services offered, etc.	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit potential schools/programs with young person (and/or have parent visit with young person)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow-up with school/program and young person after visit(s) to debrief and hear their thoughts	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to a best-fit school or HSE program; support young person through any interviews	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Enroll in best-fit school or HSE program; complete any paperwork	<input type="radio"/> YES <input type="radio"/> NO		Name of school/program:
<input type="radio"/> Celebrate acceptance into the new school/program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person before the first day of school to provide support/encouragement	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person after the first day to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person after the first week to debrief/reflect on experience <small>(if still enrolled at this point, mark goal as "completed")</small>	<input type="radio"/> YES <input type="radio"/> NO		

*Refer to *Fair Futures Program Manual, Section 18D and Appendix F8 Alternative High School Selection and Application Guide* for an overview of the various types of schools/programs and key factors to consider.

** To assess key performance measures, including the graduation rate, climate, etc., look online at the schools' dashboard: tools.nycenet.edu.

*ONCE GOAL IS COMPLETED:

- Proceed to **Student Situation B** on High School Goals Roadmap on **page 8** if the young person enrolls in a high school or YABC.
- Proceed to **Student Situation C** on High School Goals Roadmap on **page 8** if the young person enrolls in an HSE program.
- Proceed to **Student Situation D** on High School Goals Roadmap on **page 8** if the young person enrolls in an Alternate Assessment high school.

GOAL TRACKING

START DATE: _____

☐ **GOAL COMPLETED**

DATE: _____

NOTES:

YOUTH NAME: _____

☐ **GOAL CHANGED**

DATE: _____

COACH: _____

NEW GOAL: _____

NOTES FROM TRANSCRIPT/RECORDS	DATE	
IEP/504 PLAN:		
ATTENDANCE:		
CREDITS EARNED (TOTAL):		
REGENTS PASSED & SCORES:		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:			

ADDITIONAL NOTES

HIGH SCHOOL GOAL:

Complete school year promoted with 10+ credits*

Complete this worksheet if the young person is enrolled in high school.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Monitor attendance (as frequently as it's provided)***	<input type="radio"/> YES <input type="radio"/> NO		Attendance Rate:
<input type="radio"/> Monitor grades (at least 2x a year, or as frequently as it's provided)***	<input type="radio"/> YES <input type="radio"/> NO		Grades: GPA:
<input type="radio"/> Speak to/meet with the guidance counselor/staff regarding young person's attendance or performance (minimally 1x each semester)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly coaching, support, and encouragement around school persistence (text, call, or meet student)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Monitor student's transcript at end of each semester***	<input type="radio"/> YES <input type="radio"/> NO		

***Add Attendance Rate, Grades, GPA, Grade Promotion Status, Regents Exam Score, Credits Earned to reverse

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Refer student to tutor	<input type="radio"/> YES <input type="radio"/> NO		Tutor's Name:
<input type="radio"/> Follow-up with tutor on performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with young person to improve attendance; coach young person, text/call young person in the mornings	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person re-engage/understand why school is important by connecting them to a peer group or credible messenger	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person re-engage/understand why school is important by connecting them to an extracurricular program or experience in line with their interests to build self-esteem & help them envision pathway	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person have a "breakthrough moment" by taking them on a trip or engaging in a new experience that broadens their horizons	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create a study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Encourage young person to attend Regents exam prep	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with school and young person to prevent suspensions	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person enroll in summer school, if needed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Update foster parent or caregiver on performance; encourage them to provide support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If student is struggling, refer to Fair Futures Program Manual, Section 18D for guidance, and evaluate whether the school is a good fit and if the student could benefit from a school transfer; consult the youth, your Supervisor, the school, parent(s), and Case Planner if considering a transfer **	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request that the school submit an evaluation for an IEP or 504 Plan (requires parent's consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

For additional space, please see reverse side.

***ONCE GOAL IS COMPLETED:** Select this goal again until the student is 1 year away from graduating

- Then proceed to "Obtain High School Degree" goal on High School Goals Roadmap

****IF STRUGGLING AND SCHOOL IS NOT A GOOD FIT:** Proceed to "Transfer student to a better-fit high-school setting" goal on High School Goals Roadmap and begin worksheet on [page 33](#)

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

☐ YES ☐ NO

DATE: _____

NOTES:

YOUTH NAME: _____

PROMOTION STATUS: _____ # OF CREDITS EARNED: _____

☐ GOAL CHANGED

COACH: _____

DATE: _____

NEW GOAL: _____

GRADES & GPA	DATE	NOTES

TRANSCRIPT NOTES	DATE	NOTES
CREDITS EARNED, REGENTS EXAMS PASSED, GRADE PROMOTION STATUS	Track transcript at end of semester*	

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:			

ADDITIONAL NOTES	

HIGH SCHOOL GOAL: (IF NEEDED)

Transfer student into a better-fit high school setting (e.g., transfer school, YABC, HSE, specialized school setting)

Complete this worksheet if the young person is enrolled in high school and would benefit from a school transfer.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Ensure young person wants to transfer schools and is motivated to do so	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to the parent, Case Planner, and school about the need to transfer schools	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assess what type of transfer is needed and what type of high school setting would be best, based on age, credits, student needs, etc. (See <i>Fair Futures Program Manual, Section 18D and Appendix F8 Alternative High School Selection and Application Guide</i>)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Once the type of high school setting is determined, create a vetted list of specific high schools/programs with the young person based on location, quality (graduation rate, school safety, etc.), student needs, and student interest; select some to visit*	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Reach out to potential schools/programs to ask about open houses, process, eligibility criteria, services offered, etc.	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit potential schools/programs with young person (and/or have parent visit with young person)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow-up with school/program and young person after visit(s) to debrief and hear their thoughts	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to a best-fit school or HSE program; support young person through any interviews	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Enroll in best-fit school or HSE program; complete any paperwork	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Celebrate acceptance into the new school/program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person before the first day of school to provide support/encouragement	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person after the first day to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with young person after the first week to debrief/reflect on experience (if still enrolled at this point, mark goal as "completed")	<input type="radio"/> YES <input type="radio"/> NO		

*To assess key performance measures, including the graduation rate, climate, etc., look online at the schools' dashboard: tools.nycenet.edu

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Visit a Referral Center for High School Alternatives to determine best-fit option	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach young person around motivation; practice interviewing as to why he/she wants to attend that school/program, why this time will be different, etc.	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If student is not accepted to school/program they apply to, repeat the required steps above and apply to other schools/programs	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with school district to make any necessary changes to the students' IEP, if needed to transfer school (See <i>Fair Futures Program Manual</i> for guidance)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other: _____ For additional space, please see reverse side.	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- If transfers to a high school:** Proceed to "Complete school year promoted with 10+ credits" goal on High School Goals Roadmap and begin worksheet on **page 31**
- If transfers to a YABC program:** Proceed to "Obtain high school degree" goal on High School Goals Roadmap and begin worksheet on **page 35**
- If transfers to a HSE program:** Proceed to **Student Situation C** on High School Goals Roadmap on **page 8**
- If transfers to an Alternate Assessment school:** Proceed to **Student Situation D** on High School Goals Roadmap on **page 8**

GOAL TRACKING

START DATE: _____

☐ **GOAL COMPLETED**

DATE: _____

NEW SCHOOL/PROGRAM NAME: _____

YOUTH NAME: _____

☐ **GOAL CHANGED**

DATE: _____

NOTES:

COACH: _____

NEW GOAL: _____

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<div><input type="radio"/> Other:</div>			

ADDITIONAL NOTES

HIGH SCHOOL GOAL:

Obtain high school degree (local, Regents, or Advanced)

Complete this worksheet if the young person is in their senior year or has sufficient credits/Regents to graduate that year.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Monitor attendance (as frequently as it's provided)***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Monitor grades (as frequently as it's provided)***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Monitor student's transcript at end of each semester***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with the guidance counselor/staff regarding young person's attendance or performance (minimally 1x each semester)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly coaching, support, and encouragement around school persistence (text, call, or meet student)	<input type="radio"/> YES <input type="radio"/> NO		

***Fill in data points for Attendance Rate, Grades, GPA, Transcript Notes in space provided on reverse.

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Work with parent to request Superintendent's Determination - this allows a student with an IEP to graduate with a local diploma even if some Regents aren't passed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Evaluate whether a YABC setting is needed, based on age/credits and young person's life situation	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with young person to improve attendance; coach young person, text young person in the mornings	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person re-engage/understand why school is important by connecting them to a peer group or credible messenger	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person re-engage/understand why school is important by connecting them to an extracurricular program or experience in line with their interests to build self-esteem & help them envision pathway	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person have a "breakthrough moment" by taking them on a trip or engaging in a new experience that broadens their horizons	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with program staff regarding young person's attendance or performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create a study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Refer student to tutor	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow-up with tutor on performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Update foster parent or caregiver; encourage them to provide support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Encourage young person to attend Regents exam prep	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Appeal Regents exam score	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

For additional space, please see reverse side.

*ONCE GOAL IS COMPLETED:

- Proceed to Post Secondary Goals Roadmap (page 10) if the young person is still exploring Post Secondary pathways
- Proceed to College Goals Roadmap (page 12) if the young person enrolls in college (after completing all relevant Post Secondary Goals)
- Proceed to Career Development Goals Roadmap (page 14) if the young person enrolls in a vocational or other sector-based certificate program/post-secondary setting, or is engaging in exploring career experiences

GOAL TRACKING

START DATE: _____

GOAL COMPLETED ☐ YES ☐ NO

DATE: _____

TYPE OF DEGREE EARNED: _____

YOUTH NAME: _____

☐ GOAL CHANGED

DATE: _____

NOTES: _____

COACH: _____

NEW GOAL: _____

GRADES & GPA	DATE	NOTES

TRANSCRIPT NOTES	DATE	NOTES
CREDITS EARNED, REGENTS EXAMS PASSED, GRADE PROMOTION STATUS	Track transcript at end of semester*	

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
○ Other:			

ADDITIONAL NOTES	

HIGH SCHOOL GOAL:

Advance a grade level in a High School Equivalency Program and/or Pass a section of the TASC exam

Complete this worksheet if the young person is enrolled in an HSE program and is not ready to pass the full TASC exam.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Monitor attendance and performance biweekly (check-in with the young person's Primary Person at the program)***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly persistence coaching, support, and encouragement to advance grade level (text, call, or meet)	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Work with young person to improve attendance; coach young person, text young person in the mornings	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person re-engage/understand why school is important by connecting them to a peer group or credible messenger	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person re-engage/understand why school is important by connecting them to an extracurricular program or experience in line with their interests to build self-esteem & help them envision pathway	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person have a "breakthrough moment" by taking them on a trip or engaging in a new experience that broadens their horizons	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with program staff regarding young person's attendance or performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create a study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Refer student to tutor	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow-up with tutor on performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Update foster parent or caregiver; encourage them to provide support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure student receives any needed accommodations on exam	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

***Fill in relevant information in space provided on reverse of worksheet.

*ONCE GOAL IS COMPLETED:

- Select this goal again until the student is 1 semester away from graduating
- If young person is ready to pass all sections of the exam, proceed to "Obtain High School Equivalency (HSE)" goal on High School Goals Roadmap and begin worksheet on **page 39**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | Grade Level Advanced To: _____

DATE: _____

Subjects: _____

NEW GOAL: _____

☐ YES | Exam Section(s) Passed: _____

COACH: _____

☐ NO | NOTES: _____

NOTES: _____

ATTENDANCE RATE	DATE	NOTES

ADDITIONAL NOTES

HIGH SCHOOL GOAL:

Obtain High School Equivalency (HSE)

Complete this worksheet if the young person is enrolled in HSE program and is close to passing the TASC exam.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Monitor attendance and performance biweekly (check-in with the young person's Primary Person at the program)***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly persistence coaching, support, and encouragement (text, call, or meet)	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Work with young person to improve attendance; coach young person, text young person in the mornings	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person re-engage/understand why school is important by connecting them to a peer group or credible messenger	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person re-engage/understand why school is important by connecting them to an extracurricular program or experience in line with their interests to build self-esteem & help them envision pathway	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person have a "breakthrough moment" by taking them on a trip or engaging in a new experience that broadens their horizons	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with program staff regarding young person's attendance or performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create a study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Refer student to tutor	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow-up with tutor on performance***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

***Fill in relevant information in space provided on reverse of worksheet.

*ONCE GOAL IS COMPLETED:

- Proceed to Post Secondary Goals Roadmap (page 10) if the young person is still exploring Post Secondary pathways
- Proceed to College Goals Roadmap (page 12) if the young person enrolls in college (after completing all relevant Post Secondary Goals)
- Proceed to Career Development Goals Roadmap (page 14) if the young person enrolls in a vocational or other sector-based certificate program/post-secondary pathway or is engaging in exploring career experiences

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ATTENDANCE RATE	DATE	NOTES

ADDITIONAL NOTES

HIGH SCHOOL GOAL:

Obtain Skills and Achievement Commencement Credential

Complete this worksheet if the young person is a student with an IEP who is alternately assessed only and 1 year away from obtaining a Skills and Achievement Commencement Credential.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Monitor Progress toward IEP goals***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly persistence coaching, support, and encouragement (text, call, or meet)	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Work with young person to improve attendance; coach young person, text young person in the mornings	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with young person to improve attendance; connect young person to a peer group or a credible messenger	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with young person to improve attendance; connect them to an extracurricular program or experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with program staff regarding young person's attendance or performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Refer student to tutor	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow-up with tutor on performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Update foster parent or caregiver; encourage them to provide support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure school is providing appropriate transition services	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure representatives from ACCES-VR and/or OPWDD participate in student's IEP meeting	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

***Fill in relevant information in space provided on reverse of worksheet.

*ONCE GOAL IS COMPLETED:

- Proceed to Career Development Goals Roadmap on **page 14**

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
			NOTES:

ATTENDANCE RATE	DATE	NOTES

ADDITIONAL NOTES

HIGH SCHOOL GOAL:

Complete school year with 85%+ Attendance and Mastery of IEP goals*

Complete this worksheet if the young person is a student with an IEP who is alternately assessed only (not in a traditional high school).

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Monitor Progress toward IEP goals***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly persistence coaching, support, and encouragement (text, call, or meet)	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Work with young person to improve attendance; coach young person, text young person in the mornings	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with young person to improve attendance; connect young person to a peer group or a credible messenger	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with young person to improve attendance; connect them to an extracurricular program or experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Speak to/meet with program staff regarding young person's attendance or performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Refer student to tutor	<input type="radio"/> YES <input type="radio"/> NO		Tutor's Name: _____ Date Started: (MM/DD/YYYY) / /
<input type="radio"/> Follow-up with tutor on performance	<input type="radio"/> YES <input type="radio"/> NO		# of tutoring sessions: _____
<input type="radio"/> Update foster parent or caregiver; encourage them to provide support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure school is providing appropriate transition services	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure representatives from ACCES-VR and/or OPWDD participate in student's IEP meeting	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other: _____	<input type="radio"/> YES <input type="radio"/> NO		

***Fill in relevant information in space provided on reverse of worksheet.

*ONCE GOAL IS COMPLETED:

- Select this goal again until the student is 1 year away from graduating, then select "Obtain Skills and Achievement Commencement Credential" goal and begin worksheet on **page 41**
- Proceed to Career Development Goals Roadmap on **page 14**

GOAL TRACKING

START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES ATTENDANCE: _____ %		DATE: _____
COACH: _____	IEP GOALS MASTERED: _____		NEW GOAL: _____
	<input type="checkbox"/> NO ATTENDANCE: _____ %		NOTES: _____
	NOTES: _____		

ATTENDANCE RATE	DATE	NOTES

ADDITIONAL NOTES

ADDITIONAL HIGH SCHOOL GOAL:

Ensure receipt of appropriate accommodations or special education services *

Complete this worksheet if the young person has IEP or 504 plan and is enrolled in high school or HSE program.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Obtain copy of most recent IEP/504 Plan and ensure it is current within the last year. If it's not, contact the school to see if a more recent version exists; if needed, work with the school and family to schedule a new meeting as soon as possible	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Participate in annual IEP meeting and/or 504 meeting; try to ensure the student and student's parent participates in this meeting	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Confirm student is receiving all accommodations and services mandated by 504 or IEP, and is in the right classroom setting	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Renew 504 Plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Obtain copy of most recent psycho-educational evaluation and ensure it is current within the last 3 years (required for students with IEPs but not 504s)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request new accommodation(s), if needed (requires parent's consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request that the school conduct a new IEP or 504 evaluation, if needed (requires parent's consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request an independent educational evaluation if student is not demonstrating progress and the school evaluation is not comprehensive (requires parental consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request that the school make changes to IEP, if needed (requires parent's consent)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If needed, Work with educational decision-maker to exercise due process rights on behalf of student (e.g., request mediation or an impartial hearing). <i>This should only happen after talking with the student's teachers, principal, IEP team, and case planning team (and when needed, the District Superintendent).</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with school to apply to ACCES-VR <i>Proceed to Career Development Goals on page 14</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*Add this as a second goal if young person has IEP or 504 plan.

GOAL TRACKING

*Goal is considered complete if the student is receiving all accommodations and services AND is in the right classroom setting

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | STUDENT IS RECEIVING ALL ACCOMMODATIONS AND SERVICES MANDATED BY 504 OR IEP

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

☐ YES | STUDENT IS IN THE RIGHT CLASSROOM SETTING

☐ NO | NOTES:

NOTES:

ADDITIONAL NOTES

WORKSHEETS:

POST-SECONDARY

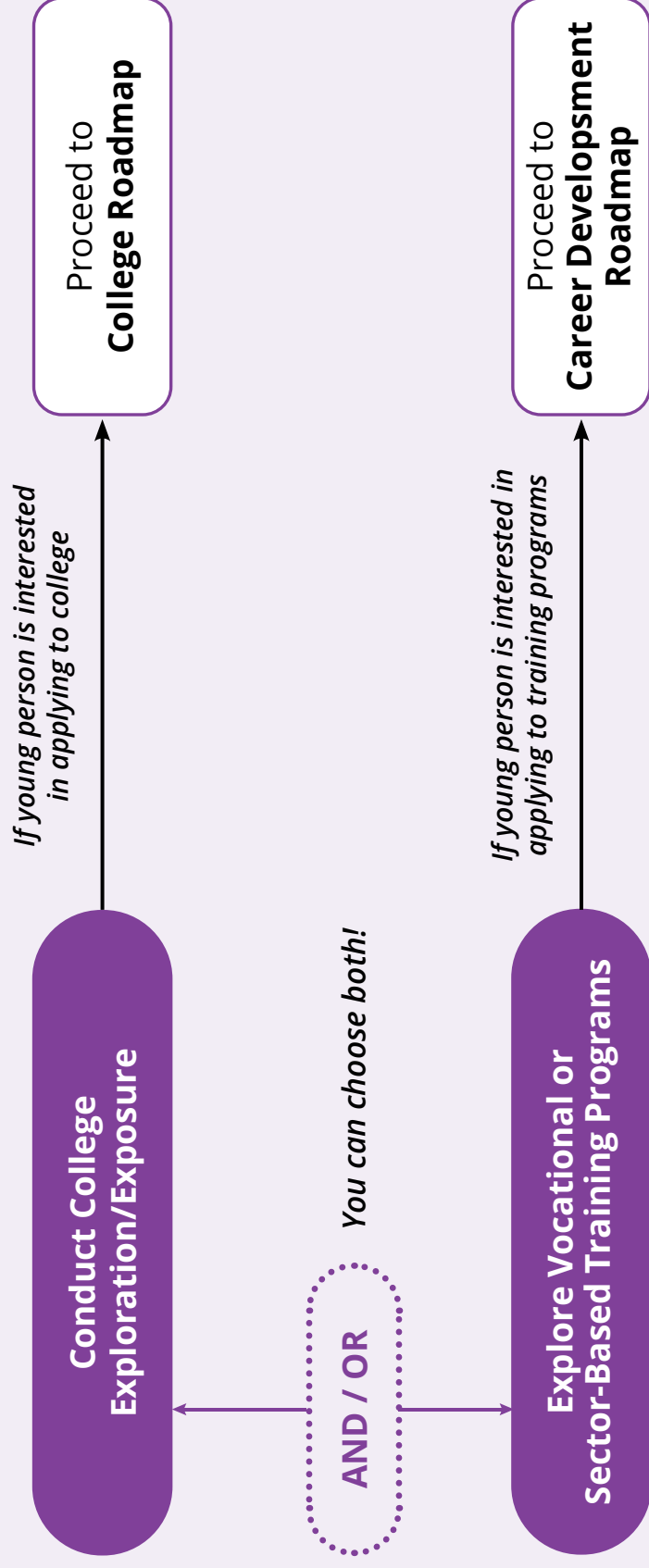
EXPLORATION / EXPOSURE

GOALS

Roadmap of Post-Secondary Exploration/Exposure Goals	Page 48
Conduct College Exploration/Exposure	Page 49
Explore Vocational or Sector-Based Training Programs	Page 51

ROADMAP OF POST-SECONDARY EXPLORATION/EXPOSURE GOALS

POST-SECONDARY GOALS



POST-SECONDARY GOAL:

Conduct College Exploration/Exposure*

Complete this worksheet if the young person is **interested, or could someday be interested, in attending college.**

POTENTIAL STEPS (COMPLETE AT LEAST ONE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If youth is still in high school / HSE program, Coach to meet with the guidance counselor and student to discuss options, Progress towards graduation, and a plan for the remainder of high school/HSE program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Young person to meet with College Success Specialist and/or Coach to learn more about college	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Attend peer group related to college (if applicable)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Complete peer group related to college (if applicable)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Explore colleges online	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Discuss college experience with current or former student or credible messenger	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit/tour college(s)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Attend college fair	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Enroll student in First Star Academy if going into 9th grade	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Discuss college options with parent and/or significant adult figure in young person's life; encourage them to provide support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to [College Goals Roadmap](#)

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
			NOTES:

ADDITIONAL NOTES

POST-SECONDARY GOAL:

Explore Vocational or Sector-Based Training Programs*

Complete this worksheet if young person is, or could potentially be, **interested in exploring vocational or other sector-based training programs**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Meet with Coach and/or Career Development Specialist (and high school counselor, if applicable) to explore other post-secondary pathways (then proceed to Career Development Goals Roadmap on page 14)	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to [Career Development Goals Roadmap](#) (page 14) to select a vocational or other sector-based training program

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
			NOTES:

ADDITIONAL NOTES

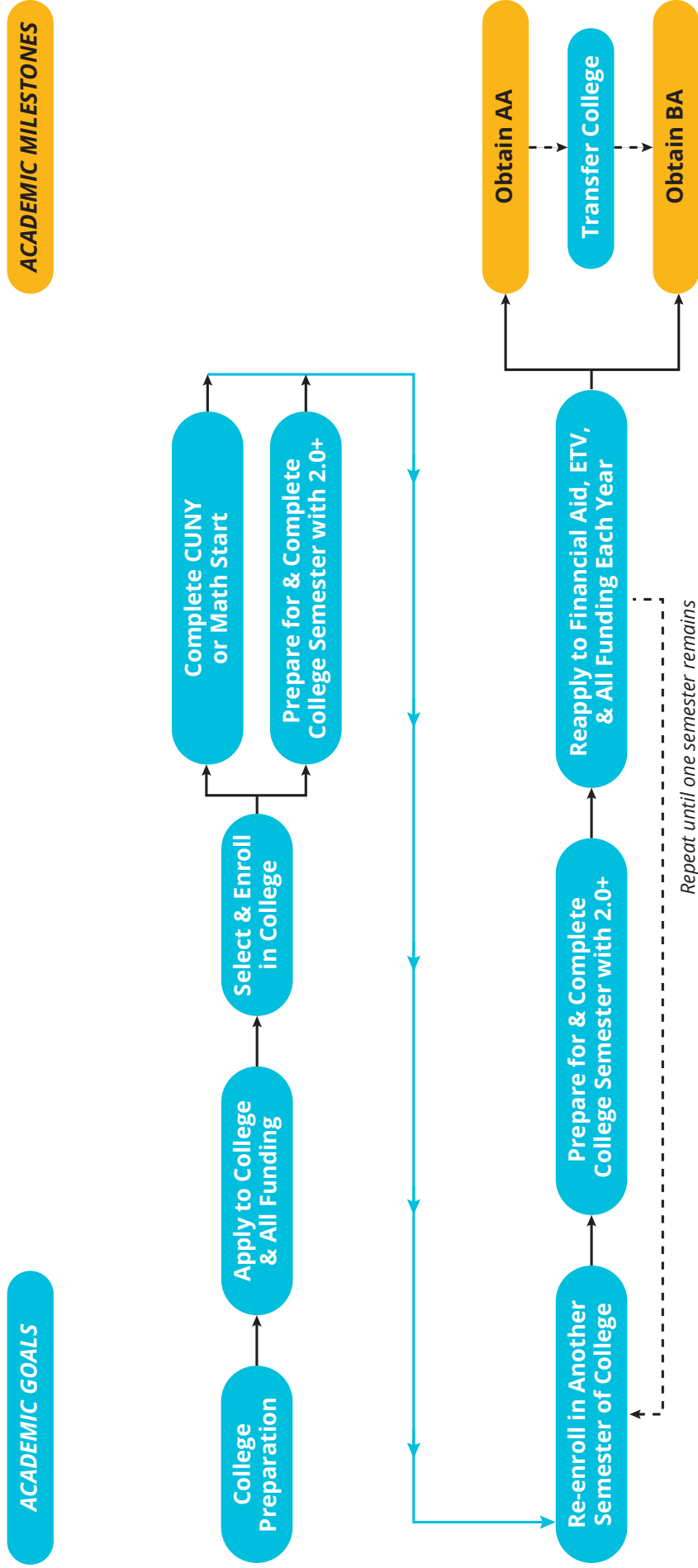
WORKSHEETS:

COLLEGE GOALS

Roadmap of College Goals.....	Page 54
Conduct College Preparation	Page 55
Apply to College(s) & All Funding.....	Page 57
Select and Enroll in College.....	Page 59
Enroll in CUNY/Math Start.....	Page 61
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ROADMAP OF COLLEGE GOALS

YOUNG PERSON SITUATION: Young Person has High School degree/equivalency



COLLEGE GOAL:

Conduct College Preparation*

Complete this worksheet if the young person is in high school or high school equivalency program and is **interested in attending college**.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Meet with high school counselor, Coach, and/or College Specialist to put a plan in place; ideally engage parent/foster parent	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Develop a college list ***Add college list to reverse of worksheet	<input type="radio"/> YES <input type="radio"/> NO		

***Fill in relevant information on reverse of worksheet

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Enroll in A.P. classes	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Take Pre-SATs	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with school to request needed accommodations on PSATs, SATs and A.P. exams	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Receive PSAT or SAT tutoring (or enroll in prep program)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Take SATs	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Retake SATs	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Apply to College(s) and All Funding" goal on College Goals Roadmap on **page 12** and begin worksheet.

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

PSAT SCORES	TEST DATE	NOTES

SAT SCORES	TEST DATE	NOTES

COLLEGE LIST	NOTES

ADDITIONAL NOTES

COLLEGE GOAL:

Apply to College(s) & All Funding*

Complete this worksheet if the young person is ready to apply to **college(s)**.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Work with Coach or College Specialist to explore best-fit college options	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with Coach or College Specialist to apply to colleges***	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with Coach or College Specialist to fill out FAFSA & New York State TAP application; if high school counselor fills it out, ensure the information is correct	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist student with applying to an opportunity program (SEEK/CD or ASAP if attending a 2-year CUNY school; EOP if applying to a 4-year CUNY/SUNY school; HEOP if applying to a 4-year NYS private school). Note: only first-time freshmen can apply for an Opportunity Program (Except ASAP: students can apply for ASAP if they have less than 15 credits and a 2.0+ GPA. <i>See Fair Futures Program Manual, Section 21 and Fair Futures Program Manual, Appendix G8 for more details.</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with Coach or College Specialist to fill out ETV application	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Student should visit their Financial Aid office to see if they qualify for the Foster Youth College Success Initiative funding and supports. <i>See Fair Futures Program Manual, Appendix G22</i>	<input type="radio"/> YES <input type="radio"/> NO		

***Fill in relevant information on reverse of worksheet

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Work with College Specialist to fill out scholarship applications (including The nsoro Foundation scholarship for all foster youth with a 2.0+)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to the ACS Dormitory Project (If student has an APPLA goal, is waiting for housing, is attending a CUNY school, and wants a dorm setting)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to ACS Room & Board (if student has an APPLA goal, is waiting for housing, and wants a dorm setting)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with young person to apply to the New Yorkers for Children (NYFC) Nick's Scholars Program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Select and Enroll in College" goal on College Goals Roadmap on page 12 and begin worksheet.

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

COLLEGE LIST	NOTES

ADDITIONAL NOTES

COLLEGE GOAL:

Select and Enroll in College*

Complete this worksheet if the young person has applied for college funding (financial aid, ETV, FYSA, scholarships, etc.) and support.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Select best-fit college	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Accept offer	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Enroll in classes	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Take CUNY assessment test, if applying there	<input type="radio"/> YES <input type="radio"/> NO		Results:
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- If significant remedials are needed:** Proceed to "Enroll in CUNY/Math Start" goal on College Goals Roadmap on page 12 and begin worksheet
- If remedials are not needed:** Proceed to "Prepare for & Complete College Semester with 2.0+" goal on College Goals Roadmap on page 12 and begin worksheet

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | ENROLLMENT: ☐ FULL TIME ☐ PART TIME

DATE: _____

COLLEGE NAME: _____

NEW GOAL: _____

COACH: _____

☐ NO | NOTES:

NOTES:

ADDITIONAL NOTES

COLLEGE GOAL:

Enroll in CUNY/Math Start*

Complete this worksheet if the young person has **selected and enrolled in college** and **if significant remedials are needed**.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Assess student's remedial needs and discuss pros/cons of this program with student	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Fill out application	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to College Goal "Complete CUNY/Math Start" and begin worksheet.

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NAME OF PROGRAM: _____

DATE: _____

COACH: _____

☐ NO | NOTES: _____

NEW GOAL: _____

NOTES: _____

ADDITIONAL NOTES

COLLEGE GOAL:

Complete CUNY/Math Start*

Complete this worksheet if the young person has enrolled in CUNY/Math Start.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check in with young person after first day to debrief on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide persistence coaching; check-in on young person's Progress at least biweekly	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check in with program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to tutoring	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Celebrate finishing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Re-enroll in Another Semester of College" goal on College Goals Roadmap and begin worksheet.

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NUMBER OF WEEKS ATTENDED: _____
NOTES:

NEW GOAL: _____
NOTES:

ADDITIONAL NOTES

COLLEGE GOAL:

Prepare for & Complete College Semester with 2.0+

Complete this worksheet if the young person is enrolled in college.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Ensure student has food, transportation, and basic minimum living expenses before stipends/financial aid comes in	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person before first day of college semester	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person after first day of semester to debrief on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure student has a plan to purchase books	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check student's financial aid balance after the first week of school to ensure there is nothing owed and no holds; <i>follow up with Bursar/Financial Aid office if needed</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure student understands how to use college systems (e.g., Blackboard, CUNYFirst, etc.)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure student's address is correct in the college system	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure student understands consequences of attendance policies (e.g., after two missed classes a grade drops)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Walk through all syllabi with student and put assignment due dates in calendar	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person before "withdraw" period is over; <i>If they need to withdraw from any classes, see Advisor and refer to Fair Futures Program Manual and Appendix G17</i>	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person during mid-terms	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide emotional support to student; check-in on them weekly	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person during finals	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Attend any orientation	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If student is enrolled in an Opportunity Program, ensure student attends any mandatory summer programs if needed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist student with accessing mental health supports and/or peer group supports to emotionally prepare for college	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit college to get familiar with campus	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to ASAP program if in CUNY (and if not already enrolled in Opportunity Program)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to tutoring	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If student wants to withdraw from classes/drop out completely, discuss pros/cons, financial implications, and meet with advisor	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with college counselor (or ACS Coach/Tutor) as needed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect youth with campus Disability Services office	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Enroll in work-study	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Celebrate finishing with 2.0+	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other: _____ <small>For additional space, please see reverse side.</small>	<input type="radio"/> YES <input type="radio"/> NO		

***ONCE GOAL IS COMPLETED:** Proceed to "Re-apply for financial aid, ETV, and scholarships each year" goal on College Goals Roadmap and begin worksheet

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ **GOAL CHANGED**

YOUTH NAME: _____

☐ **YES** | GPA: _____

CREDITS EARNED: _____

DATE: _____

☐ **NO** | GPA: _____

CREDITS EARNED: _____

NEW GOAL: _____

COACH: _____

CUMULATIVE | GPA: _____

CREDITS EARNED: _____

NOTES:

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<div><input type="radio"/> Other:</div>			

ADDITIONAL NOTES

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:			

ADDITIONAL NOTES

COLLEGE GOAL:

Obtain AA degree*

Complete this worksheet if the young person is enrolled in college and there is one semester left.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check in with young person before “withdraw” period is over	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person during mid-terms	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person during finals	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide persistence coaching; check-in on young person Progress at least biweekly	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Submit grades to scholarship provider and/or ETV	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check in with young person after first day to debrief on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure student has a plan to purchase books	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Walk through all syllabi with student and put assignment due dates in calendar	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to tutoring	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with college counselor (or ACS Coach/Tutor) as needed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect youth with campus Disability Services office	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Celebrate finishing with 2.0+	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

For additional space, please see reverse side.

*ONCE GOAL IS COMPLETED:

- Proceed to “Transfer Colleges” goal on College Goals Roadmap and complete worksheet.
AND proceed to Career Development Goals Roadmap on **page 14**

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES GPA: _____	CREDITS EARNED: _____	DATE: _____
COACH: _____	<input type="checkbox"/> NO GPA: _____	CREDITS EARNED: _____	NEW GOAL: _____
	CUMULATIVE GPA: _____	CREDITS EARNED: _____	NOTES:
MAJOR EARNED:			

ADDITIONAL NOTES

--

COLLEGE GOAL:

Transfer Colleges

Complete this worksheet if the young person has obtained an AA degree and wants to get a BA.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Meet with Education Specialist or Coach to explore options	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with Education Specialist or Coach to fill out applications	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Select college and enroll	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Get books before semester begins	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss experience with a current or former student	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit college with Coach	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Obtain BA" goal on College Goals Roadmap and complete worksheet

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES ENROLLMENT:	<input type="checkbox"/> PART TIME <input type="checkbox"/> FULL TIME	DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
COLLEGE NAME: _____			

ADDITIONAL NOTES

COLLEGE GOAL:

Obtain BA

Complete this worksheet if the young person is enrolled in 4-year college and there is one semester left.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	NOTES
<input type="radio"/> Check in with young person before "withdraw" period is over	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person during mid-terms	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with young person during finals	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide persistence coaching; check-in on young person's Progress at least biweekly	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Submit grades to scholarship provider and/or ETV	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check in with young person after first day to debrief on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Walk through all syllabi with student and put assignment due dates in calendar	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to tutoring	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with college counselor (or ACS Coach/Tutor) as needed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect youth with campus Disability Services office	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Celebrate finishing with 2.0+	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		
For additional space, please see reverse side.			

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | GPA: _____

CREDITS EARNED: _____

DATE: _____

☐ NO | GPA: _____

CREDITS EARNED: _____

NEW GOAL: _____

COACH: _____

CUMULATIVE | GPA: _____

CREDITS EARNED: _____

NOTES:

MAJOR EARNED:

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<div><input type="radio"/> Other:</div>			

ADDITIONAL NOTES

COLLEGE GOAL:

Re-apply for financial aid, ETV, and scholarships each year*

Complete this worksheet if the young person is enrolled in a college program.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Ensure that the FAFSA & NYS TAP applications are completed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure that ETV is resubmitted	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Ensure that other scholarships are renewed and/or explored	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Keep repeating until degree is obtained
- Proceed to "Re-enroll in another semester of college" goal on College Goals Roadmap and complete worksheet

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
			NOTES:

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<div><input type="radio"/> Other:</div>			

ADDITIONAL NOTES

WORKSHEETS:

CAREER DEVELOPMENT GOALS

Roadmap of Career Development Goals.....	Page 84
Conduct Career Exploration & Preparation	Page 85
Participate in agency-based job readiness or workforce program (e.g., YA WORC)..	Page 87
Participate in agency-based internship (e.g., Mentored Internship Program).....	Page 89
Participate in summer internship program (e.g., SYEP).....	Page 91
Participate in extracurricular, youth development program, or community service experience.....	Page 93
Obtain External Internship.....	Page 95
Complete External Internship.....	Page 97
Enroll in external workforce program (e.g., The Door, Co-Op Tech)	Page 99
Complete Workforce Program (e.g., The Door, Co-Op Tech)	Page 101
Apply to ACCES-VR.....	Page 103
Enroll in College Work Study.....	Page 105
Enroll in accredited vocational, sector-based training, or apprenticeship program..	Page 107
Complete accredited vocational, sector-based training, or apprenticeship program	Page 109
Pass a civil service exam.....	Page 111
Obtain Part-time (or Seasonal) Job.....	Page 113
Obtain Full-time Job.....	Page 115
Obtain Living Wage Job.....	Page 117
Maintain Part-time/Seasonal job until completion/no longer needed	Page 119
Maintain Full-time Job.....	Page 121
Maintain Living Wage Job.....	Page 123
Enroll in Military.....	Page 125

ROADMAP OF CAREER DEVELOPMENT GOALS

ALL YOUNG PEOPLE, regardless of their academic situation, should engage in **career exploration** and **preparation** each year, and have at **least one** **career development experience/activity** that is in line with their interests, strengths, needs, and academic situation.

Conduct Career Exploration & Preparation



Complete at least 1 Career Development Experience/Activity*

***Select one or more Career Development Experience/Activity within any of the EXPERIENCE/ACTIVITY CATEGORIES below.**

Selection should be based on the young person's interests, needs, academic situation, and pathway

AGENCY-BASED JOB READINESS OPPORTUNITIES

Participate in agency-based job readiness or workforce program (e.g., YA WORC)

Participate in agency-based internship (e.g., Mentored Internship Program)

EXTERNAL OPPORTUNITIES

Extracurriculars, internships, youth workforce programs, etc

Participate in summer internship program (e.g., SYEP)

Participate in extracurricular, youth development program, or community service experience

Enroll in Workforce Program (e.g., The Door, Co-Op Tech)

Complete Workforce Program (e.g., The Door, Co-Op Tech)

Obtain External Internship

Complete External Internship

option for youth with disabilities

Apply to ACCES-VR

if enrolled in College

Participate in College Work Study

ACCREDITED VOCATIONAL PROGRAM, SECTOR-BASED TRAINING, OR APPRENTICESHIP

Enroll in program

Complete accredited vocational, sector-based training, or apprenticeship program

CIVIL SERVICE

Pass a civil service exam

EMPLOYMENT

Obtain Part-time (or Seasonal) Job

Maintain Part-time/Seasonal job until completion/no longer needed

Obtain Full-Time Job

Maintain Full-Time Job

Obtain Living Wage Job

Maintain Living Wage Job

MILITARY SERVICE

Enroll in Military

CAREER DEVELOPMENT GOAL:

Conduct Career Exploration & Preparation*

All young people should complete this worksheet every year.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Conduct career exploration (Select at least one activity listed in Potential Steps below)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create or refine/update resume	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Discuss career development goals for the year, and potential activities and opportunities in line with these goals	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (SELECT AT LEAST 1)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Complete career exploration assessment on platform (Hats and Ladders, Career Cruiser, etc.)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Complete career interest assessment	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Discuss options with Career Development Specialist	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Participate in informational interview	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Participate in job shadowing experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Prepare for and attend a Career Fair/event	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Attend networking event	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Keep repeating every year
- Review Career Development Goals Roadmap on **page 14**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Participate in agency-based job readiness or workforce program (e.g., YA WORC)

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Sign up to program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person after the first session to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Speak with young person about the benefits and program expectations	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ **YES** | PROGRAM NAME: _____
DATE COMPLETED: _____

☐ **NO** | NUMBER OF SESSIONS COMPLETED: _____
END DATE: _____

☐ GOAL CHANGED

DATE: _____
NEW GOAL: _____
NOTES: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Participate in agency-based internship (e.g., Mentored Internship Program)

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Apply to program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person after the first session to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Speak with young person about the benefits and program expectations	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Meet with internship Supervisor to discuss attendance/performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ **YES** | PROGRAM NAME: _____
DATE COMPLETED: _____

☐ **NO** | LENGTH OF TIME ENROLLED: _____
END DATE: _____

☐ GOAL CHANGED

DATE: _____
NEW GOAL: _____
NOTES: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Participate in summer internship program (e.g., SYEP)*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Determine if best to apply for VY SYEP, Ladders for Leaders, or other summer program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Obtain all paperwork	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply for internship	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person after the first day to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check in with program representative biweekly (or as needed) to see if young person is attending and discuss performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ **YES** | PROGRAM NAME: _____
DATE COMPLETED: _____

☐ **NO** | NUMBER OF WEEKS COMPLETED: _____
END DATE: _____

☐ GOAL CHANGED

DATE: _____
NEW GOAL: _____
NOTES: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Participate in extracurricular, youth development program, or community service experience*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation. **

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss interests, goals, and schedule with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Explore programs online with young person to select one; ensure young person meets any criteria	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply/sign-up	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person day before and/or morning of the first day	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person after the first day to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Visit program site with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check in with program representative biweekly (or as needed) to see if young person is attending and discuss performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

***ONCE GOAL IS COMPLETED:**

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ **YES** | PROGRAM NAME: _____

DATE COMPLETED: _____

☐ **NO** | NUMBER OF WEEKS COMPLETED: _____

END DATE: _____

☐ **GOAL CHANGED**

DATE: _____

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Obtain External Internship (during school year or year-round)*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss interests, goals, and schedule with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply for internship	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Explore programs online with young person to select one; ensure young person meets any criteria	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Set up informational interview to learn more about the internship	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Complete external internship" goal on Career Development Goals Roadmap and begin worksheet on **page 97**

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED		<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES EMPLOYER: _____	DATE: _____	
COACH: _____	<input type="checkbox"/> NO NOTES: _____	NEW GOAL: _____	
		NOTES: _____	
INDUSTRY TYPE: _____		<input type="checkbox"/> PAID <input type="checkbox"/> UNPAID	INTERNSHIP START DATE: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Complete External Internship*

Complete this worksheet if the young person has obtained an external internship.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check-in with young person day before and/or morning of the first day	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person after the first day to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Coach to build a relationship with the young person's internship site; check in biweekly or as needed on attendance/performance	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ YES | DATE COMPLETED: _____

NOTES:

☐ NO | NUMBER OF WEEKS COMPLETED: _____

END DATE: _____

☐ GOAL CHANGED

DATE: _____

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Enroll in Workforce Program (e.g., The Door, Co-Op Tech)*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Coach or Career Development Specialist to discuss interests, goals, and schedule with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach or Career Development Specialist to explore programs online with young person to select one; ensure young person meets any criteria	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to program	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Visit program site with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Complete external workforce program" goal on Career Development Goals Roadmap and begin worksheet on **page 101**

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED		<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES PROGRAM NAME: _____	DATE: _____	
COACH: _____	<input type="checkbox"/> NO NOTES: _____	NEW GOAL: _____	
		NOTES: _____	
ACTIVITY/EXPERIENCE:		<input type="checkbox"/> PAID <input type="checkbox"/> UNPAID	PROGRAM START DATE:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Complete Workforce Program (e.g., The Door, Co-Op Tech)*

Complete this worksheet if the young person has enrolled an external workforce program.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check-in with young person day before and/or morning of the first day	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person after the first day to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach to build a relationship with the young person's "Primary Person" at that program; check in biweekly or as needed on attendance/performance	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**
- High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ YES | DATE COMPLETED: _____

NOTES:

☐ NO | NUMBER OF WEEKS COMPLETED: _____

END DATE: _____

☐ GOAL CHANGED

DATE: _____

NEW GOAL: _____

NOTES:

CERTIFICATIONS OBTAINED:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Apply to ACCES-VR

Complete this worksheet if the young person is a student with significant disabilities.

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Meet with youth and parent/caregiver to discuss program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure application is submitted (work with youth on it, if needed)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Gather required paperwork	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Attend initial eligibility interview with youth and vocational counselor	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Work with youth and counselor to develop Individualized Plan for Employment (IPE)*	<input type="radio"/> YES <input type="radio"/> NO		

*If the plan is to attend college, proceed to “**Conduct College Exploration/Exposure**” goal on Post-Secondary Goals Roadmap on **page 10** and begin worksheet

*If the plan is to attend a vocational program, proceed to “**Complete accredited vocational, sector-based, or apprenticeship program**” goal on Career Development Goals Roadmap on **page 14**

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Ensure youth completes vocational assessment	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Communicate with assessment provider	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Attend follow-up meetings with vocational counselor	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Meet with staff from vocational program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other	<input type="radio"/> YES <input type="radio"/> NO		

ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**.

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

College Work Study

Complete this worksheet if the young person is enrolled in college.

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Enroll in work study at college	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other	<input type="radio"/> YES <input type="radio"/> NO		

ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**.

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES: _____		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES: _____		NEW GOAL: _____
			NOTES: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Enroll in accredited vocational, sector-based training, or apprenticeship program*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Coach or Career Development Specialist to discuss interests, goals, and schedule with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach or Career Development Specialist to explore programs online with young person to select one; ensure young person meets any criteria	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to program with Coach or Career Development Specialist	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Call program with young person to obtain more information	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit program with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to all available sources of financial aid, if required	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Complete accredited vocational, sector-based training, or apprenticeship program" goal on Career Development Goals Roadmap and begin worksheet on **page 109**

GOAL TRACKING		
START DATE: _____	GOAL COMPLETED	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES PROGRAM NAME: _____	DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES: _____	NEW GOAL: _____
		NOTES: _____
PROGRAM TYPE:		<input type="checkbox"/> PAID <input type="checkbox"/> UNPAID PROGRAM START DATE:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Complete accredited vocational, sector-based training, or apprenticeship program*

Complete this worksheet if the young person is vocationally inclined and has enrolled in an accredited vocational, sector-based training, or apprenticeship program.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check-in with young person day before and/or morning of the first day	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person after the first day to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach to build a relationship with the young person's "Primary Person" at that program; check in biweekly or as needed on attendance/performance	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Advocate for needed supports at program site	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ YES | DATE COMPLETED: _____

NOTES:

☐ NO | NUMBER OF WEEKS COMPLETED: _____

END DATE: _____

☐ GOAL CHANGED

DATE: _____

NEW GOAL: _____

NOTES:

CERTIFICATIONS OBTAINED:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Pass a civil service exam*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss various options, requirements, and timeline with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply to take an exam	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person before the exam	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Enroll in the ACS Civil Service Preparation program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Persist in the ACS Civil Service Preparation program; check-in with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to a tutor	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help young person create a study plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ YES | EXAM PASSED: _____

☐ NO | NOTES: _____

☐ GOAL CHANGED

DATE: _____

NEW GOAL: _____

NOTES: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Obtain Part Time (or Seasonal) Job*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Apply to job	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss options with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to workforce program to obtain job; proceed to and complete "Enroll in workforce program" goal on page 99	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Explore options online	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Set up informational interview	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Set up job shadowing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Maintain Part-time/Seasonal job until completion/no longer needed" goal and begin relevant worksheet on **page 119**

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED		<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES EMPLOYER: _____	DATE: _____	
COACH: _____	<input type="checkbox"/> NO NOTES: _____	NEW GOAL: _____	
		NOTES: _____	
INDUSTRY TYPE: _____		WAGE: _____	EMPLOYMENT START DATE: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Obtain Full Time Job*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.**

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Apply to job	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss options with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to workforce program to obtain job; proceed to and complete "Enroll in workforce program" goal on page 99	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Explore options online	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Set up informational interview	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Set up job shadowing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Maintain Full-Time Job" goal and begin relevant worksheet on **page 121**

**High school and college students should participate in an activity during the summer as well as during the school year, when possible.

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED		<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES EMPLOYER: _____	DATE: _____	
COACH: _____	<input type="checkbox"/> NO NOTES: _____	NEW GOAL: _____	
		NOTES: _____	
INDUSTRY TYPE: _____		WAGE: _____	EMPLOYMENT START DATE: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Obtain Living Wage Job*

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Apply to job	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss options with young person	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Connect young person to workforce program to obtain job; proceed to and complete "Enroll in workforce program" goal on page 99	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Explore options online	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Set up informational interview	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Set up job shadowing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Maintain Living Wage Job for 3 months or more" goal and begin relevant worksheet on page 123

GOAL TRACKING		
START DATE: _____	GOAL COMPLETED	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES EMPLOYER: _____	DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES: _____	NEW GOAL: _____
		NOTES: _____
INDUSTRY TYPE: _____	WAGE: _____	EMPLOYMENT START DATE: _____

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Maintain Part-time/Seasonal job until completion/no longer needed*

Complete this worksheet if the young person has obtained a part-time/seasonal job.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Check-in with young person day before and/or morning of the first day	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Check-in with young person after the first day to debrief/reflect on experience	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

All young people should complete at least one career development experience/activity that is in line with their interests, strengths, needs, and academic situation.

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ YES | DATE COMPLETED: _____

NOTES:

☐ NO | NUMBER OF MONTHS COMPLETED: _____

END DATE: _____

☐ GOAL CHANGED

DATE: _____

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Maintain Full-Time Job*

Complete this worksheet if the young person has obtained a full-time job.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach or Vocational Specialist to check in with employer for data verification	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ YES | NOTES:

☐ NO | NUMBER OF MONTHS COMPLETED: _____

END DATE: _____

☐ GOAL CHANGED

DATE: _____

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Maintain Living Wage Job*

Complete this worksheet if the young person has obtained a living wage job.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Provide weekly emotional and persistence support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach or Vocational Specialist to check in with employer for data verification	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ YES | NOTES:

☐ NO | NUMBER OF MONTHS COMPLETED: _____

END DATE: _____

☐ GOAL CHANGED

DATE: _____

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

CAREER DEVELOPMENT GOAL:

Enroll in Military*

Complete this worksheet if young person is interested in military service.

Coaches should create steps in the space below.

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
○ Step:	○ YES ○ NO		
○ Step:	○ YES ○ NO		
○ Step:	○ YES ○ NO		
○ Step:	○ YES ○ NO		
○ Step:	○ YES ○ NO		
○ Step:	○ YES ○ NO		

*ONCE GOAL IS COMPLETED:

- Review additional Career Development Experiences/Activities on **page 14** and relevant Career Development Goals worksheets on **pages 85-125**

GOAL TRACKING

START DATE: _____

YOUTH NAME: _____

COACH: _____

GOAL COMPLETED

☐ YES | NOTES:

☐ NO | NUMBER OF MONTHS COMPLETED: _____

END DATE: _____

☐ GOAL CHANGED

DATE: _____

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

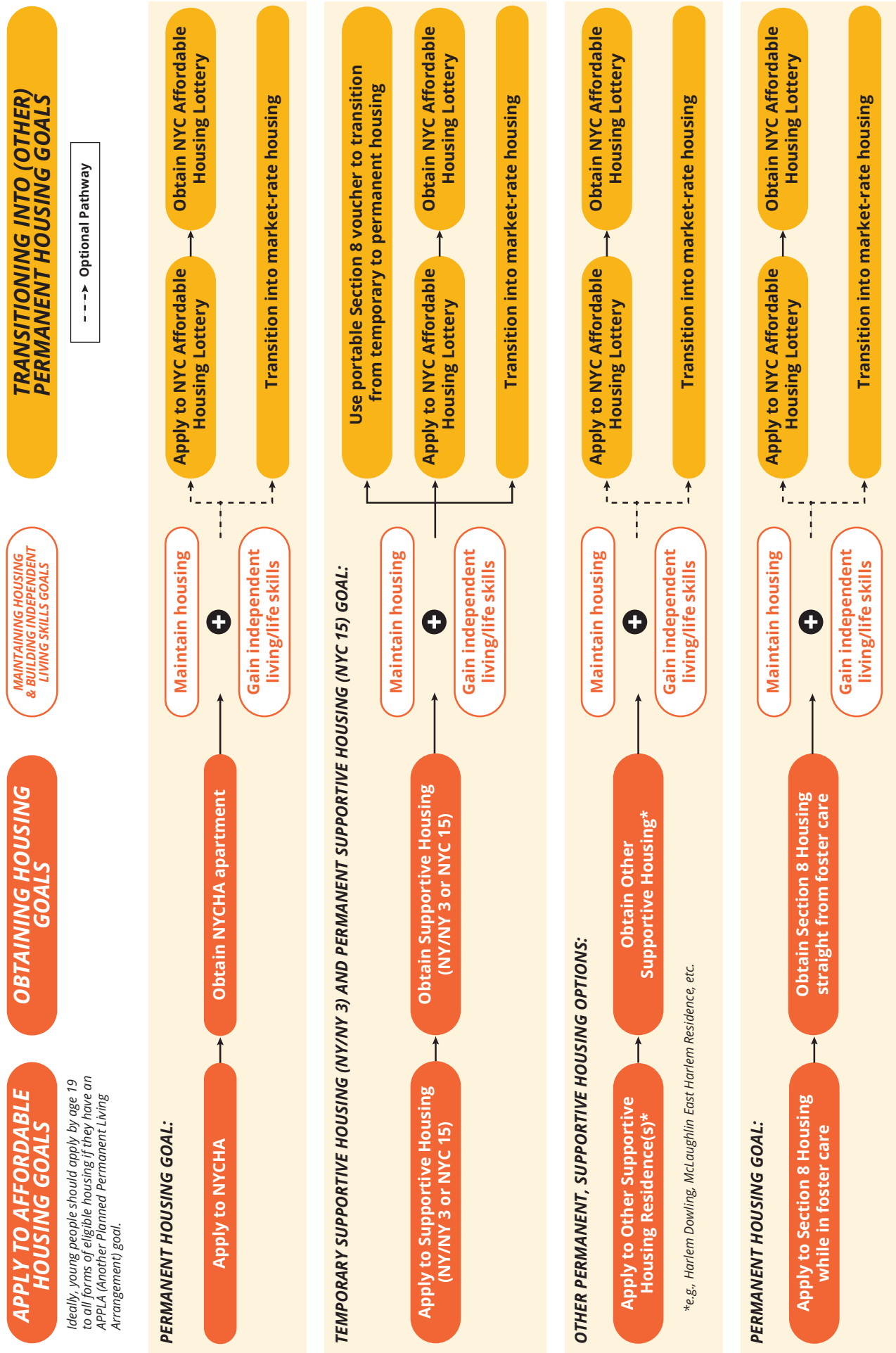
WORKSHEETS:

HOUSING & INDEPENDENT

LIVING GOALS

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ROADMAP OF HOUSING & INDEPENDENT LIVING GOALS



Explore Other Stable Living Arrangement

HOUSING & INDEPENDENT LIVING GOAL:

Apply to NYCHA*

Complete this worksheet if young person is age 19 or older and has an APPLA (Another Planned Permanent Living Arrangement) goal.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Get Memorandum of Attestation signed by agency Director	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure youth has all vital documents and required documentation	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Accompany youth to ACS office to submit NYCHA application	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Ensure youth attends NYCHA Eligibility Interview	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If youth is not employed, request Presumptive Budget Letter	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with ACS Housing to ensure application was accepted by NYCHA	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Advise youth to attend the ACS Housing Academy	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Prepare youth for eligibility interview	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Obtain NYCHA apartment" goal on Housing & Independent Living Goals Roadmap and begin worksheet on **page 141**

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
			NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Obtain NYCHA apartment*

Complete this worksheet if the young person has applied to NYCHA.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Accompany youth to view the apartment they were offered	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request discharge conference to be scheduled as soon as possible if youth does not reject apartment	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> After discharge conference, apply for ACS \$1,000 discharge grant (for home goods etc.)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help youth obtain the \$1800 ACS grant to pay first month rent and needed furnishings	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Take youth shopping to select furniture	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide social-emotional support to young person during the transition process - check-in on them	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If youth is unhappy with apartment, discuss pros/cons of denying first choice	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Review home goods youth will need	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If youth is not employed, visit HRA with youth to apply for public assistance (will need letter from agency that youth is being discharged)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist youth with moving in - setting up the home, unpacking home goods, etc.	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to: "Maintain Housing" and "Gain independent living/life skills" goals on Housing & Independent Living Goals Roadmap and begin worksheet(s) on **pages 165 and 167**
- Review additional "Applying to Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Apply to Supportive Housing (NY/NY 3 or NYC 15)*

Complete this worksheet if young person is age 19 or older and has an APPLA (Another Planned Permanent Living Arrangement) goal.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Complete psychosocial; ensure that the psychosocial outlines need for supportive housing (not just affordable housing) and is consistent with the HRA2010e application	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Submit HRA2010e application via online PACT system	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Contact ACS Housing to assess which agencies the client's packet was submitted	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If psychiatric evaluation is required, work with client's psychiatrist to have this completed	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Request a copy of the supportive housing application	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Obtain Supportive Housing (NY/NY 3 or NYC 15)" goal on Housing & Independent Living Goals Roadmap and begin worksheet on **page 145**
- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Obtain Supportive Housing (NY/NY 3 or NYC 15)*

Complete this worksheet if the young person has applied to Supportive Housing (NY/NY 3 or NYC 15).

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Contact supportive housing providers where packet was submitted	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Prepare youth for interview once a spot opens	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Accompany youth on day of interview and ensure youth has all documents	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Once accepted, schedule trial discharge conference	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply for \$645 ACS grant for first month rent	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply for discharge grant for home goods/furniture	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide social-emotional support to young person during the transition process - check-in on them	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Advocate for youth to receive an interview at any agency with a vacancy	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Visit residences with young person to increase chances of being accepted	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If youth is not employed, visit HRA with youth to apply for public assistance (will need letter from agency that youth is being discharged)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist youth with moving in - setting up the home, unpacking home goods, etc	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to: "Maintain Housing" and "Gain independent living/life skills" goals on Housing & Independent Living Goals Roadmap and begin worksheet(s) on **pages 165 and 167**
- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**.

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
			NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Apply to Other Supportive Housing Residence(s)
(e.g., Harlem Dowling, McLaughlin East Harlem Residence, etc.)

Complete this worksheet if young person is age 19 or older and has an APPLA (Another Planned Permanent Living Arrangement) goal.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Reach out to residence	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Complete application	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Submit any other required documentation (e.g., credit check, background check, paystubs, etc.)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Obtain Other Supportive Housing Residence(s) (e.g., Harlem Dowling, McLaughlin East Harlem Residence, etc.)" goal on Housing & Independent Living Goals Roadmap and begin worksheet on **page 149**
- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
			NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Obtain Other Supportive Housing

(e.g., Harlem Dowling, McLaughlin East Harlem Residence, etc.)*

Complete this worksheet if the young person has applied to Other Supportive Housing

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Follow up to ensure application was received and assess for upcoming vacancies	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Prepare youth for interview process	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide social-emotional support to young person during the transition process – check in on them	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If called for interview, accompany youth on day of interview	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist youth with moving in - setting up the home, unpacking home goods, etc.	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to: "Maintain Housing" and "Gain independent living/life skills" goals on Housing & Independent Living Goals Roadmap and begin worksheet(s) on **pages 165 and 167**
- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Apply to Section 8 Housing*

Complete this worksheet if the young person is still in foster care and is able to obtain Section 8 housing. Refer to [Fair Futures Program Manual](#) and [Appendix I9](#).

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Contact ACS with required information to add youth to waitlist	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Inform youth of long waitlist for Section 8 and the pros/cons of the program	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If youth is approaching or already 24 years old, inform ACS of urgency of case	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to: "Obtain Section 8 Housing" goals on Housing & Independent Living Goals Roadmap and begin worksheet on **page 153**
- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:		DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:		NEW GOAL: _____
			NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Obtain Section 8 Housing*

Complete this worksheet if the young person has applied to Section 8 Housing while still in foster care.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Ensure youth has stable employment and good credit before trying to obtain housing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Run youth's credit score	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Once called for voucher, immediately assist youth in locating an apartment (no fee apartments or connect to broker)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Discuss with youth and agency staff how the one month security deposit will be paid to landlord	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Once a signed lease is secured, submit to ACS Housing staff	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide social-emotional support to young person during the transition process - check-in on them	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Outreach to brokers to find those with section 8 apartments available for viewing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If needed, work with youth to build positive credit	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Counsel youth during this trying and difficult process	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If a broker was used, apply to the \$1800 ACS grant and ACS discharge grant to cover the broker fee	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If a broker was used, discuss with youth and agency how furniture and home goods will be provided for	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist youth with moving in - setting up the home, unpacking home goods, etc	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to: "Maintain Housing" and "Gain independent living/life skills" goals on Housing & Independent Living Goals Roadmap and begin worksheet(s) on **pages 165 and 167**
- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Explore Other Stable Living Arrangement

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If youth led, discuss options outside of independent housing - the pros and cons	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach youth on benefits to securing independent housing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide social-emotional support to young person during the transition process - check-in on them	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Help youth explore other arrangements and assess them for long-term stability	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | ARRANGEMENT:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Use portable Section 8 voucher to transition from temporary to permanent housing

Complete this worksheet if young person has obtained supportive housing and can transition to permanent housing.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Ensure young person has stable employment and solid financial management/budgeting skills before considering this transition	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Outreach to brokers to find those with Section 8 apartments available for viewing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Run youth's credit score	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist youth in locating/visiting apartments (no fee apartments or connect to broker)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Discuss with youth how the one month security deposit will be paid to landlord	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide social-emotional support to young person during the transition process - check-in on them	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If needed, work with youth to build positive credit	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Counsel youth during this trying and difficult process	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist youth with moving in - setting up the home, unpacking home goods, etc	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Apply to NYC Affordable Housing Lottery*

Complete this worksheet if young person is currently maintaining housing.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Ensure young person has stable employment and solid financial management/budgeting skills before considering this transition	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Meet with youth to create an online account on NYC Housing Connect	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Apply for any housing youth is currently eligible for	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Review and explain to the youth how to use the website	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Proceed to "Obtain NYC Affordable Housing Lottery" goal on Housing & Independent Living Goals Roadmap and begin worksheet on **page 161**
- Review additional "Transitioning into Permanent Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Obtain NYC Affordable Housing Lottery*

Complete this worksheet if the young person has applied to NYC Affordable Housing Lottery

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss plan with youth for moving from current housing situation	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide social-emotional support to young person during the transition process - check-in on them	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If contacted for an apartment, assist youth in completing application	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Prepare youth for interview	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Follow up with youth after interview	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach youth on length of time the process can take, and provide regular support	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist youth with moving in - setting up the home, unpacking home goods, etc	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING		
START DATE: _____	MAINTAINED HOUSING FOR THE YEAR:	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES NOTES:	DATE: _____
COACH: _____	<input type="checkbox"/> NO NOTES:	NEW GOAL: _____
	DATE: _____	NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Transition into market-rate housing*

Complete this worksheet if the young person is currently maintaining supportive housing.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Walk through the pros and cons of leaving current situation/ giving up their apartment for market-rate housing	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create a budget with young person; assess ability to pay for first month, last month, and security deposit	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Provide social-emotional support to young person during the transition process - check-in on them	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Encourage young person to explore options in affordable areas outside of the 5 boroughs (e.g., New Jersey)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist young person in searching for and viewing apartments	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Assist youth with moving in - setting up the home, unpacking home goods, etc	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*ONCE GOAL IS COMPLETED:

- Review additional "Apply to Affordable Housing" goals on Housing & Independent Living Goals Roadmap on **page 16**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Maintain housing*

Complete this worksheet if the young person has obtained housing.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Every month, ask young person if rent was paid, or if they expect any difficulty paying rent in the future	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Discuss the lease renewal process with youth and how rent can increase/decrease based on changes in income	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Walk through any housing rules/regulations so the young person is clear on what could get them evicted	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> If applicable, ask youth if any issues paying utilities	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Meet with housing manager to rectify any issues (rent too high, repairs needed, etc)	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Have youth download NYCHA app and create online account	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Coach youth on how to use the NYCHA app to submit tickets for repairs, check balances, make payments, etc.	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If youth becomes unemployed, help youth get rent readjusted and get on public assistance while seeking employment	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If facing eviction, Coach/Housing Specialist to immediately meet with youth to review notices and gather documents needed for Court	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If facing eviction, Coach/Housing Specialist to accompany youth to any court or NYCHA hearings	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If facing eviction and there is no current income source, Coach/Housing Specialist to accompany youth to open a PA case so they can get a one-shot deal to pay for the arrears	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> If facing eviction, Coach to stay in contact with youth every 1-2 days to manage the anxiety and stress that proceedings cause	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

*Goal is "COMPLETED" after housing is maintained for 12 months

*ONCE GOAL IS COMPLETED:

- Re-select this goal each year
- Proceed to "Gain Independent living/life skills" goal on Housing & Independent Living Goals Roadmap and begin worksheet on **page 167**

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES

HOUSING & INDEPENDENT LIVING GOAL:

Gain independent living/life skills

Complete worksheet if young person has obtained housing.

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Obtain copies of all vital documents	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Obtain bank account	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Create a monthly budget	<input type="radio"/> YES <input type="radio"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="radio"/> Discuss means of building positive credit and take steps to enact plan	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Open a savings account	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Take financial management workshop or course	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Learn how to grocery shop and make meals	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Discuss home organization/maintaining a home	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Encourage youth to attend networking events, workshops, and agency events to build more professional adult relationships	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Help youth adjust budget if their income/situation changes	<input type="radio"/> YES <input type="radio"/> NO		
<input type="radio"/> Other:	<input type="radio"/> YES <input type="radio"/> NO		

GOAL TRACKING

START DATE: _____

GOAL COMPLETED

DATE: _____

☐ GOAL CHANGED

YOUTH NAME: _____

☐ YES | NOTES:

DATE: _____

COACH: _____

☐ NO | NOTES:

NEW GOAL: _____

NOTES:

ADDITIONAL NOTES