

FAIR FUTURES PROGRAM MANUAL PART 3

SECTION 7

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PART 3: FAIR FUTURES COACHING MODEL

(9TH GRADE THROUGH AGE 26)

SECTION 7. JOB DESCRIPTIONS & SCREENING/HIRING COMPETENT STAFF

A. STAFF ONBOARDING

Once a new Fair Futures staff is hired, they should follow the **Onboarding Process** (in addition to an onboarding process your organization follows). See [Appendix C18: Onboarding Process for New Staff](#)

This includes:

1. The Supervisor of the new staff should [email Emil Ramnarine](#) and provide the new staff member's name, title, and email. He will support the onboarding process and add them to the listserv so they can receive updates and opportunities. *You will be emailed your username and password to access our Fair Futures Learning Management System.*
2. [Email Cashay Haffoney](#), for an **onboarding session**, ideally your first week. During this session we will welcome you to the Fair Futures community, provide an overview of the model and background, and discuss your specific role and how it fits into the broader program. We will also walk through all of the training, technical assistance, and professional development supports available to you.
3. Sign up for all [mandatory Fair Futures trainings](#), based on your role. This should be done your first week. All mandatory trainings can be found [here](#).
You can also sign up for [additional \(and optional\) trainings](#), [workshops](#), [learning communities](#), etc. where you can meet your peers from other and hop into the learning.
4. While you are waiting for your onboarding session, read the [Fair Futures Manual](#). At a minimum, we recommend that new staff read the Manual Summary and the section(s) of the Manual that relate to your role. If you are unsure, please ask your Fair Futures Relationship Manager.
5. If you are a Coach, please set up a 1:1 TA session BEFORE you reach out to your young people/families. Our team will help you practice your intro and develop language to use so that you feel comfortable making that first call! To schedule a 1:1 TA session, [email Cashay Haffoney](#).
6. After your onboarding session and before using Care4, follow these steps:
 - o Email Nadine at info@fairfuturesny.org to set up your Care4 username and password.
 - o Sign up for a Care4 Platform Training with Matt.

B. KEY PROGRAM STAFF

The key program staff for the Coaching component of the model (9th grade through age 26*) includes, at scale:



Program Director



Coaches
(1:15 ratio)



Coach Supervisors
(1:4 – 1:5 ratio)



College Specialist



Tutors
(During high school)



Housing Specialist



Career Development Specialist



Outreach Coordinator**

*Buffalo funding is only for young people up until age 21.

A best practice is also to have an **Outreach Coordinator help recruit young people to the program who have not engaged (or who have disengaged). Ideally, this should be a young person who was previously in foster care and received support so that they can serve as a **Credible Messenger**.

THE BUFFALO/ERIE PILOT WILL NOT INCLUDE SPECIALISTS, IN-HOUSE TUTORS, OR OUTREACH COORDINATORS

Instead, Coaches will collaborate with the Career Coaches at The Hub to do deep career exploration and help them connect to best-fit career pathways. Coaches can also collaborate with Say YES Guidance Counselors to help young people with college applications. For housing, Coaches will work with the young person's foster care agency to submit applications if they are aging out and need housing. Youth will also be connected with tutoring programs.

The **interpersonal qualities of Coaches and all Fair Futures staff**, and the specific approaches they take to engage with young people, **are paramount to the success of the program**. When hiring for any Fair Futures staff position screen for interpersonal skills first, before screening for professional or organizational skills.

All Fair Futures potential staff should have the following interpersonal qualities:

- | | |
|--|--|
| <input type="checkbox"/> Ability to adopt a non-judgmental, strength-based, trauma-informed, collaborative approach to working with young people | <input type="checkbox"/> Warm, compassionate, and empathetic |
| <input type="checkbox"/> Genuine care for young people and a love of working with them | <input type="checkbox"/> Believe that change is possible, and be able to express genuine care while maintaining healthy boundaries |
| <input type="checkbox"/> Strong ability to relate to young people and engage them in conversation | <input type="checkbox"/> Ability to remain calm during moments of tension and in stressful situations |
| | <input type="checkbox"/> Consistent, patient, and reliable |

It can be difficult for adults to screen for some of these qualities, particularly for how well they would be able to engage young people. Therefore, it is strongly recommended – and a best practice – **to have a young person present on interviews, particularly with Coaches**. Young people have a radar, an innate sense as to whether that adult genuinely cares.

TIP! See [Appendix A Fair Futures Staff Screening & Hiring Toolkit](#) for guidance on how to prepare young people and listen to their feedback, as well as a list of other best practice hiring/screening tips.

After screening for interpersonal and Fair Futures-specific qualities, there are other educational and professional requirements, depending on the specific staff position. A full job description and hiring/screening techniques for each position can be found in [Appendix A Fair Futures Staff Screening & Hiring Toolkit](#).

For each Fair Futures position, the Fair Futures Staff Screening & Hiring Guide includes:

- An overview of the role;
- A description of desired qualities and competencies for the role;
- A detailed job description, in line with the Fair Futures manual/model;
- A synthesis of best practice screening and interviewing techniques, which have been implemented and refined over decades of combined practice across NYC non-profit organizations that have coaching programs for foster youth.

The relationship between the Coach and the young person is the central component of the model. Without a trusting relationship, the Coach cannot help the young person set and achieve their goals, and the Coach will not be the person that the young person turns to when they need assistance. **The relationship between the Coach and the young person is both the backbone and the glue to the model, and what often drives youth progress.**