

# ***FAIR FUTURES PROGRAM MANUAL***

## ***SECTION 13***

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## SECTION 13. INITIAL DATA COLLECTION AND THE PLATFORM

As the Coach is building the relationship with the young person and the significant adults in his/her life, the Coach should also be gathering important documents, data, and assessments to help with the goal-setting, supervision, etc., ideally within the initial 90-day period.

### A. VITAL DOCUMENTS

Within the first few weeks after enrollment, Coaches should obtain copies of the following documents:

- ☐ Social security card
- ☐ State ID/Driver's license
- ☐ Birth certificate and citizenship records, *if applicable*
- ☐ Working papers
- ☐ Most recent transcript (high school or college)

The Coach can obtain these documents from the MAAP or CTH staff.. If the young person does not have working papers, the Coach should help them obtain papers. They should be stored in a safe file.

### B. COACHING DATA

All young people in 9th grade (or so) to age 21 in either MAAP and Close to Home are eligible to receive coaching.

Once a youth is assigned a Coach, the Coach should fill out the Coaching Enrollment Form, which captures key data including the enrollment date and the academic/career status upon enrollment.

### C. ACADEMIC DATA

#### MIDDLE SCHOOL ACADEMIC DATA

Seek out information on the young person's academic background. Staff at MAAP or Close to Home may have access to that information.

#### HIGH SCHOOL DATA

If the young person has a Coach and does not yet have a high school degree, the High School Section in the Youth Profile will automatically populate after the High School Goal worksheet is filled out.

If the young person does not have a Coach, the academic status of that young person will be tracked on Care4 via a Form.

#### COLLEGE DATA

If the young person has a Coach and is enrolled in college, the College Section in the Youth Profile will automatically populate after the College Goal worksheet is filled out.

If the young person does not have a Coach, the academic status of that young person will be tracked on Care4 via a Form.

### D. RESUME DEVELOPMENT



I'm a Career Development Specialist!

After the young person is engaged, the Coach or Education & Career Specialist should help the young person on developing, updating, or refining their resume.

If the young person does not have a resume, the Coach or the Education & Career Specialist can create one with the young person. If they do have a resume, they can refine/update it.

The purpose of doing this is to ensure that all young people have resumes. **It is also an effective way to start discussing career development goals through an experiential activity.** The goal is to learn about what experiences the young person has had, their reflections on them, and what their interests are. It is a way to highlight skills or areas of interest on their resume that they may have never thought of including before.

If a young person clearly has had no previous jobs/internships, the Education & Career Specialist can hone-in on any extracurricular or other experiences they have had, including in an informal setting. This could include helping their friends, cooking for their families, writing music lyrics or poetry, etc. The point is not to make the young person feel like he/she does not have any previous work experience or career goals – it should be a **self-esteem building and exploration exercise**.

Ideally within the first 90 days, or as soon as the young person is ready, the Coach should also work with the Education & Career Specialist to do a career assessment and/or utilize career exploration tools such as Hats & Ladders. (See [Fair Futures Program Manual Section 22](#).)

## **E. HOUSING DATA**

If the young person has an APPLA (Another Planned Permanent Living Arrangement) permanency planning goal, then it should be indicated in the Online Platform that the young person is eligible for housing.

The Coach should work to ensure their housing applications are submitted as soon as possible. For those serving youth with experience in foster care, see [Fair Futures Program Manual Section 23](#) (in the manual for coaches supporting youth in foster care) for more detail. We will aim to develop more specific housing resources for youth with experience in juvenile justice in the year ahead.