

FAIR FUTURES PROGRAM MANUAL

SECTION 15

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SECTION 15. GOAL-SETTING & TRACKING PROGRESS WITH THE GOALS & STEPS FRAMEWORK

A. ENGAGING THE YOUNG PERSON AROUND GOAL-SETTING

The Coaches should make it clear to the young people from the start that they – and the program – are there to support them in making progress towards their goals. Some young people may be ready to engage in goal setting immediately upon enrolling in the program, even before developing a relationship with their Coach and gathering data. For these young people, working with their Coach towards their goals may be what helps build the relationship and establish trust over time.

Other young people may need to first establish a trusting rapport with their Coach. The Coach can build that trust simply by continuing to engage them and being consistent. The Coach can take a number of approaches to gauge their readiness – inquiring about their interests, their school, their dreams, in a way that does not invoke pressure or expectations. ***It may be the case that the young person is not ready or willing to discuss their progress in school because they do not believe in their potential, and/or they are afraid of failing and disappointing their Coach.***

An important part of the role of a Coach is to be flexible and able to discern a young person's needs, and gauge when they are ready to take that next step on their journey.

B. OVERVIEW OF GOALS & STEPS FRAMEWORK & PURPOSE

Young people will have any number of aspirations – to become a nurse, a lawyer, a bus driver, a famous music artist - the possibilities are endless. *The Goals & Steps framework does not outline these different career pathways and how to specifically achieve that desired profession.* Instead, the framework can be thought of a series of **mini-goals, or building blocks, that can be used to meet a young person exactly where they are and help take them where they want to go.**

For example, a young person may know they want to pursue a specific career pathway: they want to become a Case Planner, and maybe someday a leader of a child welfare organization. However, if they are in the 10th grade, they still have to: complete the 10th grade, and then the 11th grade, and then graduate high school, then enroll in college, complete a semester, re-enroll, and complete another semester, until they earn a BA. Along their academic journey, that young person should also be accumulating a series of career development experiences, ideally in the non-profit/child welfare sector, and/or related to leadership activities.

And if that young person is aging out, they will need to obtain stable, affordable housing and build independent living skills so they can continue to focus on their academic and career goals. ***The Goals & Steps framework will help that young person take all of these necessary steps, in all areas of their life, to help them where they are going!***

AND if they do not know what career path they are interested in yet, the Goals & Steps framework helps them explore options, make progress towards earning a degree(s) that will be helpful regardless of the pathway they choose, and build a series of career development experiences based on their interests and life situation.

WHAT ARE “GOALS” AND “STEPS”?

Goals:

- All goals are considered a “positive outcome.”
- Goals are standardized. Goals cannot be added, or it would not be possible to aggregate outcomes.
- The goals are designed to be broad enough so that any young person's goal falls into one of the buckets.
- Having standardized goals also provides a map for the Coaches and young people to see what the next goal could/should be.

Steps:

- A way to track progress towards goals.
- A guide for Coaches (particularly new Coaches) around what steps they can potentially take – and what steps they should take – to help a young person reach any given goal.
- A way give credit to Coaches and young people for all of the hard work they do!

STEPS are either: **Required Steps**, which are based on best practices/critical junctures; or **Potential Steps**, which are based on need and the young person's situation.

TIP! Coaches can also add/create their own steps to allow for innovative approaches to reaching goals.

PURPOSE: GOALS & STEPS ARE A FRAMEWORK THAT ALLOWS COACHES AND STAFF TO TRACK A YOUNG PERSON'S PROGRESS.

Goals & Steps are based on the key principles of **Motivational Interviewing**: an approach of meeting a young person “where they are” and taking small steps toward their goals.

They are also based on **SMART plans**, as they are: Specific, Measurable, Actionable, Realistic, and Time-bound.

Note: Goals & Steps are often, not always, time-bound.

- Some goals are naturally time-bound: the goal “[Complete school year promoted](#)” will take an academic year.
- Other goals are more open ended: the goal “[Re-engage and re-enroll young person in a best-fit academic setting](#)” may take weeks or it may take many months to complete.

The aim is to achieve goals as soon as feasible and continue on to the next goal.

As many steps will be taken as needed to reach that goal in as short or long a timeframe as needed. Most Goals can be accomplished in less than a year.



The Online Platform systematically tracks Goals & Steps so that at any given time, Coaches, Supervisors, and the Program Director can see where young people started the program, where they are now, what goal(s) they have accomplished, and what steps have been taken. For a new Coach adopting an existing caseload of young people, that Coach can see the profile of each young person and what goals/steps they have taken to date.

C. GOALS & STEPS DO NOT DRIVE THE RELATIONSHIP

Tracking Goals and Steps should not interfere with the relationship dynamic between the Coach and the young person.

The Coach should continue to be the engaging, supportive figure that they are, and let the young person drive the conversation. If the young person needs to discuss a personal issue or an emotional concern, the Coach should not immediately redirect the conversation toward goals. It is easier for a young person to refocus on their goals after they release their stress, anxiety, pain, or trauma. Often times, providing emotional support and constancy is the most important way a Coach can help the young person move forward.

Helping young people develop goals and take steps is important, but it should not feel transactional. There is an artful way of engaging a young person in a conversation around goal-setting – through coaching (see above). Helping the young person tap into their innate interests and strengths, envision what success could look like for them, and helping them take that next step is what it's all about. (See [Fair Futures Program Manual Section 15G](#) for a concrete example.)

In practice, tracking Goals & Steps in the Online Platform is usually what should happen after the conversation/meeting. Some young people may want to see what their Youth Profile page looks like, how far they have come, and visualize their next steps. Other young people may be turned off by this tracking of progress. It is part of the Coach's role to discern what the best approach is for that particular young person.

D. TYPES OF GOALS & DETERMINING GOALS USING THE ROADMAPS

In the Goals & Steps framework, there are academic, career development, and housing/independent living goals and associated steps with each goal. See [Roadmaps of the Academic, Career Development, and Housing/Independent Living Goals](#), based on a young person's situation [here](#).

It is highly recommended to go through the 2.5 day training before starting to use Goals & Steps!

ACADEMIC GOALS

- Middle School Goals (*applies only to the Middle School Education Specialist*)
- High School Goals
- Post-Secondary Exploration/Exposure Goal
- College Goals

CAREER DEVELOPMENT GOALS

Each year, all young people (regardless of their academic situation) should:

- ❑ Complete the annual “[Conduct Career Exploration & Preparation](#)” Goal, which includes [doing at least one career exploration activity](#), creating/updating a resume, and doing career development goal setting with their Coach. The career exploration activity should be tailored to their interests.
- ❑ Complete at least one [Career Development Experience](#) each year.
Ideally, young people have at least one meaningful career development experience during the school year and one during the summer. The selected experience should be in line with that young person’s interests, developmental stage, academic situation, needs, and longer-term goals.

A career development experience can include participating in, for example:

- An on-site job readiness program/internship program
- An external internship program (e.g., Summer Youth Employment Program)
- A leadership/youth development program or community service experience
- A workforce development program
- An accredited vocational, sector-based program, or apprenticeship
- A civil service exam
- Part-time or full-time employment

Housing & Independent Living Goals

These goals will only apply to young people who are aging out or who have already aged out of foster care.

- Applying for housing
- Obtaining housing
- Maintaining housing
- Building independent living skills
- Transitioning into permanent housing (if needed)

TIP! All young people aging out of foster care with an **APPLA** permanency planning goal should apply for all forms of housing for which they are eligible by age 19, as it can take a couple of years to obtain housing.

At a minimum, young people should apply to:

- ❑ NYCHA
- ❑ **NY/NY 3 and NYC 15 Supportive Housing**
(if a young person’s application is submitted to either NY/NY 3 or NYC 15, it will be considered for both)

It is important to apply to these supportive housing pathways as it is less restrictive than NYCHA, particularly if the young person is a full-time student, and more supportive.

While it is not the role of a Coach to fill out the housing applications (the Case Planner and/or Housing Specialist do that), they can play an important role in overseeing the process to ensure that a young person’s housing is moving along.

Once the young person obtains housing, they will no longer have a Case Planner, and it becomes the responsibility of a Coach to assist them with maintaining housing (e.g., asking if they are paying their rent each month) and building basic independent living skills (e.g., creating a budget). This is important because if a young person does not have a stable housing situation, it will greatly impact their academic performance and/or career development.

[Fair Futures Program Manual Section 23](#) discusses Housing & Independent Living and the role of a Coach in more detail.

It is important for Coaches to help young people with their academic, career development, AND housing/independent living goals each, while providing social-emotional support, because they are all intertwined.

For example:

- A young person's career interests/aptitudes could influence their academic/post-secondary pathway;
- If a young person does not have progressive career development experiences on their resume, it will be challenging to obtain/maintain employment and navigate onto a living-wage career path;
- A young person's academic performance/situation could influence what types of career development experience(s) they can have that year;
- If a young person is not stably housed, that could easily impact their academic/career performance;
- Because if a young person does not have someone that they can count on that can provide social/emotional support, any area of their life could unravel.

REQUIRED GOALS FOR ALL YOUNG PEOPLE

The aim is for 100% of coached young people to have completed, by the end of the year, a set of goals based on where they are:

For young people who do not yet have a high school degree or equivalency (including those who are disconnected):

- ☐ 1+ high school academic goal(s);
- ☐ 1+ post-secondary exposure/exploration goal(s);
- ☐ 1+ career development experience(s), along with the yearly required "Career exploration & preparation" goal

For young people enrolled in college:

- ☐ 1+ college goal(s);
- ☐ 1+ career development experience(s), along with the yearly required "Career exploration & preparation" goal

For young people enrolled in a non-college post-secondary setting (such as a vocational program):

- ☐ 1+ career development experience(s), along with the yearly required "Career exploration & preparation" goal

For young people with a high school degree/GED who are not enrolled in college:

- ☐ 1+ post-secondary exposure/exploration goal(s);
- ☐ 1+ career development experience(s), along with the yearly required "Career exploration & preparation" goal

Review the Goal Roadmaps and select specific Goals in each category above, based on a young person's situation and interests. Once a Goal is selected, go to that Worksheet to see the specific steps.

It is highly recommended to go through the 2.5 day training before starting to use Goals & Steps!

E. SETTING GOALS COLLABORATIVELY

Goals should be set collaboratively with young people, and eventually (ideally) young people should drive this process on their own. Goals & Steps can be tracked/checked off in the Online Platform whether it was the Coach or the young person completing any particular Step.

If the young person is at a stage where they are not yet ready to talk about their goals, the Coach can sometimes move forward with selecting Goals and following Steps, based on the young person's situation and interest. You never know what may spark a youth's interest and get them engaged!

While a Coach should never decide that the young person should participate in "XYZ Program" or apply to "XYZ College", they can select the following Goals and proceed with the Steps, regardless of whether a formal conversation happens with the young person:

☐ **Re-engage and re-enroll in a best-fit high school/GED program Goal**

For any young person who is disconnected without a high school degree/equivalency, the Coach should be selecting this goal, even if the young person says they never want to go back to school. We know that the young person will have a very bleak future without a degree.

Instead of pushing them to go back to school (that never works!), there are other, much more effective approaches outlined in the "potential steps" associated with this Goal. For example, the Coach could connect the young person to a credible messenger, an extracurricular activity, or a new experience that could eventually help them realize why a degree is important. Review a real-life example in [Fair Futures Program Manual Section 15G](#).

☐ **Any Goal related to high school/GED persistence**

(e.g., "[Complete school year promoted](#)," "[Advance 1 grade level/Pass a section of the GED exam](#)", etc.).

Any young person enrolled in school can always have a persistence goal. The Coach will need to monitor the academic performance regardless, and there are many potential steps associated with supporting the student's success.

☐ **Post-Secondary Exposure/Exploration Goal**

Even if a young person thinks they will never graduate high school and they don't like school, there are ways to explore post-secondary pathways that can be eye-opening and inspiring. For example, a college trip to another city or a visit to a construction site can be no-pressure, fun experiences that enable the young person to *envision* themselves in a post-secondary setting.

☐ **Career Exploration**

Same thinking as above – a fun trip, an inspiring career panel, or an online tool are all career exploration activities that can help young people *envision* potential career pathways and build self-esteem.

☐ **Enrolling in any extracurricular, youth development, or community service activity**

Even if a young person says they are not interested in school or work, they will likely be interested in some sort of activity, whether that be music, art, sports, etc. The Coach can help them find an activity based on their interests, which can help them build soft skills, self-esteem, a sense of purpose, and supportive peers – all things that studies show lead to increased participation in school and work.

F. USING THE ONLINE PLATFORM TO TRACK GOALS & STEPS

HOW TO SELECT GOALS & STEPS

- ❖ **STEP 1: The Coach adds Goals to the platform, based on the young person's situation.**
[Use this visual as a guide.](#)
- ❖ **STEP 2: Step(s) are checked off as they are completed, whether by the Coach, Specialist, or the young person.**
Some steps are Required; other steps are Potential Steps, or examples of common/potential actions that can be taken to achieve that goal and may depend on the young person's situation. A new step can always be created, and a note can always be added next to each step, if more information is needed.
- ❖ **STEP3: Repeat Step 2 until Goal is "Completed" or "Not Completed" and close out the Goal on the Online Platform. If a Goal changes, it would be marked as "Did Not Complete" and the reason selected.**

After a meeting or a conversation with a young person, the Coach should reflect and ask themselves:

Did that young person's goal change for any reason?

Was a step taken (progress made), either by the young person or the Coach, that should be entered in the system and checked off?

What else does the young person need to reach their goals, and how does that translate into a step?

The Online Platform should be updated accordingly after each meeting or conversation with a young person.

ULTIMATELY, THE AIM IS FOR YOUNG PEOPLE TO ACCOMPLISH GOALS ON THEIR OWN AND THE COACH JUST TRACKS THEIR PROGRESS!

Let's imagine: One day, that young person texts their Coach that they got an internship. Even though the Coach may not have directly helped the young person obtain that internship, a positive outcome was achieved. The Coach should log into the Online Platform, select the ["Engage in Career Development Experience"](#) Goal and then check off **"COMPLETED"** with a note that the young person obtained it themselves.

USING THE ONLINE PLATFORM TO TRACK CONTACTS PROGRESS NOTES & STATUS.

There is space to add a note under each Goal or Step in the Online Platform. For notes that are not necessarily tied to a goal/step (e.g., related to a crisis situation, mental health, or another issue), then they can enter it under the "Contacts" section.

G. REAL-LIFE SCENARIO APPLYING GOALS & STEPS

MEET ANTHONY: A young person who has a Coach. When he joined the program, he was 19 years old.

UPON ENROLLMENT, THIS WAS HIS SITUATION:

Academic

Anthony was disconnected from school and had no high school degree/equivalency. He had not attended school since he was 17 years old.

Career development

Anthony held a series of minimum wage, odd-jobs and tended to lose them after 1-2 months. He had not participated in any extracurricular/ community service activities, except for in middle school, where he did an art program that he loved.

Housing

Anthony was aging out of foster care and his agency had not yet helped him apply for housing. He did not have a good relationship with his Case Planner and often did not show up for mandated housing meetings. He wanted to get his own apartment but did not want a NYCHA apartment.

Interests

Anthony expressed a strong disinterest in school and did not want to go to college. Upon further probing, the Coach found out that Anthony loves boxing, art, and music, and often wrote lyrics and recorded in a music studio. Other than the art program in middle school, where he learned some graffiti techniques, he did not have any formal training/experience in any of these areas.

Needs

Anthony wanted to be Coached because he wanted assistance getting a job, ideally a higher paid job, in one of his areas of interest (boxing, MMA, music, or art). He was adamant that he did not have to first get a high school degree to be successful in these areas and pointed out many famous individuals who never got their degree or went to college.

THE COACH FIRST FORMED A TRUSTING RELATIONSHIP WITH ANTHONY BY DOING THE FOLLOWING:

- He discussed his interests in boxing/MMA and they debated the results of the recent tournaments;
- They went to Shake Shack for a burger, and then the Coach showed Anthony around a new part of the City he had never been to;
- The Coach listened to some of the music Anthony had created, provided positive feedback, and shared his own music interests with Anthony;
- The Coach told Anthony about the long-term supports of the program and how they would stick with him, no matter what, to help him achieve his goals;
- The Coach introduced Anthony to the Career Development Specialist to update his resume. The Specialist highlighted the art program he participated in, which Anthony never thought to include on his resume. He had actually gotten a certificate through the program, so the Specialist had him add a section called "Certificates & Awards." The Specialist also added his music studio experience as an extracurricular activity on his resume.

ONCE HE FELT HE HAD BUILT A SOLID RAPPORT WITH ANTHONY, THE COACH LOOKED AT WHAT GOALS HE SHOULD HELP ANTHONY ACCOMPLISH FOR THE YEAR.

Given that he was aging out, disconnected, and without a high school degree/equivalency, the following Goals applied:

- ☐ 1+ high school academic Goal(s);
- ☐ 1+ post-secondary exposure/exposure Goal;
- ☐ 1+ career development experience(s), along with the yearly required "Career exploration and preparation" Goal;
- ☐ Housing Goals (Applying to as many forms of housing as possible).

[Refer to the High School Roadmap.](#) Based on Anthony's situation, interests, and expressed needs, the Coach selected the following Academic Goal:

["Re-engage and re-enroll young person in a best-fit high school/GED program."](#)

Even though Anthony was adamant about not getting a high school degree/equivalency, the Coach knew that the chances of becoming famous in music, boxing, or MMA are very slim. Even if that is the eventual goal, a degree is always needed and will always provide the young person with additional career flexibility.

THE COACH TOOK THE FOLLOWING **STEPS** TO HELP ANTHONY MAKE PROGRESS TOWARDS THIS GOAL:

Potential Step: Help young person understand why a degree is important through coaching; motivate them to re-enroll.

- The Coach walked through how a degree could help Anthony get a higher-paid job while he was exploring his fields of interest.
- The Coach also shared a number of career pathways in line with his interests that require a degree, including a boxing/MMA trainer, an Art Program Coordinator, and many positions within the music industry.
- While Anthony listened and absorbed, he was still hesitant, and the Coach could sense that perhaps he had some self-esteem issues when it came to school and his academic performance.

Potential Step: Help young person understand why a degree is important by connecting them to an extracurricular program or experience; motivate them to re-enroll.

- The Coach connected Anthony to a boxing program and got funding for it through the agency.
- Anthony loved it and built a relationship with his boxing trainer and some of the other young men at the gym.
- The Coach built a rapport with the boxing trainer and asked the trainer to help support him in getting back into high school.
The trainer had some conversations with Anthony about the steps he could take to become a trainer someday, which included getting a high school degree.
- *Anthony was feeling really good about the positive affirmations and relationships he made at the boxing gym.*

AT THIS POINT:

The Coach checked off the Career Development Goal ["Engage in career development experience"](#) in the Online Platform. The Online Platform prompted the Coach to input the **type** of experience. The Coach wrote "extracurricular – boxing."

While this would not be Anthony's only career development experience for the year, the Coach was excited that connecting Anthony to boxing both helped him with his resume and helped him become closer to re-engaging in school.

Potential Step: Help young person have a "breakthrough" by taking them on a trip or engaging in a new experience that broadens their horizons.

- The Coach felt like now that Anthony was engaged in a productive activity and had a greater sense of self-esteem, he should approach the conversation about re-enrolling in school again. The Coach took him to the seaport area of Manhattan, and they walked around and then sat on bench by the water.
- The Coach asked him to reflect on his future, and whether he was ready to re-engage in school. Anthony agreed it would be a good idea but said he did want to first make some money. The Coach shared with him that he could help him get a paid internship or part-time job while enrolled in a high school or GED program. Anthony agreed to explore some options with the Coach.

AT THIS POINT:

Anthony was re-engaged, so the Coach could start taking the Required Steps toward re-enrolling Anthony in a best-fit academic environment.

After discussing with the youth's foster parent and Case Planner, THE COACH TOOK THE FOLLOWING **REQUIRED STEPS**:

Required Step: Obtain transcript and records from previously attended school and review them.

- The Coach got the necessary permissions and obtained Anthony's transcript and records from the previous high school.
- The Coach found out that Anthony had obtained only 7 credits and did not pass any Regents exams.
- Anthony had been evaluated for an IEP and did not need one.
- His lack of credits seemed to be due to poor attendance (below 50%).
- The Coach also noticed that while Anthony failed all of his math classes, he passed some English classes with an 85+. He asked Anthony about his high marks in English, and Anthony said that he loved writing and channeled this love into his music lyrics.

Required Step: Explore/identify high schools or programs with young person (and their family, if applicable)

- The Coach used the [Alternative High School Guide](#) to help assess what type of high school environment would be best given Anthony's age (19.5), number of credits (7), and other factors. ([See Appendix F8 Alternative High School Selection and Application Guide](#))
- As Anthony would likely not be able to graduate from a traditional high school or transfer high school by age 21 given his lack of credits and Regents exams, the Coach thought it was best to explore GED programs with Anthony. ([See Appendix F8 Alternative High School Selection and Application Guide](#))
- The Coach checked in with his Supervisor about this plan. The Supervisor confirmed that a GED program was the best route to explore and suggested looking into programs that also had paid internships given Anthony's desire to work.
- Anthony and his Coach went through the GED programs in [OneDegree](#) and found one that offered both paid internships and access to a music recording studio.
- They selected three different programs to visit together, two of which were in Anthony's borough of residence.

Required Step: Visit potential schools/programs with young person once some are identified (and/or have parent visit with young person).

- The Coach reached out to Anthony's foster parent and Case Planner to discuss this potential plan, and both agreed and were supportive. The foster parent very much wanted Anthony to be engaged in a productive activity, and she said she would attend the GED program with Anthony and the Coach.
- The Coach arranged a visit to a GED program and debriefed with Anthony beforehand.
- Anthony, the Coach, and the foster parent visited the top GED program they identified together. Anthony went on a tour and learned about the internship program and recording studio. He seemed very motivated. The Coach was able to get the contact information of his Primary Person/Counselor at the program.
- While Anthony wanted to enroll right away, the Coach convinced him to visit one more program. The second visit only reconfirmed to Anthony how much he liked the first one, so the Coach helped him through the application process.

Required Step: Apply/Enroll in best-fit school or GED program.

The GED program required Anthony to take a **TABE exam** to determine his grade level.



The Coach then checked off that **Potential Step** on the Online Platform as well.

It turns out Anthony had a 9th grade ELA (GED-level) and 6th grade Math (pre-GED level).

For the GED program application, Anthony did not have access to the documents he needed, so the Coach reached out to his Case Planner to obtain copies.

Anthony found out that he could not enroll in the paid internship program right away, as it was reserved for students who had 90%+ attendance for a 3-month period. However, once he qualified, he could get an internship in their recording studio!

The Coach reiterated that it was important to attend every day so that he could get into the internship program.

The Coach finished the enrollment process with Anthony and informed his Case Planner and foster mother that he was officially enrolled and would start classes in another month. He would be taking evening classes so that he could eventually work and do other activities during the day.

Required Step: Follow up with the young person before the first day, after the first day, and after the first week.

A week before Anthony's classes started, his birth mother was hospitalized. Anthony was taking it really hard and fell into a spell of depression. The Coach took Anthony out for pizza and listened to him talk about his relationship with his mother. They also discussed how it was important to stay focused on his goals and moving forward.

- **The Coach called or texted Anthony every day that week** to provide support.
- **The night before the first day**, the Coach texted Anthony a reminder about when to leave the next day. Anthony responded that he wasn't sure he was up for going the next day. The Coach said to get some sleep and that he'd call in the morning.
- **That next morning**, the Coach called Anthony and heard him out. He reminded Anthony of their conversations, of the music recording studio opportunity, and told him how proud of him he was for taking these steps. Anthony then opened up more and shared that he was afraid of failing, especially in math, like he always had in school. The Coach reassured him that it was natural to feel that way, and that all he should focus on for now was showing up, on time, every day, and trying his best. It didn't matter how he did because he would get the support he needs. The Coach said that showing up was all he cared about, and asked Anthony if he could start with that. The Coach reminded Anthony that he had also been trepidatious about starting the art program (see Career Development section below), but now he was rocking it. Anthony said that was true and he promised to show up on time to his first class.
- **That evening**, the Coach texted Anthony asking how it went. Anthony said he showed up and that it went well!
- **After the end of the week, Anthony was still attending.**

AT THIS POINT:

The Academic Goal "[Re-engage and re-enroll in a best-fit high school/GED program](#)" was complete. Yay!

The Coach closed out this Goal in the Online Platform and marked it as Completed Successfully.

The Online Platform prompted the Coach to select the next Academic Goal. The Coach looked at the Roadmap of High School Academic Goals to verify. As Anthony was not ready to take the GED exam yet, the Coach selected the Goal, [Advance grade level in GED Program and/or pass section of GED exam](#)

ANTHONY'S CAREER DEVELOPMENT GOAL(S)

The Coach took the following actions to help Anthony conduct the yearly required Career Development Goals.

CAREER EXPLORATION & PREPARATION GOAL

This includes three **Required Steps**:

- ☐ **Conduct Career Exploration.** The Coach knew Anthony loved art, writing, music, and boxing/MMA, so the Coach suggested sitting down together to do a career assessment online. They went to the Online Platform and took an assessment together using the Hats & Ladders tool. They found out that there were many different pathways that incorporated Anthony's interests, particularly in the human services/non-profit field. Becoming a boxing or personal trainer or involved in the music industry were also potential options.
- ☐ **Create or refine/update a resume**
Anthony already sat down with the Career Development Specialist to do this, but now Anthony had new things to add to his resume: a GED program, a summer internship in line with his interests, and boxing!
After these were added, the Coach checked off this Step.
- ☐ **Discuss career development goals for the year, and potential activities and opportunities in line with these goals.**
Even though Anthony was still boxing, which counted as a career development (extracurricular) experience, the Coach wanted to help him explore other opportunities in line with his other interests so he could stay engaged, motivated, keep building his resume, and earn some money. The Coach figured that it would be a good idea to try to help enroll Anthony in some sort of non-profit program where he could explore his interests and get something on his resume that was directly in line with his artistic and/or writing interests.

AT THIS POINT:

The Career Development Goal "[Conduct Career Exploration](#) & Preparation" was complete. Yay!

The Coach closed out this Goal in the Online Platform and marked it as Completed Successfully.

CAREER DEVELOPMENT EXPERIENCE/GOAL

The Coach sat down with Anthony to discuss some activities he could engage in over the next month while he waited for classes to begin. The Coach also reminded Anthony that once he started classes, he needed three months of 90%+ attendance before he could start the paid internship at the music studio. That meant that Anthony would have his days free for the next 4 months, possibly more.

The summer was coming up, so the Coach thought a good approach would be to enroll Anthony in the **Summer Youth Employment Program (SYEP)** and try to link him to an arts-based non-profit program. Anthony and the Coach went to the SYEP website together and also searched for youth development programs. They discovered an SYEP program called Groundswell, where Anthony could participate in the design of a mural in the community. They also found a summer writing workshop with Youth Communication where Anthony refined his writing skills and potentially get an article published in their youth magazine.

It turned out that Anthony was not accepted into the writing workshop (it was at capacity), but he did get into Groundswell's SYEP program where he could earn money and explore his artistic talents.

AT THIS POINT:

The Coach added the Goal, "[Engage in Career Development Experience](#)" and selected "summer internship."

ANTHONY'S POST-SECONDARY EXPLORATION/EXPOSURE GOAL

While Anthony had never discussed college or a post-secondary certificate, and even seemed initially opposed to it, his Coach knew that exposure to post-secondary opportunities can help young people with envisioning a pathway. The Coach also knew that many of the career pathways that Anthony was interested in required one and that Anthony would have more options with a post-secondary credential/degree.

One day, the Coach had Anthony meet him close to La Guardia College. He brought Anthony on a tour and Anthony learned that they had a Music Recording degree. He had no idea that was even an option, and he loved the campus feel. While Anthony was still insecure about his academic skills, the Coach assured him that if he worked hard to get his GED, college would be within reach.



The Coach also had Anthony meet with the **College Specialist**, who showed him the pathway to applying and the "[College Budget Tool](#)" for students in supportive housing. Anthony was shocked to learn that not only would he not have to pay a dime for college tuition, but that he could actually earn money through various scholarships and grants to help with his living expenses! See [Appendix G19_College Budget Tools](#).

After meeting with the Specialist, the Coach set up a meeting with Anthony and his GED counselor to discuss the potential timeline for college enrollment, based on where Anthony was in the program. The Coach helped create a supportive environment, and for the first time in his life, Anthony felt like college could be a reality.

AFTER THIS EXPERIENCE

The Coach closed out the Goal, "[Conduct Post-Secondary Exploration/Exposure](#)" and marked it as successful.

ANTHONY'S HOUSING/INDEPENDENT LIVING GOAL(S)

Anthony had an **APPLA goal (Another Planned Permanent Living Arrangement)**, which meant he was aging out of foster care. However, he had not yet applied for housing as he would not show up for the appointments that his Case Planner had set up for him with the **Housing Specialist**.

The Coach explained to Anthony that he had to show up for the appointments if he wanted to get his own apartment, and Anthony started showing up. While he did not want a NYCHA apartment as he didn't want to live in "the hood," his Coach convinced him to go through the process anyway as there was always a chance he could secure an apartment in a more desirable area of Manhattan. Anthony agreed.

AT THIS POINT:

After meeting with Anthony, the Goals "[Apply to NYCHA](#)" and "[Apply to Supportive Housing](#)" were both selected. *The Coach made sure that Anthony attended all of his meetings with the Housing Specialist and the process was moving along.* Once Anthony had paychecks and his supportive housing application was submitted, these Goals were closed out in the platform.

The Coach then added the goals "[Obtain NYCHA apartment](#)" and "[Obtain Supportive Housing](#)"

The Coach called a couple of supportive housing residences in the areas where Anthony was open to living (*which is one of the Potential Steps*), but no one answered, so they just showed up one day.

- The Coach "coached" Anthony to dress up, bring his resume, and prepped him beforehand.
- They walked in, introduced themselves, and ended up speaking with the Housing Director.
- The Director saw that Anthony was serious about his future, had goals, and needed housing.
- The Director said he would interview Anthony for a spot that was opening up soon.
- The Coach helped Anthony prepare for the interview, and he nailed it!

The Coach helped Anthony move into his new apartment. And, after working with the Housing Specialist to secure the ACS Furniture grant, the Coach also helped Anthony go furniture shopping.

AT THIS POINT:

The Goal "[Obtain Supportive Housing](#)" was checked off as "COMPLETE".

The Goal "[Obtain NYCHA apartment](#)" was marked as "DID NOT COMPLETE" with an explanation that Anthony obtained an apartment through supportive housing.

The Online Platform prompted the Coach to select the Goals "[Maintain Housing](#)" and "[Gain Independent Living/Life Skills](#)".

SUMMARY OF ANTHONY'S COMPLETED GOALS

Despite starting off the year not motivated to re-engage in school, by the end of the year, through coaching, Anthony had significantly **exceeded** the minimum goals and accomplished the following goals:

- ❑ **2 High School Goals:**
 - ❑ [Re-engage and re-enroll in a best-fit high school/GED program](#)
 - ❑ [Advance a grade level in a GED Program and/or Pass a section of the GED exam](#)
Anthony advanced a grade level in Math!
- ❑ **1 Post-Secondary Exploration/Exposure Goal**
- ❑ **1 Career Exploration & Planning Goal**
- ❑ **3 Career Development Experience Goals:**
 - ❑ [Participate in extracurricular, youth development program, or community service experience](#)
Anthony completed a full year of boxing
 - ❑ [Participate in summer internship program](#)
Anthony completed the Groundswell SYEP program
 - ❑ Participate in [External Internship](#)
Anthony was accepted into the music studio program after 3 months of near perfect attendance
- ❑ **3 Housing Goals:**
 - ❑ [Apply to Supportive Housing](#)
 - ❑ [Obtain Supportive Housing](#)
 - ❑ [Maintain Housing \(for that year\)](#)

Anthony ended up getting his GED, completing his Associates in Music Recording, and is currently enrolled in John Jay College!

H. USING THE ONLINE PLATFORM

The Fair Futures Online Platform tracks Goals & Steps in a user-friendly manner and creates automated reports. It is highly recommended to go through the 2.5 day training before starting to use Goals & Steps.

After the Coach determines what the young person's current Goals are in each category, the Coach can use the Goal worksheets to track the steps taken in the Online Platform.