

FAIR FUTURES IMPLEMENTATION TIPS AND EXAMPLE ORGANIZATION CHARTS

Fair Futures is completely centered around the needs of young people who have experienced foster care.

The overarching goal is to provide young people with the long-term coaching and social/emotional supports they need to:

- Prepare for and graduate high school;
- Persist in post-secondary settings;
- Have progressive career development experiences;
- Build a network of positive adult and peer supports;
- Access and maintain affordable housing and gain independent living skills (for those aging out).

SUMMARY OF MODEL & KEY STAFF

Fair Futures includes a middle school component (grades 6-8) and a coaching program (9th grade - age 26, at scale).* The coaching program is voluntary and has no eligibility criteria. Young people can choose to leave and return to the program at any time. The model is all about meeting young people where they are, believing in them, and helping them reach their potential.

*CURRENT ACS FUNDING CAN ONLY BE USED FOR YOUTH UP TO AGE 21.

THE MIDDLE SCHOOL COMPONENT INCLUDES THE FOLLOWING POSITIONS, AT SCALE:



MIDDLE SCHOOL EDUCATION SPECIALIST
(at a max. 1:50 ratio)

The Middle School Education Specialist:

- Monitors the academic performance of middle school students in foster care and provides educational advocacy, as needed;
- Connects students to quality tutoring and monitors progress;
- Helps ensure students are connected to extracurricular activities;
- Provides individualized assistance with the high school selection process to all 8th graders and their families to ensure they enter a quality, best-fit school.



TUTORS

Tutors provide weekly, in-home tutoring and social-emotional support to students.

Agencies must leverage existing tutoring services as appropriate and feasible (see ACS guidance).

They also can choose to sub-contract with a quality tutoring vendor or create their own tutoring program.

Tutors work from a youth development, strength-based, trauma-informed lens.

THE COACHING PROGRAM (9TH GRADE THROUGH AGE 26) INCLUDES THE FOLLOWING POSITIONS, AT SCALE:



PROGRAM DIRECTOR



TUTORS
(during high school*)



HOUSING SPECIALIST



CAREER DEVELOPMENT SPECIALIST



COACH SUPERVISORS
(Fair Futures recommends a 1:5 ratio, ACS guidance is 1:6)



COACHES
(at a 1:15 ratio)



COLLEGE SPECIALIST



CASE AIDE

In a nutshell, Coaches:

- ✓ Build trusting relationships with up to 15 young people;
- ✓ Provide ongoing social/emotional support;
- ✓ Work 1:1 with young people to develop academic and career development goals based on where they are and take measurable steps towards their goals;
- ✓ Connect young people to quality schools, programs, resources, and opportunities in line with their goals;
- ✓ Help young people persist in these settings, navigate any challenges that arise, celebrate successes, and plan/prepare for the next step on their journey;
- ✓ Should a youth not be successful in any particular school/program setting, Coaches help young people reflect on the experience, provide support, and work with them to set new goals and transition to the next opportunity.
- ✓ Collaborate with Case Planners, Tutors, Specialists, and parents/foster parents, as needed, to help youth achieve their goals and ensure their overall well-being;
- ✓ Connect young people to peer group supports and build positive relationships;
- ✓ Ensure young people who are aging out can access and maintain stable, affordable housing and build independent living skills.

*During high school, tutors provided by: program staff, contracted services, or other available tutoring option

IMPLEMENTATION & CREATING A COACHING CULTURE

Key tips and best practices for implementing a successful, sustainable program:

- **Identify a champion within the senior ranks of your agency; the Fair Futures program should be housed within his/her branch.** Turn to the next page for [example organizational charts](#) based on agency size.

Consider implementing Fair Futures as a program aligned with but separate from the foster care program. While Coaches and other Fair Futures staff will collaborate closely with Case Planning teams, having a distinct program can help with team building, professional development, and implementing a new youth development approach.

- **Hiring the right staff and training them to use a strength-based, trauma-informed, youth development lens is a critical step in launching a successful coaching program.**

The [Fair Futures Staff Screening & Hiring Toolkit](#), provides job descriptions and best practices on how to screen staff for certain qualities/competencies at every stage of the hiring process.

- **Beyond the individual staff, coaching is an organizational frame that starts at the top.**

When Executive Director/President is coaching Associate Executive Directors/Vice Presidents and AEDs/VPs are coaching Directors and so on, the coaching practice is modeled and more likely to be successfully employed with youth. To support coaching up, down, and across an organization, some required trainings will include:

- ACS' Motivational Interviewing training;
- ACS' Workforce Institute's Building Coaching Competency training;
- Fair Futures "Creating a Coaching Culture" training (as part of a 3-day series).

- **Develop role clarity and collaborative approaches.**

Set the stage for joint implementation by bringing those together who will be implementing the coaching program to create an implementation plan. Implementation success happens when all involved have the opportunity to provide input. Select a leadership champion to facilitate the implementation process, and invite executive leadership, case planning staff, any existing youth development staff, any educational specialist(s)/staff, quality management/improvement staff, and at least two young people currently served in existing youth programs.

Some suggestions include:

- Consider holding an event on Fair Futures where staff come together to learn about the model, ask questions, express concerns, etc. and get clarity regarding roles and implementation.
- Have department or program heads meet regularly to discuss areas of collaboration and possible challenges that may arise.
- Develop a plan for when programs are working with the same child (e.g. foster care, mental health, Health Homes, other) and are in different parts of the organization.
- Ensure senior leaders of agency branches agree on role definitions and protocols for collaboration, crisis response, and resolving differences.

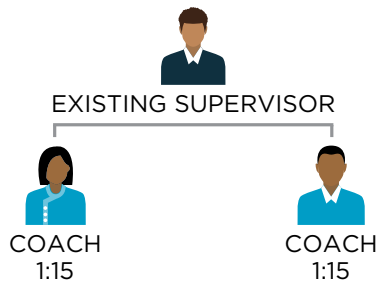
All of this can help turn potentially contentious points into a transparent and strength-based discussion. It is important to note that Coaching is not considered an entry level position and experience working with young people is required.

Organizational Chart

1. SMALLER AGENCY | Outsourcing Tutoring



Specialist oversees any middle school tutors



Coaches connect students to tutors, if needed; oversee performance



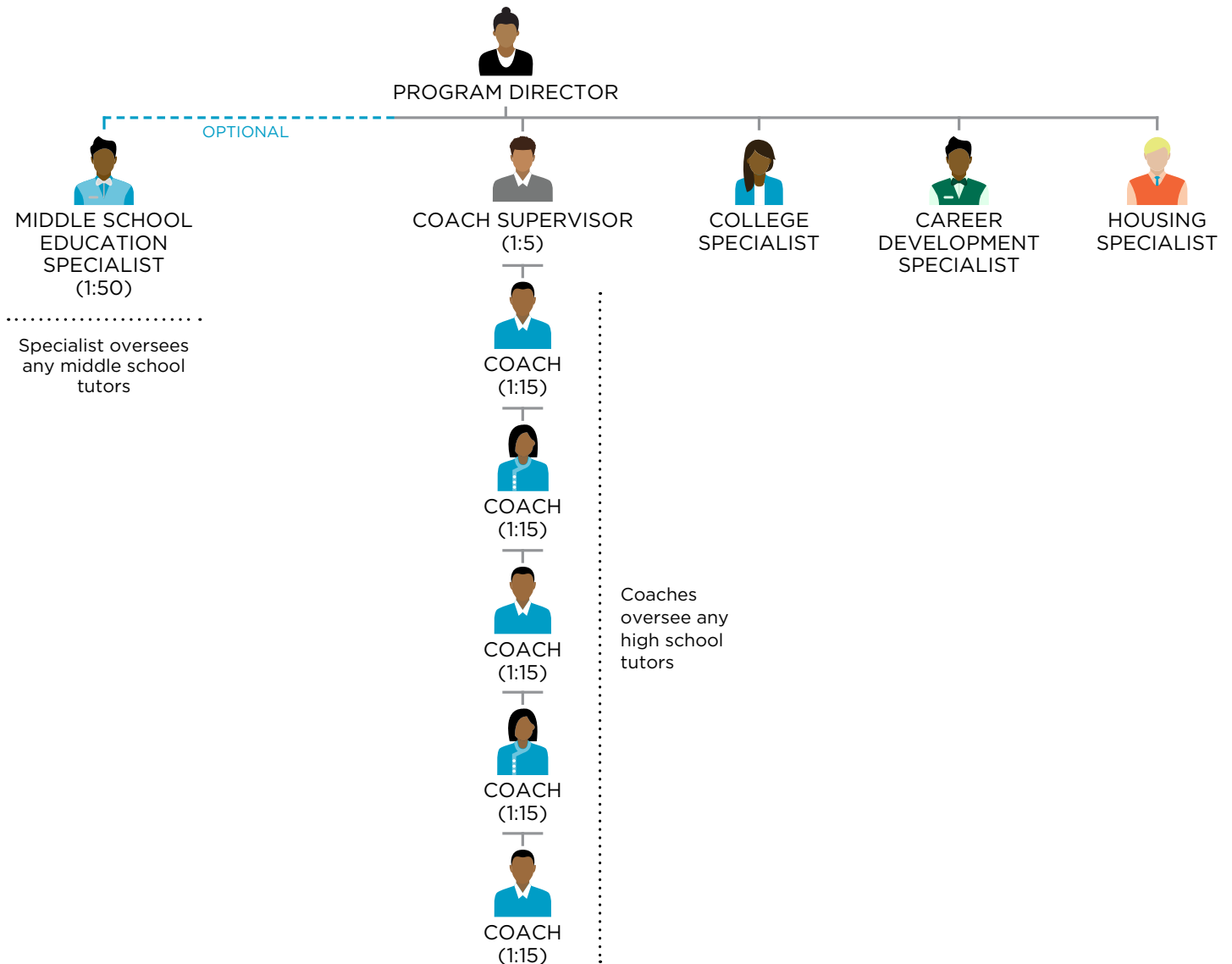
Case Aides can be added to any of the example organizational charts.

Case Aides support a range of case practice functions including support for parents working toward reunification and foster parents working to achieve permanency.

MIDDLE SCHOOL COMPONENT

COACHING PROGRAM

2. MID-SIZE AGENCY | Outsourcing Tutoring



Specialist oversees any middle school tutors

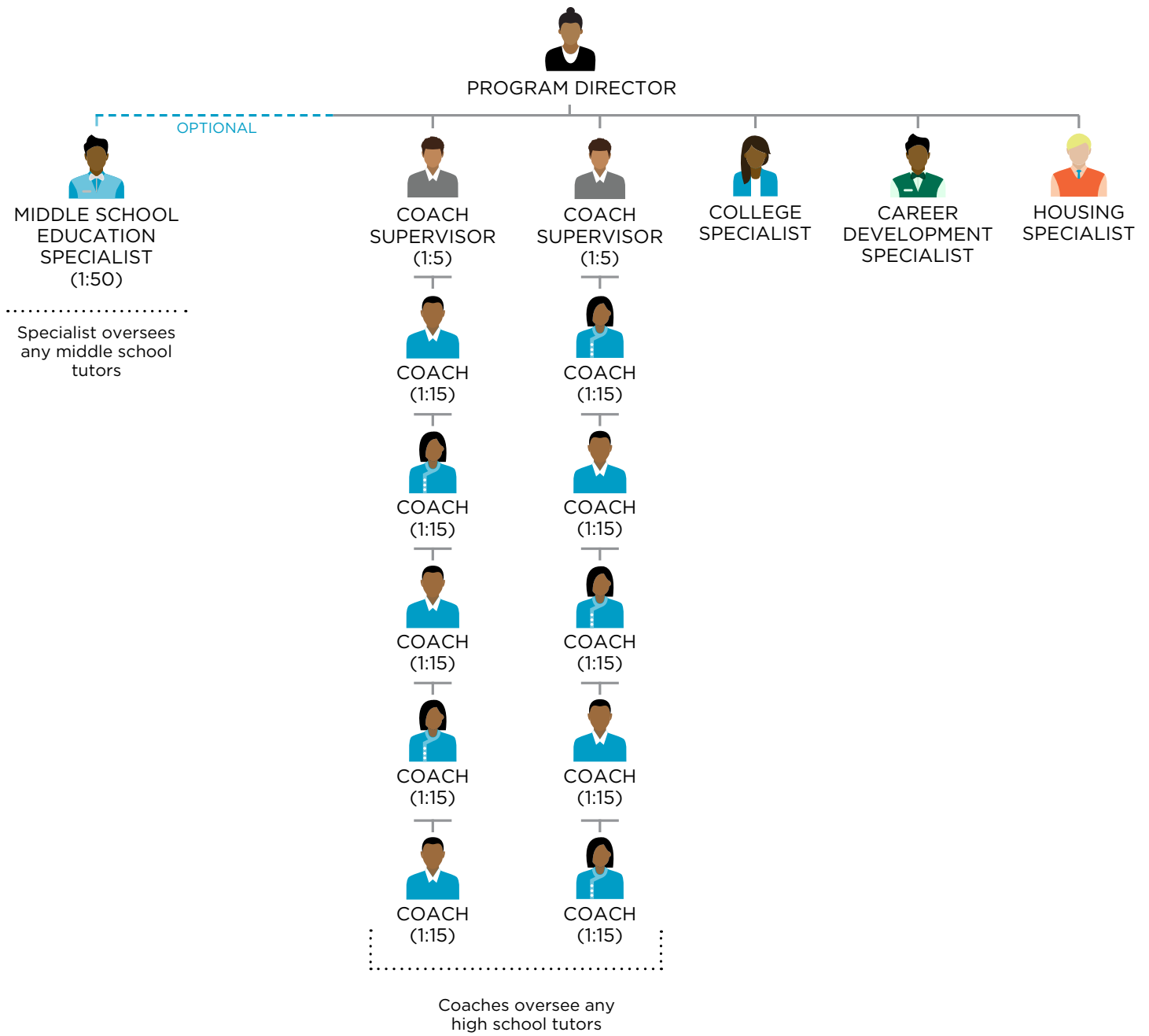
Coaches oversee any high school tutors

MIDDLE SCHOOL COMPONENT

COACHING PROGRAM

Organizational Chart

3. AT SCALE | Outsourcing Tutoring

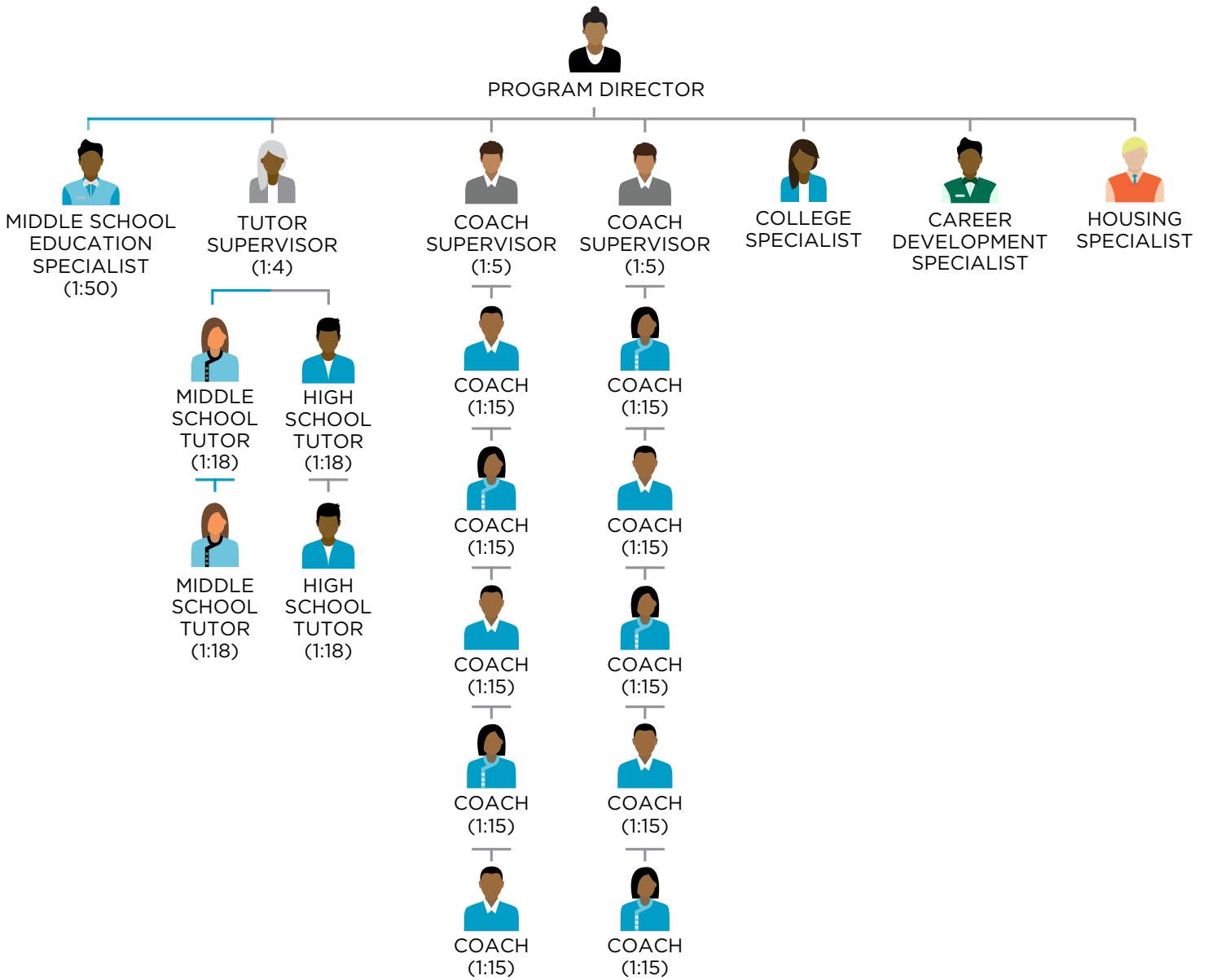


MIDDLE SCHOOL COMPONENT

COACHING PROGRAM

Organizational Chart

4. AT SCALE | With in-house Tutoring Program



MIDDLE SCHOOL COMPONENT

COACHING PROGRAM