

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.

This data should be inputted into the Online Platform in the Youth Profile section, according to the areas outlined below (which will correspond with the areas on the Online Platform).

After the Youth Profile is created, it will be automatically updated as Goals & Steps are completed. See [Fair Futures Program Manual Section 13B - Section 13E](#) to create the Youth Profile in the Online Platform.

See [Appendix C4_Fair Futures Data Collection and Youth Profile](#).

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 Case Planner. 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. DEMOGRAPHIC AND COACHING DATA

All young people active in foster care from the 9th grade on (or age 14+ if they are disconnected from school) are eligible to receive coaching. Key demographic information should ideally be inputted into the Online Platform for this entire universe of young people, including:

- First, middle, and last name;
- Current address;
- Date of birth;
- Borough (case planning unit);
- Case Planner;
- A notes section (for other key info).

Once a youth is assigned a Coach, the following data will be captured:

- Enrollment date;
- Coach (this field will be changed if a Coach is re-assigned);
- Coach Supervisor.

C. ACADEMIC DATA

MIDDLE SCHOOL ACADEMIC DATA

As discussed in [Section 5 of the Fair Futures Program Manual](#), all students attending NYC DOE schools who are in foster care will have the Academic section of their Youth Profiles automatically updated.

For those students not in a DOE school, the Middle School Education Specialist will go into that student's Youth Profile and enter academic information, as it become available. This includes attendance, grades, promotion status, and ELA and Math NYS exam scores for 6th to 8th grade (if available).

The Middle School Education Specialist will also manually enter the high school the student will be attending, and any tutoring or extracurricular information.

If the young person was in middle school while in foster care with the agency, the middle school academic section will be populated. This will provide the future 9th grade Coach with valuable information regarding their academic background.

HIGH SCHOOL DATA

If the young person does not yet have a high school degree/equivalency, or if the young person does have a degree but is not yet enrolled in college or a vocational program, the High School Section in the Youth Profile should be filled out.

The Coach should collect this information from the young person's current or most recent school transcript, after obtaining the necessary permissions:

- | | | |
|---|--|---|
| <input type="checkbox"/> High School/HSE Program Name | <input type="checkbox"/> Last semester credits obtained; | <input type="checkbox"/> IEP (yes or no) |
| <input type="checkbox"/> Type of high school (see list) | <input type="checkbox"/> Cumulative credits obtained; | <input type="checkbox"/> Latest attendance; |
| <input type="checkbox"/> Type of degree obtained (see list) | <input type="checkbox"/> Regents passed; | <input type="checkbox"/> Last semester GPA; |
| <input type="checkbox"/> Grades; | <input type="checkbox"/> SAT scores (if applicable) | <input type="checkbox"/> Cumulative GPA |

COLLEGE DATA

If the young person is enrolled in college upon program enrollment, or if they were ever in college, the College Section will be filled out. The Coach should collect this information from the young person's current or most recent college, after obtaining the necessary permissions:

- | | | |
|---|---|--|
| <input type="checkbox"/> College Name | <input type="checkbox"/> Last semester GPA; | <input type="checkbox"/> Financial aid owed (Y/N) |
| <input type="checkbox"/> Type of College: | <input type="checkbox"/> Cumulative GPA; | <input type="checkbox"/> Financial aid received: |
| <input type="checkbox"/> 2-year CUNY college | <input type="checkbox"/> Last semester credits obtained; | <input type="checkbox"/> PELL <input type="checkbox"/> TAP |
| <input type="checkbox"/> Other 2-year college | <input type="checkbox"/> Cumulative credits obtained; | <input type="checkbox"/> ETV <input type="checkbox"/> FYSA |
| <input type="checkbox"/> 4-year CUNY college | <input type="checkbox"/> Enrolled in ACS Dorm Project (Y/N) | <input type="checkbox"/> Loan |
| <input type="checkbox"/> 4-year SUNY college | <input type="checkbox"/> Enrolled in ACS College Room & Board (Y/N) | <input type="checkbox"/> Scholarship (<i>list all</i>) |
| <input type="checkbox"/> 4-year private college | <input type="checkbox"/> College Support Program(s) (Y/N): | |
| <input type="checkbox"/> Other (describe) | List program name: <i>ASAP, SEEK/CD, HEOP, EOP</i> | |

D. RESUME DEVELOPMENT



I'm a Career Development Specialist!

After the young person is engaged, the Coach or Career Development 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 Career Development 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 Career Development 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 Career Development Specialist to do a career assessment. The results of the assessment will help the Coach and Career Development Specialist with the longer-term planning. (See [Fair Futures Program Manual Section 22](#))

E. HOUSING DATA

The Coach should discuss the young person's permanency status with the Case Planner. If the young person has an APPLA (Another Planned Permanent Living Arrangement) permanency planning goal, then it should be indicated on the Youth Profile that the young person needs Housing/Independent Living Goals.

This way, the Coach knows to work with the Case Planner and/or Housing Specialist on ensuring their housing applications are submitted as soon as possible (see [Fair Futures Program Manual Section 23](#)).