Families and Youth in Transition (FYIT) Graduate Internship
Learning and Writing Center
Division of Student Life

The FYIT program at the University of San Francisco provides academic tutoring in all subjects to students in San Francisco Unified School District. Seeking to eliminate academic barriers to homeless students, the Families & Youth in Transition (FYIT) Program was created in 1990 by the McKinney Vento Act. The FYIT Graduate Assistant works closely with the staff of the USF Learning & Writing Center and the FYIT program liaison at SFUSD.

The Graduate Assistant oversees undergraduate and graduate tutors who provide tutoring services to homeless (transitional) students at San Francisco schools (K-12th grade). The Graduate Assistant maintains an extensive database of tutor information, keeps in communication with FYIT contacts, visits tutoring sites on a regular basis and communicates daily with participating tutors. The Graduate Assistant also oversees the FYIT budget, invoices SFUSD monthly, and designs trainings for the tutors.

Specific duties include:
- Recruiting and hiring suitable tutors for the program
- Scheduling tutors at the designated schools
- Help maintain contact with the sites, including 1-2 site visits per semester
- Keeping the FYIT Liaison informed of the issues with the students, tutors, and the sites
- Supervises all tutors, including administrative tasks such as ensuring time-sheets are submitted according to schedule and meeting one-one with tutors
- Organizing weekly meetings and co-teach trainings with the tutors to address issues and concerns
- Overseeing the budget and invoicing expenses to SFUSD
- Developing programming and creating adequate assessments
- Collaborating with other offices to help facilitate training topics and present information to the tutors

Grad Assistant will also:
- Ensure each tutor meets requirements and completes all parts of the application process
- Create, oversee and/or maintain the filing system and database for the tutors
- Organize and maintain statistics of tutors
- Compile end of semester report (fall) and end of year report (spring)
- Participate in other LWC meetings and events, including but not limited to: weekly LWC leads meeting, the fall Open House, the spring Tutor
Appreciation Ceremony and the staff volunteer/fun activity once per semester

Professional Competencies
Outlined by ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners (2015), the primary competency areas that the graduate intern will develop, include:

Social Justice and Inclusion (SJI)
A process and a goal to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. Seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

Leadership (LEAD)
Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

Organizational and Human Resources (OHR)
Student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of the organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

Qualifications:
Enrollment in Masters degree program required. School of Education applicants are preferred. This position requires strong organizational and communication skills, a strong interest in education and student development, computer skills, and the ability to work with others. Maintaining professionalism under stress is a must! Prior teaching or tutor experience preferred (especially with transitional youth) but not required. Experience in the mental health field also preferred. Prior experience with program coordination or scheduling is also helpful, but not necessary to apply.

Time Commitment and Compensation: A full year commitment is required. Must reapply at the end of the 1st year for a 2nd term. Intern will work M-F (some evenings and/or weekends required) at a rate of $20.00 per hour for up to 370 hours per semester. 25 hours per week for 2 weeks prior to the semester starting, 20 hours per week during the semester. Funding support for professional
development, MUNI pass, or Dons Dollars in the amount of $350 will be provided by the host department. Please note all compensation is taxable.

**Supervisor:** Kimberly Harris, Assistant Director, Learning and Writing Center

**Application Procedure:** Please visit [https://myusf.usfca.edu/student-life/graduate-internships](https://myusf.usfca.edu/student-life/graduate-internships) for details on how to apply.

USF is an Equal Opportunity/Affirmative Action Employer. We particularly encourage minority and women applicants to apply for all positions. The University provides reasonable accommodations to individuals with disabilities upon request.

*Established as San Francisco’s first Institution of higher learning in 1855, the University of San Francisco presently serves over 9,000 students in arts and sciences, management, education, nursing, and law. The University is a private Catholic and Jesuit Institution and particularly welcomes candidates who desire to work in such an environment.*