

**Albany County
Department for Children, Youth and Families**

INDEPENDENT LIVING GUIDE

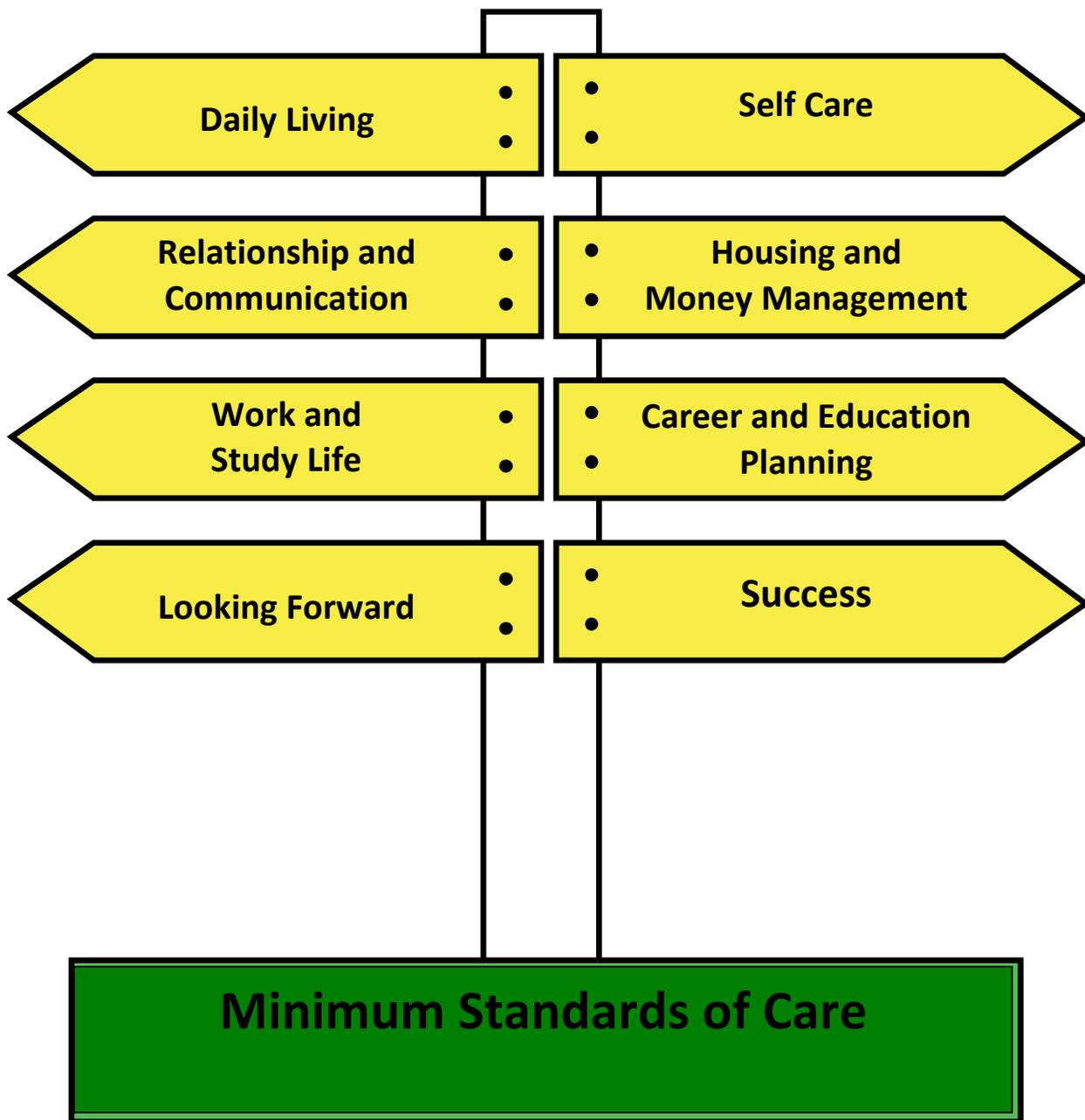


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EXECUTIVE SUMMARY
Independent Living Site Visits, Forum and Cluster Meetings
June 2010 – March 2011

Improving outcomes for youth in foster care is of paramount importance to child welfare policy makers, advocates and practitioners on federal, state and local levels. It is both logical and necessary to apply reasonable, creative, practical and evidence-based strategies to ensure that children and youth in the local foster care system have every opportunity to thrive, become self-sufficient young adults and experience a high level of value and belongingness as well as an adulthood that is rich with success, personal fulfillment, connectedness and self-worth. To wit, Albany County Department for Children, Youth and Families (DCYF) initiated a process that set a course to challenge traditional practices, to establish consistent expectations of contractual agencies, to establish minimum standards of care for youth 14 and older, to provide technical assistance when needed, to influence the hearts and minds of those who have custodial care responsibilities to work collaboratively to meet these goals.

In 2010, there were 132 youth ages 14 and older in the foster care system in Albany County.

DCYF Children's Services Foster Care and Adoption unit staff along with Youth Bureau staff launched a rigorous schedule to complete site visits, provide agencies with feedback, host an Independent Living Forum and subsequent discussions entitled cluster meetings as an initial pathway to create dialogue around themes that included assessment, skill building and transition planning – all for the purpose of improving outcomes for youth in foster care by establishing, building and supporting the transition to adulthood.

In June and July 2010, cross divisional teams learned how and to what extent foster care agencies delivered services to youth in care. The observations and lessons learned prompted DCYF staff to consider strategies that would promote profound and consistent recognition of the need to utilize appropriate life skills assessment tools, of the need to mobilize and collaborate with community supports to creatively enhance delivery and approaches to skill building and just prior to the time of discharge a need to articulate a transition plan that clearly identifies a youth's strengths and deficits. Feedback to the agencies was provided.

DCYF staff advanced the discussion further through the development of an Independent Living Forum in November 2010 with the focus of providing program managers, independent living coordinators and foster care agency CEOs with an opportunity to learn about the key elements in the OCFS publication Paper entitled "Adolescent Services and Outcomes Practice Guidance Paper-April 2006". Nancy Martinez, Director of OCFS Strategic Planning and Development Bureau presented.

Consequently monthly thereafter in January, February and March 2011 a series of cluster meetings entitled "Open the Doors to Success" were held to promote dialogue on three critical foster care service components: assessment, skill building and transition planning respectively.

A DCYF Independent Living Workgroup was established to develop 'A Minimum Standards of Care' for youth 14 years and older around assessment, discharge planning, competencies and community collaboration intended to be incorporated in future foster care contracts.

Additionally, the DCYF Independent Living Workgroup hosted several collaborative events to support the independent living work that provider agencies were doing with older adolescents. These events included an informational forum "Education Equals Future" for college-bound youth sponsored by University of Albany Professional Development Program and Higher Education Services Corporation, "Pathways to College and Trades" sponsored by NYS office of Children and Family Services in partnership with University at Albany Professional Development Program, Albany County DCYF, NYS Higher Education Services Corporation and University at Albany EOP Office.

With all the hard work and dedication over the last 2 years, the DCYF Independent Living Workgroup is proud to provide this "Minimum Standards of Care" workbook guide.

Kudos to the members of the Albany County DCYF cross divisional team Marian Logan, Margaret Diggs, Jerry Nathan, Nick Kurtessis, Patty Paul, Christine DeMare, Joseph Espinosa, Moira O'Brien, Mary Ellen Bussey, Amy Smith, Katie Warren, Trish Mantey, Melinda Sparks and our PDP partner, Michelle Ray, for implementing a concept with passion and skill.



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COLETTE V. POULIN
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GAIL GEOHAGEN-PRATT
DEPUTY COMMISSIONER

Dear Youth, Providers, Staff and Community Partners:

It is with great pleasure and excitement that I share the first Albany County Department for Children, Youth and Families (DCYF) Independent Living – Minimum Standard of Care Curriculum. DCYF has taken the lead in establishing, and will now require specific level of skill development by age for a youth in foster care to obtain. This will assist us all to be consistent and ensure that every youth in the Albany County foster care system receives basic skill development, so they may be as successful as possible.

So many times, we are reacting to the youth's behaviors and limitations, that we can lose sight of enhancing their strengths and assisting them with their independent skill development. When this happens, it is truly a tragedy for the youth, because many times they leave our system with limited skills to assist them in being successful, independent and self-sufficient. It is all of our responsibility to ensure that youth leaving our system, regardless of their age, have the basic skills to assist them in moving further in their lives.

I know and believe that all of us want and have this same goal. With this curriculum created by likeminded and passionate DCYF staff, we hope to lay this foundation to make our youth more successful in their future. I hope that others will follow our lead and ensure that every youth receives the basic skills they need to be successful when leaving foster care.

I want to THANK all those involved in the DCYF workgroup, the youth who provided meaningful insights, our providers that assisted us in site visits and shared their hopes for youth, and PDP and OCFS for their support and assistance.

All my best,

Colette V. Poulin

Albany County Independent Living

MINIMUM STANDARDS OF CARE for Youth in Care ages 14 - 21 GENERAL REQUIREMENTS

At a minimum any youth in care ages 14-17 ½ should receive the following set of services leading to independence and self-sufficiency.

- FASP
A FASP is due for completion every six (6) months starting at age 14. Goals should be directly tied to Casey Assessment goals.

- Ansell Casey Life Skills Assessment
The Casey Assessment should be administered within a week of the youth's 14th birthday. It is the responsibility of the provider agency's Independent Living coordinator to ensure that every youth in care must have the following set of original documents on file and available:
 - Social security card
 - Birth certificate
 - Non-driver identification
 - Medical records, shots, etc.

Every youth in care should be prepared to become self-sufficient and independent regardless of permanency goal, through progressive and rigorous self-development in the following domains: Career and Education Planning, Self care, Daily Living, Housing and Money Management, Relationships/Communication, Work & Study Skills and Looking Forward.

For youth who have developmental or physical disabilities, the provider should work closely with the school district to connect youth to prescribed goals. School district goals should be integrated with the Casey Assessment. A case by case assessment should occur between the provider and Albany County DCYF case manager. A youth's transition plan should be initiated at age 16 ½, at least one year prior to time of discharge. The transition plan must be completed by age 17 ½.

The goals are intended to be guidelines for progressive development under each listed domain.

Section 3

Minimum Standards of Care by Age 14 - 21

AGE 14 - DAILY LIVING

UNIVERSAL GOALS:

- KNOWS WHERE TO GET ON THE INTERNET
- KNOWS HOW TO USE A E-MAIL ACCOUNT
- CAN CREATE, SAVE, PRINT AND SEND COMPUTER DOCUMENTS
- UNDERSTANDS THE RISKS OF MEETING SOMEONE IN PERSON THAT HE OR SHE MET ONLINE
- UNDERSTANDING IF THEY PUT PICTURES OR MESSAGES ON A WEB SITE THAT THEY KNOW IT WOULD HURT SOMEONE'S FEELINGS
- IF SOMEONE SENDS THEM A MESSAGE ONLINE THAT MADE THEM FEEL BAD OR SCARED, THEY WOULD KNOW WHAT TO DO OR WHO TO TELL
- KNOW HOW TO KEEP THEIR LIVING SPACE CLEAN
- KNOW HOW TO USE A FIRE EXTINGUISHER
- CAN MAKE MEALS WITH OR WITHOUT USING A RECIPE

At age 14 youth should:

- Understand and know the basic food groups
- Able to prepare a basic meal with assistance
- Begin to learn how to launder clothing
- Able to identify when clothing needs to be laundered
- Able to select school appropriate clothing
- Ability to use public transportation to get to school
- Able to make a plan to protect and secure personal belongings
- Able to contact local authorities should home safety be compromised
- Understand the basic function of a computer, email, documents and the internet usage
- Understand internet safety; meeting on-line, pictures, messages, etc.
- Has a resource to discuss issues and concerns

AGE 14 - SELF CARE

UNIVERSAL GOALS:

- CAN TAKE CARE OF THEIR OWN MINOR INJURIES AND ILLNESS
- KNOWS TO BATHE DAILY
- KNOWS TO BRUSH TEETH DAILY
- KNOWS HOW TO GET THEMSELVES AWAY FROM HARMFUL SITUATIONS
- KNOWS A PLACE TO GO WHEN THEY FEEL UNSAFE
- CAN TURN DOWN A SEXUAL ADVANCE
- KNOWS WAYS TO PROTECT THEMSELVES FROM SEXUALLY TRANSMITTED DISEASES (STDs)
- KNOWS HOW TO PREVENT GETTING PREGNANT OR GETTING SOMEONE ELSE PREGNANT

At age 14 youth should:

- Understands the importance of good hygiene
- Can maintain personal hygiene without minimal supervision
- Can identify personal care products that are necessary to maintain good hygiene
- Understands the impact of drugs, alcohol, cigarettes and other addicting substances and behaviors
- Has community providers information regarding medical services, preventive health, vision, dental care, reproductive health and able to contact them
- Able to take precautions to prevent pregnancy and STD's and how to recognize and treat
- Able to contact someone or has a place to go if feeling unsafe, threatened or in a harmful situation
- Has a specific identified resource

AGE 14 - RELATIONSHIPS AND COMMUNICATION

UNIVERSAL GOALS:

- CAN SPEAK UP FOR THEMSELVES
- CAN DESCRIBE THEIR RACIAL AND ETHNIC IDENTITY
- CAN EXPLAIN THE DIFFERENCE BETWEEN SEXUAL ORIENTATION AND GENDER IDENTITY
- HAS FRIENDS THEY LIKE TO BE WITH WHO HELP THEM FEEL VALUED AND WORTHWHILE
- IS PART OF A FAMILY AND THEY CARE ABOUT EACH OTHER
- CAN GET IN TOUCH WITH AT LEAST ONE FAMILY MEMBER WHEN THEY WANT TO
- KNOWS WHAT THEIR LEGAL PERMANENCY GOAL IS

At age 14 youth should:

- Able to articulate personal strengths and needs, and speak up for self
- Understand how honesty and respect affect relationships
- Understand cultural identity of themselves and others
- Able to demonstrate basic manners (examples: please, thank you, hello, etc.)
- Begin to learn about cyber safety
- Has a resource among family, extended family, friends and/or community
- Has friends that are positive and a good influence
- Understands their situation, that of their family, parents and siblings
- Understand their permanency goal and their wishes

AGE 14 - HOUSING & MONEY MANAGEMENT

UNIVERSAL GOALS:

- KNOWS HOW TO BALANCE THEIR BANK ACCOUNT
- KNOWS HOW TO USE PUBLIC TRANSPORTATION TO GET WHERE THEY NEED TO GO

At age 14 youth should:

- Able to open a saving and checking account
- Able to balance bank accounts and the concept of budgeting
- Able to contribute to a functional stable household; chores, helping one another and support
- Understand the cost of things within the home that they use and how to save
- Able to use public transportation to get where they want or need

AGE 14 - WORK AND STUDY LIFE

UNIVERSAL GOALS:

- HAS AN ADULT IN THEIR LIFE WHO CARES ABOUT HOW THEY DO IN SCHOOL OR WORK
- KNOW HOW TO TAKE CRITICISM AND DIRECTION AT SCHOOL OR WORK WITHOUT LOSING THEIR TEMPER
- KNOW HOW TO PREPARE FOR EXAMS AND/OR PRESENTATIONS
- KNOW WHERE THEY CAN GET TUTORING OR OTHER HELP WITH SCHOOL WORK
- LOOKS OVER WORK FOR MISTAKES
- GETS TO SCHOOL ON TIME
- GET THEIR WORK DONE AND TURNED IN ON TIME

At age 14 youth should:

- Can identify an adult that cares about how they do in school or work
- Can identify behaviors needed in order to keep employment (i.e. being on time, proper dress, team work, etc.)
- Understand why and how to complete homework, timely and after review
- Understand the importance of asking for help for work and/or school
- Able to take criticism and direction at school or work without losing their temper
- Identify career interest and completes career and job surveys
- Understand what influences one's ability to study
- Can identify their strengths and needs in the area of school or work
- Able to outline the some future planning and what is needed to be successful

AGE 14 - CAREER AND EDUCATION PLANNING

UNIVERSAL GOALS:

- HAS TALKED ABOUT THEIR EDUCATION PLANS WITH AN ADULT WHO CARES ABOUT THEM
- ABLE TO IDENTIFY CAREERS OF INTEREST

At age 14 youth should:

- Able to identify careers of interest
- Has completed a career interest / aptitude survey / questionnaire and obtain working papers
- Obtain summer youth employment in TANF eligible or have a volunteer experience
- Has talked about their education plans with an adult that cares about them
- Able to express future goals and outline steps to reach these goals
- Understand the importance of planning and having goals

AGE 14 - LOOKING FORWARD

UNIVERSAL GOALS:

- HAS TALKED ABOUT THEIR EDUCATION PLANS WITH AN ADULT WHO CARES ABOUT THEM

At age 14 youth should:

- Able to identify future goals and what a successful person is like
- Able to identify things that can help them succeed and those things that might be a barrier
- Understand the importance of planning and having goals

AGE 15 - DAILY LIVING

UNIVERSAL GOALS:

- KNOWS WHERE TO GET ON THE INTERNET
- CAN FIND WHAT I NEED ON THE INTERNET
- CAN CREATE, SAVE PRINT AND SEND COMPUTER DOCUMENTS
- IF SOMEONE SENDS THEM A MESSAGE ONLINE THAT MADE THEM FEEL BAD OR SCARED, THEY WOULD KNOW WHAT TO DO OR WHO TO TELL
- CAN MAKE MEALS WITH OR WITHOUT USING A RECIPE
- THINKS ABOUT WHAT THEY EAT AND HOW IT IMPACTS THEIR HEALTH
- KNOWS HOW TO DO THEIR OWN LAUNDRY
- KNOW THE PRODUCTS TO USE WHEN CLEANING THE BATHROOM AND KITCHEN

At age 15 youth should:

- Able to launder own clothes
- Able to distinguish between formal and casual wear
- Able to prepare food safely and cook a nutritious meal supervised
- Able to follow a recipe and shop for the items within a budget
- Understands basic hazards with food and household products
- Understand the basic internet usage regarding documents and find what they need
- Has a resource to discuss issues and concerns

AGE 15 - SELF CARE

UNIVERSAL GOALS:

- KNOW A PLACE TO GO WHEN THEY FEEL UNSAFE
- KNOW WAYS TO PROTECT THEMSELVES FROM SEXUALLY TRANSMITTED DISEASES (STDs)
- KNOW WHERE TO GO TO GET INFORMATION ON SEX OR PREGNANCY

At age 15 youth should:

- Can maintain self-care products, contacts and important information
- Can maintain hygiene on their own
- Understand self-care and safety of self and able identify risky behaviors
- Maintains medical and community provider contact information and scheduled regular appointments
- Manages health and medical care; able to take precautions to prevent pregnancy and STD's
- Able to contact someone or has a place to go if feeling unsafe, threatened or in a harmful situation

AGE 15 - RELATIONSHIPS AND COMMUNICATION

UNIVERSAL GOALS:

- KNOWS HOW TO SHOW RESPECT TO PEOPLE WITH DIFFERENT BELIEFS, OPINIONS, AND CULTURES
- CAN DESCRIBE THEIR RACIAL AND ETHNIC IDENTITY
- IS ABLE TO HAVE RELATIONSHIPS FREE FROM HITTING, SLAPPING, SHOVING, BEING MADE FUN OF OR NAME CALLING
- CAN DEAL WITH HURT OR ANGER WITHOUT HURTING OTHERS OR DAMAGING THINGS

By age 15 youth should:

- Able to articulate personal strengths and needs, and speak up for self
- Understand cultural identity of themselves and others
- Able to address prejudice and discrimination in an effective manner
- Able to show respect to people with different beliefs, opinions and cultures
- Able to communicate effectively with friends and family and in school and workplace settings
- Able to manage conflict and anger
- Understands the behaviors of healthy, personal and/or dating relationships
- Has a resource to discuss issues, concerns surrounding family, friends and other relationships

AGE 15 - HOUSING & MONEY MANAGEMENT

UNIVERSAL GOALS:

- PUTS MONEY IN THEIR SAVINGS ACCOUNT WHEN THEY CAN
- KNOWS THE ADVANTAGES AND DISADVANTAGES OF USING A CHECK CASHING OR PAYDAY LOAN STORE
- KNOWS HOW TO GET AND RENEW A DRIVER'S LICENSE OR STATE I.D.

CARD At age 15 youth should:

- Maintain a savings account, if earning income
- Develop a savings plan goal and regular saving of funds
- Understands the cost of housing options and responsibilities and associated costs
- Understands how advertising impacts spending decisions
- Understanding check cashing or payday loan stores
- Understand the concept of basics to maintain stable housing
- Able to obtain a driver's license or State ID and renew such

AGE 15 - WORK AND STUDY LIFE

UNIVERSAL GOALS:

- CAN DEVELOP A COVER LETTER AND RESUME
- KNOW HOW TO COMPLETE A JOB APPLICATION AND W-4 AND HAVE REFERENCES
- KNOWS HOW TO OBTAIN DOCUMENTS NEEDED FOR WORK, SUCH AS A SOCIAL SECURITY CARD AND BIRTH CERTIFICATE
- KNOWS AN ADULT WHO WILL GO WITH THEM IF THEY NEED TO CHANGE SCHOOLS
- KNOW HOW TO ACCESS SERVICES AT SCHOOL SUCH AS MENTAL HEALTH

At age 15 youth should:

- Develop a resume, cover letter and references
- Able to complete a job application
- Prepare and practice job interviewing skills with an adult
- Able to obtain appropriate documents to gain employment
- Describe and have proper work attire
- Identify employment opportunities
- Able to identify an adult to assist with changing schools
- Understands the services available such as mental health or substance abuse
- Develop appropriate employer relationships - Practice with adult proper ways to resign from a job, request a raise, increase works hours, change work schedule
- Understand the correlation between educational attainment and gainful employment

AGE 15 - CAREER AND EDUCATION PLANNING

UNIVERSAL GOALS:

- CAN EXPLAIN THE BENEFITS OF VOLUNTEER WORK
- ABLE TO IDENTIFY CAREERS OF INTEREST
- HAS A RESOURCE THAT WILL ASSIST THEM APPLYING FOR TRAINING OR EDUCATION

At age 15 youth should:

- Identified an adult to assist them in applying for training or education after high school
- Explore ways to improve grades, if needed
- Explore ways to get more involved with their school
- Identified and contacted an person who works or agency within their employee/career interest
- Has obtained working papers and sought an opportunity that immerses them in their career/professions of interest (EX shadowing, video/photography project)
- Obtain summer employment experience and /or a volunteer experience that exposes them to the world of work (EX volunteering at a not-for-profit, at a local hospital)

AGE 15 - LOOKING FORWARD

UNIVERSAL GOALS:

- KNOW ADULTS AND HAVE RELATIONSHIPS THAT CAN HELP THEM

At age 15 youth should:

- Able to identify adults and relationships who can assist them and those who might be a barrier for future success
- Understands that decisions made today can impact their future tomorrow
- Identified steps necessary to take to meet their future goals

AGE 16 - DAILY LIVING

UNIVERSAL GOALS:

- CAN FIND WHAT I NEED ON THE INTERNET
- KNOWS AT LEAST ONE ADULT, OTHER THAN THEIR WORKER, WHO WOULD TAKE THEIR CALL IN THE MIDDLE OF THE NIGHT IF THEY HAD A EMERGENCY
- HAS AN ADULT THEY TRUST, OTHER THAN THEIR WORKER, THAT CHECKS IN WITH THEM REGULARLY
- UNDERSTANDS HOW TO READ FOOD PRODUCT LABELS TO SEE HOW MUCH FAT, SUGAR, SALT AND CALORIES THE FOOD HAS

At age 16 youth should:

- Able to be completely self-reliant when doing laundry
- Able to identify what types of clothing are appropriate for work and job interviews
- Able to shop for a week with a budget supervised
- Able to prepare weekly meals supervised
- Able to use public transportation to get to work, appointments and multiple destinations
- Able to protect and secure personal belongings in an apartment or other living arrangement
- Can maintain clean living space; including bathrooms and kitchen
- Has an adult resource in regular contact

AGE 16 - SELF CARE

UNIVERSAL GOALS:

- CAN GET MEDICAL AND DENTAL CARE WHEN IT IS NEEDED
- HAS AN ADULT THEY TRUST WHO WOULD VISIT THEM IN THE HOSPITAL

At age 16 youth should:

- Understand the importance of good hygiene in social settings and at work
- Can maintain personal hygiene without supervision
- Manages, obtain and maintains medical, dental and vision care
- Understand how to protect and secure personal belongings in an apartment or other living arrangement
- Has a specific identified resource who can visit and assist with medical

AGE 16 - RELATIONSHIPS AND COMMUNICATION

UNIVERSAL GOALS:

- KNOW HOW TO ACT IN SOCIAL OR PROFESSIONAL SITUATIONS
- HAS INFORMATION ABOUT THEIR FAMILY MEMBERS AND SIBLINGS
- CAN DEAL WITH HURT OR ANGER WITHOUT HURTING OTHERS OR DAMAGING THINGS
- CAN SHOW OTHERS THAT THEY CARE ABOUT THEM

By age 16 youth should:

- Able to maintain a consistent social relationship with at least one individual
- Able to articulate personal strengths and needs, and speak up for self
- Has a resource among family, extended family, friends and/or community
- Able to maintain relationships and show others they care
- Able to manage anger without hurting others or damaging things
- Understands how to act in social or professional settings
- Able to develop and maintain friendships
- Able to develop a personal support system
- Able to understand the importance of healthy leisure time activities

AGE 16 - HOUSING & MONEY MANAGEMENT

UNIVERSAL GOALS:

- PUTS MONEY IN THEIR SAVINGS ACCOUNT WHEN THEY CAN
- KNOWS HOW TO BALANCE THEIR BANK ACCOUNT AND ON-LINE BANKING
- KNOW AN ADULT WHO WOULD ASSIST IN FINANCIAL EMERGENCY OR CAN LIVE WITH TEMPORARILY
- KNOWS THE CONSEQUENCES OF DRIVING WITHOUT CAR INSURANCE OR A DRIVER'S LICENSE
- KNOWS AN ADULT WHO THEY COULD STAY WITH, IF NEEDED

At age 16 youth should:

- Write and develop a budget based on personal needs and savings plan goal
- Begin to learn how to use media and community resources to search for affordable housing
- Begin to understand signing a lease for housing
- Have an understanding of the tenant/landlord relationship and responsibilities
- Able to utilize on-line banking and services
- Has an adult who would assist in a financial emergency or can living with temporarily
- Able to discern the difference between needs and wants and making and the appropriate decision
- Understand the impact of driving without a license or insurance

AGE 16 - WORK AND STUDY LIFE

UNIVERSAL GOALS:

- KNOW HOW TO PREPARE FOR AN INTERVIEW
- KNOW THE INFORMATION ON A PAY STUB
- KNOW HOW TO COMPLETE A W-4 PAYROLL EXEMPTION FORM
- KNOWS HOW AND WHEN TO SEE THEIR CHILD WELFARE OR JUVENILE JUSTICE RECORDS

At age 16 youth should:

- Be able to describe and display everyday etiquette needed to be a good co-worker
- Able to prepare for a job interview and have appropriate paperwork prepared
- Identify wage deduction information on pay stubs and complete a W-4
- Develop a professional email address
- Understand the importance of school attendance, school involvement and good grades
- Engage/attend full time academic/vocational school program
- Attend annual informational college event expo and participate college campus visits/tours
- Able to obtain academic tutor services if needed

AGE 16 - CAREER AND EDUCATION PLANNING

UNIVERSAL GOALS:

- KNOW WHERE TO FIND INFORMATION ABOUT JOB TRAINING
- KNOW WHAT TYPE OF EDUCATION IS NEEDED FOR THE KIND OF JOB THEY IDENTIFIED

At age 16 youth should:

- Able to identify where to obtain information about job training, educational advancement or employment
- Able to identify what type of education background is necessary for the type of employment expressed
- Able to identify their interest in have a summer employment experience and /or a volunteer experience that exposes them to the world of work
- Working towards receiving a high school degree or GED

AGE 16 - LOOKING FORWARD

UNIVERSAL GOALS:

- MIGHT WANT TO USE THEIR EXPERIENCE TO HELP OTHER

YOUTH At age 16 youth should:

- Able to identify how their experiences can influence future plans and goals
- Develops a plan how they would like to get involved within the community and assist other youth
- Continues to make future plans and adjustment based upon new learning and experiences
- Able to identify steps and objectives to reach future goals

AGE 17 - DAILY LIVING

UNIVERSAL GOALS:

- ABLE TO SHOP FOR FOOD - THEY TAKE A LIST AND THEY COMPARE PRICES
- UNDERSTANDS HOW TO READ FOOD PRODUCT LABELS TO SEE HOW MUCH FAT, SUGAR, SALT AND CALORIES THE FOOD HAS

At age 17 youth should:

- Able to shop and budget for needed clothing items and weekly laundry expenses
- Understands and able to utilize food products, labels and content
- Be able to shop for a week with a budget unsupervised
- Be able to prepare weekly meals unsupervised

AGE 17 - SELF CARE

UNIVERSAL GOALS:

- KNOWS HOW TO MAKE OWN MEDICAL AND DENTAL APPOINTMENTS
- KNOW FAMILY MEDICAL HISTORY
- KNOW HOW TO GET HEALTH INSURANCE AND OTHER BENEFITS- SOCIAL SECURITY, ETV, TANF

At age 17 youth should:

- Able to take initiative to maintain personal health
- Able to make own medical, dental and vision appointments regularly and when needed
- Understand and maintains family medical history
- Understands various benefits available and learns how to access them such as TANF, ETV, Social Security, Medicaid, etc
- Able to understand certain behaviors and habits may impact upon self and abilities
- Able to take steps and plans for care for age of 18 and older – health insurance

AGE 17 - RELATIONSHIPS AND COMMUNICATION

UNIVERSAL GOALS:

- KNOW THE SIGNS OF AN ABUSIVE RELATIONSHIP AND IS ABLE TO HAVE RELATIONSHIPS FREE FROM HITTING, SLAPPING, SHOVING, BEING MADE FUN OF OR NAME CALLING
- THINKS ABOUT HOW THEIR CHOICES IMPACTS OTHERS

At age 17 youth should:

- Able to articulate personal strengths and needs, and speak up for self
- Has a resource among family, extended family, friends and/or community
- Understand that behavior changes, reflection and discussion is needed to improve relationships
- Able to manage anger without hurting others or damaging things
- Understand the behaviors of healthy, personal and /or dating relationships
- Has information about family members
- Able to identify signs of an abusive relationship and how to seek help

AGE 17 - HOUSING & MONEY MANAGEMENT

UNIVERSAL GOALS:

- UNDERSTANDS CREDIT CARDS, DEBIT AND CREDIT SCORE
- KNOW AND UNDERSTANDS THE KINDS OF HOUSING AVAILABLE IN THE COMMUNITY
- KNOW VARIOUS EXPENSES THAT COME WITH HOUSING; GAS, ELECTRIC, WATER, ETC.
- KNOW ABOUT RENTAL AGREEMENTS, HOW TO FILL THEM OUT, INSURANCE AND WHAT HAPPENS IF BROKEN
- KNOW AN ADULT WHO CAN ASSIST WITH FINANCIAL ADVICE
- KNOW HOW TO BUDGET AND PAY EXPENSES
- KNOW TO KEEP RECORDS OF BILLS, SPENDING AND ITEMS PAID
- KNOW HOW TO FIGURE OUT THE COSTS OF CAR OWNERSHIP SUCH AS REGISTRATION, REPAIRS, INSURANCE, AND GAS

At age 17 youth should:

- Able to develop a financial and savings plan for future goals like college
- Understand the disadvantages of credit cards and the impact of credit scores
- Able to find safe and affordable housing
- Able to fill out rental application, understand what can happen when breaking a rental agreement and understands renters insurance
- Able to determine bills and cost for the household
- Able to identify an adult that can assist with financial advice
- Able to identify the importance of homelessness prevention
- Able to plan for and buy what is needed based upon a budget
- Able to search for an apartment or other housing options
- Able to maintain records regarding spending and costs

AGE 17 - WORK AND STUDY LIFE

UNIVERSAL GOALS:

- KNOWS AND UNDERSTANDS EMPLOYEE WAGE DEDUCTIONS, BENEFITS AND RIGHTS
- KNOWS WHAT SEXUAL HARASSMENT AND DISCRIMINATION ARE
- KNOWS HOW TO OBTAIN HELP WITH AN INCOME TAX FORM

At age 17 youth should:

- Be able to manage the employee/employer relationship
- Able to update resume, cover letter and references
- Identify ways to advance on the job (ex Education, training)
- Identify and describe how to obtain employee benefits
- Able to explore employment opportunities that match career interests
- Identify career mentor and develop that relationship
- Understand school program to complete high school diploma credential
- Attends annual informational college event expo and participate college campus visits/tours
- Can obtain assistance to complete income tax forms

AGE 17 - CAREER AND EDUCATION PLANNING

UNIVERSAL GOALS:

- KNOW HOW TO FIND WORK-RELATED INTERNSHIPS
- KNOW HOW TO GET INTO SCHOOL, TRAINING OR JOB AFTER HIGH SCHOOL
- KNOW HOW TO OBTAIN FINANCIAL ASSISTANCE FOR SCHOOL OR TRAINING

At age 17 youth should:

- Able to find a part-time / temporary job in the community
- Obtain a summer employment experience
- Receiving a high school degree or enrolled in a vocational training program that matches their aptitude and/or career interest
- Able to make informed career decisions
- Able to find work related internship opportunities
- Able to find financial aid to help pay for education or job training

AGE 17 - LOOKING FORWARD

UNIVERSAL GOALS:

- BELIEVE THEY CAN INFLUENCE HOW LIFE WILL TURN OUT
- HAS GOOD RELATIONSHIP WITH A TRUSTED ADULT THEY LIKE AND RESPECT
- BELIEVE THEIR RELATIONSHIPS WITH OTHERS WILL HELP THEM SUCCEED
- FEELS READY AND PREPARED FOR THE NEXT PHASE OF THEIR LIFE
- MOST DAYS, THEY ARE PROUD OF THE WAY THEY ARE LIVING THEIR LIFE

At age 17 youth should:

- Able to identify that they have control and influence how their life will turn out
- Able to identify trusted and good relationships in their life
- Able to ask for help and assistance and know who to go to for such
- Understands and believes that their relationships can help them succeed
- Planning for the next steps of their independent life and feels prepared

AGE 18-21 - DAILY LIVING

UNIVERSAL GOALS:

- HAS A FULL UNDERSTANDING OF WHAT THEY NEED TO LIVE INDEPENDENTLY

At age 18 – 21 youth should:

- Be independent in performing daily living skills

AGE 18-21 - SELF CARE

UNIVERSAL GOALS:

- KNOWS WHEN TO GO TO THE DOCTOR VERSUS THE EMERGENCY ROOM
- KNOW FAMILY MEDICAL HISTORY
- HAVE A TRUSTED ADULT WHO VISITS AND WOULD HELP MAKE MEDICAL DECISIONS IF NECESSARY

At age 18 – 21 youth should:

- Ability to distinguish when to go to the doctor versus an emergency room
- Able to access medical information of self and family
- Able to access the adoption registry
- Understands the impact of drugs, alcohol, cigarettes and other addicting substances and behaviors
- Has a trusted adult to contact and assist in various circumstances that might occur
- Be independent in performing daily self care skills

AGE 18-21 - RELATIONSHIPS AND COMMUNICATION

UNIVERSAL GOALS:

- HAS A CONNECTION WITH FRIENDS OR FAMILY MEMBERS TO SUPPORT THEM ON HOLIDAYS OR OTHER OCCASIONS
- HAS A RELATIONSHIP WITH AN IDENTIFIED RESOURCE, THAT WILL BE PART OF THEIR FUTURE

At age 18 – 21 youth should:

- Able to articulate personal strengths and needs, and speak up for self
- Has a resource among family, extended family, friends and/or community
- Has made connections and built relationships to support them in the future
- Understand the concept of self-esteem
- Able to develop a personal support system
- Able to set healthy boundaries
- Able to get along with others

AGE 18-21 - HOUSING & MONEY MANAGEMENT

UNIVERSAL GOALS:

- UNDERSTAND CREDIT CARDS, DEBIT, INTEREST RATES, LOANS AND CREDIT SCORE
- KNOW AND UNDERSTANDS THE KINDS OF HOUSING AVAILABLE IN THE COMMUNITY
- KNOW VARIOUS EXPENSES THAT COME WITH HOUSING; GAS, ELECTRIC, WATER, ETC.
- KNOW SOMEONE WHO HAS THEIR OWN SAFE STABLE HOUSING

At age 18 – 21 youth should:

- Understand how interest rates work regarding loans and credit cards
- Understand the disadvantages of credit cards and the impact of credit scores
- Able to find safe and affordable housing
- Able to identify an emergency contact for help with utilities
- Able to identify someone they know who has their own safe stable housing
- Able to execute a housing plan when exiting care
- Able to figure out the cost of utilities and moving expenses when deciding to move
- Has reliable transportation, either public or by maintaining their own vehicle and license and such cost

AGE 18-21 - WORK AND STUDY LIFE

UNIVERSAL GOALS:

- KNOWS THE REASONS WHY PERSONAL CONTACTS ARE IMPORTANT FOR FINDING A JOB

At age 18 – 21 youth should:

- Understands the reason why personal contacts are important to finding job
- Understands when leaving an employee how it can impact the next job they are seeking
- Able to prepare through job readiness activities
- Understand employee wage deductions, benefits and rights
- Understand ways to manage employment
- Obtain a full-time educational/vocational program
- Connected to a part-time job or internship

AGE 18-21 - CAREER AND EDUCATION PLANNING

UNIVERSAL GOALS:

- HAS AN EDUCATION/VOCATIONAL OR EMPLOYMENT PLAN THAT THEY ARE FOLLOWING

At age 18 – 21 youth should:

- Obtain a part-time job internship or has a full-time educational/vocational program
- Able to find meaningful, gainful employment to sustain self-sufficiency and independence
- Obtained a high school diploma or GED
- Able to make informed career decisions

AGE 18-21 - LOOKING FORWARD

UNIVERSAL GOALS:

- CAN DESCRIBE THEIR VISION FOR THEMSELVES, AS A SUCCESSFUL ADULT
- MOST DAYS, THEY FEEL IN CONTROL OF HOW THEIR LIFE IS TURNING OUT

At age 18 – 21 youth should:

- Can describe their vision for themselves, as a successful adult
- Has a plan for their future and feels confident that they have developed the skills to move forward with the next phase of their life
- Has a clear support system and relationships they have identified as resources to assist, if needed, regarding various topics

**Minimum Standards
of Care
By DOMAIN**

DOMAIN: DAILY LIVING

UNIVERSAL GOALS:

- KNOW WHERE TO GET ON THE INTERNET
- KNOW HOW TO USE A E-MAIL ACCOUNT
- CAN CREATE, SAVE PRINT AND SEND COMPUTER DOCUMENTS
- UNDERSTANDS THE RISKS OF MEETING SOMEONE IN PERSON THAT HE OR SHE MET ONLINE
- UNDERSTANDING, IF THEY PUT PICTURES OR MESSAGES ON A WEB SITE THAT THEY KNOW IT WOULD HURT SOMEONE'S FEELINGS
- UNDERSTANDS WHAT TO DO OR WHO TO TELL, IF SOMEONE SENDS THEM A MESSAGE ONLINE THAT MADE THEM FEEL BAD OR SCARED
- THINKS ABOUT WHAT THEY EAT AND HOW IT IMPACTS THEIR HEALTH
- KNOW HOW TO DO THEIR OWN LAUNDRY
- KNOW HOW TO KEEP THEIR LIVING SPACE CLEAN
- KNOW HOW TO USE A FIRE EXTINGUISHER
- CAN MAKE MEALS WITH OR WITHOUT USING A RECIEPE
- KNOW THE PRODUCTS TO USE WHEN CLEANING THE
- CAN FIND WHAT THEY NEED ON THE INTERNET TO HELP THEM
- KNOW AT LEAST ONE ADULT, OTHER THAN THEIR WORKER, WHO WOULD TAKE THEIR CALL IN THE MIDDLE OF THE NIGHT IF THEY HAD A EMERGENCY
- HAS AN ADULT THEY TRUST, OTHER THAN THEIR WORKER, THAT CHECKS IN WITH THEM REGULARLY
- UNDERSTANDS HOW TO READ FOOD PRODUCT LABELS TO SEE HOW MUCH FAT, SUGAR, SALT AND CALORIES THE FOOD HAS
- ABLE TO SHOP FOR FOOD THEY TAKE A LIST AND THEY COMPARE PRICES
- HAS A FULL UNDERSTANDING OF WHAT THEY NEED TO LIVE INDEPENDENTLY

At age 14 youth should:

- Understand and know the basic food groups
- Able to prepare a basic meal with assistance
- Begin to learn how to launder clothing
- Able to identify when clothing needs to be laundered
- Able to select school appropriate clothing
- Ability to use public transportation to get to school
- Able to make a plan to protect and secure personal belongings
- Able to contact local authorities should home safety be compromised
- Understand the basic function of a computer, email, documents and the internet usage
- Understand internet safety; meeting on-line, pictures, messages, etc.
- Has a resource to discuss issues and concerns

At age 15 youth should:

- Able to launder own clothes
- Able to distinguish between formal and casual wear
- Able to prepare food safely and cook a nutritious meal supervised
- Able to follow a recipe and shop for the items within a budget
- Understands basic hazards with food and household products
- Understand the basic internet usage regarding documents and find what they need
- Has a resource to discuss issues and concerns

At age 16 youth should:

- Able to be completely self-reliant when doing laundry
- Able to identify what types of clothing are appropriate for work and job interviews
- Able to shop for a week with a budget supervised
- Able to prepare weekly meals supervised
- Able to use public transportation to get to work, appointments and multiple destinations
- Able to protect and secure personal belongings in an apartment or other living arrangement
- Can maintain clean living space; including bathrooms and kitchen
- Has an adult resource in regular contact

At age 17 youth should:

- Able to shop and budget for needed clothing items and weekly laundry expenses
- Understands and able to utilize food products, labels and content
- Be able to shop for a week with a budget unsupervised
- Be able to prepare weekly meals unsupervised

At age 18 – 21 youth should:

- Be independent in performing daily living skills

DOMAIN: SELF CARE

UNIVERSAL GOALS:

- CAN TAKE CARE OF THEIR OWN MINOR INJURIES AND ILLNESS
- KNOW TO BATH DAILY
- KNOW TO BRUSH TEETH DAILY
- KNOW HOW TO GET THEMSELVES AWAY FROM HARMFUL SITUATIONS
- KNOW A PLACE TO GO WHEN THEY FEEL UNSAFE
- CAN TURN DOWN A SEXUAL ADVANCE
- KNOW WAYS TO PROTECT THEMSELVES FROM SEXUALLY TRANSMITTED DISEASES (STDs)
- KNOW HOW TO PREVENT GETTING PREGNANT OR GETTING SOMEONE ELSE PREGNANT
- CAN GET MEDICAL AND DENTAL CARE WHEN IT IS NEEDED
- KNOW FAMILY MEDICAL HISTORY
- KNOW HOW TO GET HEALTH INSURANCE AND OTHER BENEFITS- SOCIAL SECURITY, ETV, TANF
- HAVE A TRUSTED ADULT WHO VISITS AND WOULD HELP MAKE MEDICAL DECISIONS IF NECESSARY
- KNOW WHERE TO GO TO GET INFORMATION ON SEX OR PREGNANCY

At age 14 youth should:

- Understands the importance of good hygiene
- Can maintain personal hygiene without minimal supervision
- Can identify personal care products that are necessary to maintain good hygiene
- Understands the impact of drugs, alcohol, cigarettes and other addicting substances and behaviors
- Has community providers information regarding medical services, preventive health, vision, dental care, reproductive health and able to contact them
- Able to take precautions to prevent pregnancy and STD's and how to recognize and treat
- Able to contact someone or has a place to go if feeling unsafe, threatened or in a harmful situation
- Has a specific identified resource

At age 15 youth should:

- Can maintain self-care products, contacts and important information
- Can maintain hygiene on their own
- Understand self-care and safety of self and able identify risky behaviors
- Maintains medical and community provider contact information and scheduled regular appointments
- Manages health and medical care; able to take precautions to prevent pregnancy and STD's
- Able to contact someone or has a place to go if feeling unsafe, threatened or in a harmful situation

At age 16 youth should:

- Understand the importance of good hygiene in social settings and at work
- Can maintain personal hygiene without supervision
- Manages, obtain and maintains medical, dental and vision care
- Understand how to protect and secure personal belongings in an apartment or other living arrangement
- Has a specific identified resource who can visit and assist with medical

At age 17 youth should:

- Able to take initiative to maintain personal health
- Able to make own medical, dental and vision appointments regularly and when needed
- Understand and maintains family medical history
- Understands various benefits available and learns how to access them such as TANF, ETV, Social Security, Medicaid, etc
- Able to understand certain behaviors and habits may impact upon self and abilities
- Able to take steps and plans for care for age of 18 and older – health insurance

At age 18 – 21 youth should:

- Ability to distinguish when to go to the doctor verses an emergency room
- Able to access medical information of self and family
- Able to access the adoption registry
- Understands the impact of drugs, alcohol, cigarettes and other addicting substances and behaviors
- Has a trusted adult to contact and assist in various circumstances that might occur
- Be independent in performing daily self care skills

DOMAIN: RELATIONSHIPS AND COMMUNICATION

UNIVERSAL GOALS:

- CAN SPEAK UP FOR MYSELF
- CAN DESCRIBE THEIR RACIAL AND ETHNIC IDENTITY
- KNOW HOW TO ACT IN SOCIAL OR PROFESSIONAL SITUATIONS
- CAN EXPLAIN THE DIFFERENCE BETWEEN SEXUAL ORIENTATION AND GENDER IDENTITY
- HAS FRIENDS THEY LIKE TO BE WITH WHO HELP THEM FEEL VALUED AND WORTHWHILE
- IS PART OF A FAMILY AND THEY CARE ABOUT EACH OTHER
- CAN GET IN TOUCH WITH AT LEAST ONE FAMILY MEMBER WHEN THEY WANT TO
- KNOW WHAT THEIR LEGAL PERMANENCY GOAL IS
- HAS A RELATIONSHIP WITH AN IDENTIFIED RESOURCE, THAT WILL BE PART OF THEIR FUTURE
- HAS A CONNECTION WITH FRIENDS OR FAMILY MEMBERS TO SUPPORT THEM ON HOLIDAYS OR OTHER OCCASIONS
- KNOW THE SIGNS OF AN ABUSIVE RELATIONSHIP AND IS ABLE TO HAVE RELATIONSHIPS FREE FROM HITTING, SLAPPING, SHOVING, BEING MADE FUN OF OR NAME CALLING
- HAS INFORMATION ABOUT THEIR FAMILY MEMBERS AND SIBLINGS
- THINKS ABOUT HOW THEIR CHOICES IMPACTS OTHERS
- ABLE TO CONNECT WITH OTHERS IN HEALTHY COMMUNICATION AND RELATIONSHIPS
- CAN SHOW OTHERS THAT THEY CARE ABOUT THEM
- CAN DEAL WITH HURT OR ANGER WITHOUT HURTING OTHERS OR DAMAGING THINGS

At age 14 youth should:

- Able to articulate personal strengths and needs, and speak up for self
- Understand how honesty and respect affect relationships
- Understand cultural identity of themselves and others
- Able to demonstrate basic manners (examples: please, thank you, hello, etc.)
- Begin to learn about cyber safety
- Has a resource among family, extended family, friends and/or community
- Has friends that are positive and a good influence
- Understands their situation, that of their family, parents and siblings
- Understand their permanency goal and their wishes

By age 15 youth should:

- Able to articulate personal strengths and needs, and speak up for self
- Understand cultural identity of themselves and others
- Able to address prejudice and discrimination in an effective manner
- Able to show respect to people with different beliefs, opinions and cultures
- Able to communicate effectively with friends and family and in school and workplace settings
- Able to manage conflict and anger
- Understands the behaviors of healthy, personal and/or dating relationships
- Has a resource to discuss issues, concerns surrounding family, friends and other relationships

By age 16 youth should:

- Able to maintain a consistent social relationship with at least one individual
- Able to articulate personal strengths and needs, and speak up for self
- Has a resource among family, extended family, friends and/or community
- Able to maintain relationships and show others they care
- Able to manage anger without hurting others or damaging things
- Understands how to act in social or professional settings
- Able to develop and maintain friendships
- Able to develop a personal support system
- Able to understand the importance of healthy leisure time activities

At age 17 youth should:

- Able to articulate personal strengths and needs, and speak up for self
- Has a resource among family, extended family, friends and/or community
- Understand that behavior changes, reflection and discussion is needed to improve relationships
- Able to manage anger without hurting others or damaging things
- Understand the behaviors of healthy, personal and /or dating relationships
- Has information about family members
- Able to identify signs of an abusive relationship and how to seek help

At age 18 – 21 youth should:

- Be independent in performing daily self care skills
- Able to articulate personal strengths and needs, and speak up for self
- Has a resource among family, extended family, friends and/or community
- Has made connections and built relationships to support them in the future
- Understand the concept of self-esteem
- Able to develop a personal support system
- Able to set healthy boundaries
- Able to get along with others

DOMAIN: HOUSING & MONEY MANAGEMENT

UNIVERSAL GOALS:

- KNOW HOW TO BALANCE THEIR BANK ACCOUNT
- KNOW HOW TO USE PUBLIC TRANSPORTATION TO GET WHERE THEY NEED TO GO
- KNOW HOW TO BUDGET AND PAY EXPENSES
- UNDERSTAND CREDIT CARDS, DEBIT AND CREDIT SCORE
- KNOW HOW TO OPEN AND MAINTAIN A CHECKING AND SAVING ACCOUNT
- KNOWS THE ADVANTAGES OR DISADVANTAGES OF CASH, LOANS AND / OR PAYDAY SERVICES
- KNOW AN ADULT WHO WOULD ASSIST IN FINANCIAL EMERGENCY
- KNOW VARIOUS EXPENSES THAT COME WITH HOUSING; GAS, ELECTRIC, WATER, ETC
- KNOW AND UNDERSTANDS THE KINDS OF HOUSING AVAILABLE IN THE COMMUNITY
- KNOW ABOUT RENTAL AGREEMENTS, HOW TO FILL THEM OUT AND WHAT HAPPENS IF BROKEN
- KNOW SOMEONE WHO CAN LIVE WITH TEMPORARILY
- KNOW SOMEONE WHO HAS THEIR OWN STABLE AND SAFE LIVING SITUATION
- KNOW TO KEEP RECORDS OF BILLS, SPENDING AND ITEMS PAID
- KNOW HOW TO OBTAIN DRIVER'S LICENSE OR STATE ID, CAR INSURANCE AND CAR MAINTENANCE

At age 14 youth should:

- Able to open a saving and checking account
- Able to balance bank accounts and the concept of budgeting
- Able to contribute to a functional stable household; chores, helping one another and support
- Understand the cost of things within the home that they use and how to save
- Able to use public transportation to get where they want or need

At age 15 youth should:

- Maintain a savings account, if earning income
- Develop a savings plan goal and regular saving of funds
- Understands the cost of housing options and responsibilities and associated costs
- Understands how advertising impacts spending decisions
- Understanding check cashing or payday loan stores
- Understand the concept of basics to maintain stable housing
- Able to obtain a driver's license or State ID and renew such

At age 16 youth should:

- Write and develop a budget based on personal needs and savings plan goal
- Begin to learn how to use media and community resources to search for affordable housing
- Begin to understand signing a lease for housing
- Have an understanding of the tenant/landlord relationship and responsibilities
- Able to utilize on-line banking and services
- Has an adult who would assist in a financial emergency or can living with temporarily
- Able to discern the difference between needs and wants and making the appropriate decision
- Understand the impact of driving without a license or insurance

At age 17 youth should:

- Able to develop a financial and savings plan for future goals like college
- Understand the disadvantages of credit cards and the impact of credit scores
- Able to find safe and affordable housing
- Able to fill out rental application, understand what can happen when breaking a rental agreement and understands renters insurance
- Able to determine bills and cost for the household
- Able to identify an adult that can assist with financial advise
- Able to identify the importance of homelessness prevention
- Able to plan for and buy what is needed based upon a budget
- Able to search for an apartment or other housing options
- Able to maintain records regarding spending and costs

At age 18 – 21 youth should:

- Understand how interest rates work regarding loans and credit cards
- Understand the disadvantages of credit cards and the impact of credit scores
- Able to find safe and affordable housing
- Able to identify an emergency contact for help with utilities
- Able to identify someone they know who has their own safe stable housing
- Able to execute a housing plan when exiting care
- Able to figure out the cost of utilities and moving expenses when deciding to move
- Has reliable transportation, either public or by maintaining their own vehicle and license and such cost

DOMAIN: WORK AND STUDY LIFE

UNIVERSAL GOALS:

- HAS AN ADULT IN THEIR LIFE WHO CARES ABOUT HOW THEY DO IN SCHOOL OR WORK
- KNOW HOW TO TAKE CRITICISM AND DIRECTION WITHOUT LOSING THEIR TEMPER (SCHOOL / WORK)
- KNOW HOW TO PREPARE FOR EXAMS AND/OR PRESENTATIONS
- KNOW WHERE THEY CAN GET TUTORING OR OTHER HELP WITH SCHOOL WORK
- KNOW HOW TO ACCESS SERVICES AT SCHOOL SUCH AS MENTAL HEALTH
- GET TO SCHOOL ON TIME
- GET THEIR WORK DONE AND TURNED IN ON TIME
- CAN DEVELOP A COVER LETTER AND RESUME
- KNOW HOW TO COMPLETE A JOB APPLICATION AND W-4 AND HAVE REFERENCES
- KNOW HOW TO PREPARE FOR AN INTERVIEW
- KNOW HOW TO OBTAIN THE PROPER DOCUMENTATION FOR WORK
- KNOW THE INFORMATION ON A PAY STUB
- HAVE AN ADULT CONTACT TO ASSIST WITH CHANGING SCHOOLS AND COLLEGE APPLICATIONS

At age 14 youth should:

- Can identify an adult that cares about how they do in school or work
- Can identify behaviors needed in order to keep employment (i.e. being on time, proper dress, team work, etc.)
- Understand why and how to complete homework, timely and after review
- Understand the importance of asking for help for work and/or school
- Able to take criticism and direction at school or work without losing their temper
- Identify career interest and completes career and job surveys
- Understand what influences one's ability to study
- Can identify their strengths and needs in the area of school or work
- Able to outline the some future planning and what is needed to be successful

At age 15 youth should:

- Develop a resume, cover letter and references
- Able to complete a job application
- Prepare and practice job interviewing skills with an adult
- Able to obtain appropriate documents to gain employment
- Describe and have proper work attire
- Identify employment opportunities
- Able to identify an adult to assist with changing schools
- Understands the services available such as mental health or substance abuse
- Develop appropriate employer relationships - Practice with adult proper ways to resign from a job, request a raise, increase works hours, change work schedule
- Understand the correlation between educational attainment and gainful employment

At age 16 youth should:

- Be able to describe and display everyday etiquette needed to be a good co-worker
- Able to prepare for a job interview and have appropriate paperwork prepared
- Identify wage deduction information on pay stubs and complete a W-4
- Develop a professional email address
- Understand the importance of school attendance, school involvement and good grades
- Engage/attend full time academic/vocational school program
- Attend annual informational college event expo and participate college campus visits/tours
- Able to obtain academic tutor services if needed

At age 17 youth should:

- Be able to manage the employee/employer relationship
- Able to update resume, cover letter and references
- Identify ways to advance on the job (ex Education, training)
- Identify and describe how to obtain employee benefits
- Able to explore employment opportunities that match career interests
- Identify career mentor and develop that relationship
- Understand school program to complete high school diploma credential
- Attends annual informational college event expo and participate college campus visits/tours
- Can obtain assistance to complete income tax forms

At age 18 – 21 youth should:

- Understands the reason why personal contacts are important to finding job
- Understands when leaving an employee how it can impact the next job they are seeking
- Able to prepare through job readiness activities
- Understand employee wage deductions, benefits and rights
- Understand ways to manage employment
- Obtain a full-time educational/vocational program
- Connected to a part-time job or internship

DOMAIN: CAREER AND EDUCATION PLANNING

UNIVERSAL GOALS:

- KNOW HOW TO FIND WORK-RELATED INTERNSHIPS
- KNOW WHERE TO FIND INFORMATION ABOUT JOB TRAINING
- CAN EXPLAIN THE BENEFITS OF VOLUNTEER WORK
- KNOW WHAT KIND OF JOB THEY WOULD LIKE AND CONNECTED TO SOMEONE IN THAT FIELD OR JOB
- KNOW WHAT TYPE OF EDUCATION IS NEED FOR THE KIND OF JOB THEY IDENTIFIED
- KNOW HOW TO GET INTO SCHOOL, TRAINING OR JOB AFTER HIGH SCHOOL
- KNOW HOW TO OBTAIN FINANCIAL ASSISTANCE FOR SCHOOL OR TRAINING
- HAS TALKED ABOUT THEIR EDUCATION PLANS WITH AN ADULT WHO CARES ABOUT THEM
- HAS A RESOURCE THAT WILL ASSIST THEM APPLYING FOR TRAINING OR EDUCATION

At age 14 youth should:

- Able to identify careers of interest
- Has completed a career interest / aptitude survey / questionnaire and obtain working papers
- Obtain summer youth employment in TANF eligible or have a volunteer experience
- Has talked about their education plans with an adult that cares about them
- Able to express future goals and outline steps to reach these goals
- Understand the importance of planning and having goals

At age 15 youth should:

- Identified an adult to assist them in applying for training or education after high school
- Explore ways to improve grades, if needed
- Explore ways to get more involved with their school
- Identified and contacted an person who works or agency within their employee/career interest
- Has obtained working papers and sought an opportunity that immerses them in their career/professions of interest (EX shadowing, video/photography project)
- Obtain summer employment experience and /or a volunteer experience that exposes them to the world of work (EX volunteering at a not-for-profit , at a local hospital)

At age 16 youth should:

- Able to identify where to obtain information about job training, educational advancement or employment
- Able to identify what type of education background is necessary for the type of employment expressed
- Able to identify their interest in have a summer employment experience and /or a volunteer experience that exposes them to the world of work
- Working towards receiving a high school degree or GED

At age 17 youth should:

- Able to find a part-time / temporary job in the community
- Obtain a summer employment experience
- Receiving a high school degree or enrolled in a vocational training program that matches their aptitude and/or career interest
- Able to make informed career decisions
- Able to find work related internship opportunities
- Able to find financial aid to help pay for education or job training

At age 18 – 21 youth should:

- Obtain a part-time job internship or has a full-time educational/vocational program
- Able to find meaningful, gainful employment to sustain self-sufficiency and independence
- Obtained a high school diploma or GED
- Able to make informed career decisions

DOMAIN: LOOKING FORWARD

UNIVERSAL GOALS:

- BELIEVE THEY CAN INFLUENCE HOW LIFE WILL TURN OUT
- CAN DESCRIBE THEIR VISION FOR THEMSELVES, AS A SUCCESSFUL ADULT
- HAS GOOD RELATIONSHIP WITH A TRUSTED ADULT THEY LIKE AND RESPECT
- MIGHT WANT TO USE THEIR EXPERIENCE TO HELP OTHER YOUTH
- BELIEVE THEIR RELATIONSHIPS WITH OTHERS WILL HELP THEM SUCCEED
- FEELS READY AND PREPARED FOR THE NEXT PHASE OF THEIR LIFE
- MOST DAYS, THEY ARE PROUD OF THE WAY THEY ARE LIVING THEIR LIFE
- MOST DAYS, THEY FEEL IN CONTROL OF HOW THEIR LIFE IS TURNING OUT

At age 14 youth should:

- Able to identify future goals and what a successful person is like
- Able to identify things that can help them succeed and those things that might be a barrier
- Understand the importance of planning and having goals

At age 15 youth should:

- Able to identify adults and relationships who can assist them and those who might be a barrier for future success
- Understands that decisions made today can impact their future tomorrow
- Identified steps necessary to take to meet their future goals

At age 16 youth should:

- Able to identify how their experiences can influence future plans and goals
- Develops a plan how they would like to get involved within the community and assist other youth
- Continues to make future plans and adjustment based upon new learning and experiences
- Able to identify steps and objectives to reach future goals

At age 17 youth should:

- Able to identify that they have control and influence how their life will turn out
- Able to identify trusted and good relationships in their life
- Able to ask for help and assistance and know who to go to for such
- Understands and believes that their relationships can help them succeed
- Planning for the next steps of their independent life and feels prepared

At age 18 – 21 youth should:

- Can describe their vision for themselves, as a successful adult
- Has a plan for their future and feels confident that they have developed the skills to move forward with the next phase of their life
- Has a clear support system and relationships they have identified as resources to assist, if needed, regarding various topics

Section 4
Expectation Guide
and
Independent Living Guidelines
Checklist

Daily Living

| Are the following statements like me | 14 | 15 | 16 | 17 | 18-21 |
|---|----|----|----|----|-------|
| I know where to go to get on the Internet. | ● | ● | | | |
| I can find what I need on the Internet. | | ● | ● | | |
| I know how to use my email account. | ● | | | | |
| I can create, save, print and send computer documents. | ● | ● | | | |
| I know the risks of meeting someone in person that I met online. | ● | | | | |
| I have put pictures or messages on a web site that I knew would hurt someone's feelings. | ● | | | | |
| If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell. | ● | ● | | | |
| I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency. | | | | ● | |
| An adult I trust, other than my worker, checks in with me regularly. | | | | ● | |
| When I shop for food, I take a list and compare prices. | | | | | ● |
| I can make meals with or without using a recipe. | | ● | | | |
| I think about what I eat and how it impacts my health. | | ● | | | |
| I understand how to read food product labels to see how much fat, sugar, salt, and calories the food has. | | | | ● | ● |
| I know how to do my own laundry. | | ● | | | |
| I keep my living space clean. | ● | | | | |
| I know the products to use when cleaning the bathroom and kitchen. | | ● | | | |
| I know how to use a fire extinguisher. | ● | | | | |
| I know what I need to live independently. | | | | | ● |

Self Care

| Are the following statements like me | 14 | 15 | 16 | 17 | 18-21 |
|---|----|----|----|----|-------|
| I can take care of my own minor injuries and illnesses. | ● | | | | |
| I can get medical and dental care when I need it. | | | ● | | |
| I know how to make my own medical and dental appointments. | | | | ● | |
| I know when I should go to the emergency room instead of the doctor's office. | | | | | ● |
| I know my family medical history. | | | | ● | ● |
| I know how to get health insurance when I am older than 18. | | | | ● | |
| I have at least one trusted adult who would visit me if I were in the hospital. | | | ● | | |
| There is at least one adult I trust who would be legally allowed to make medical decisions for me and advocate for me if I was unable to speak for myself. | | | | | ● |
| I know how to get the benefits I am eligible for, such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV). | | | | ● | |
| I bathe (wash up) daily. | ● | | | | |
| I brush my teeth daily. | ● | | | | |
| I know how to get myself away from harmful situations. | ● | | | | |
| I have a place to go when I feel unsafe. | ● | ● | | | |
| I can turn down a sexual advance. | ● | | | | |
| I know ways to protect myself from sexually transmitted diseases (STDs). | ● | ● | | | |
| I know how to prevent getting pregnant or getting someone else pregnant. | ● | | | | |
| I know where to get information on sex or pregnancy. | ● | ● | | | |

Relationships and Communication

| | 14 | 15 | 16 | 17 | 18-21 |
|---|----|----|----|----|-------|
| I can speak up for myself. | ● | | | | |
| I know how to act in social or professional situations. | | | ● | | |
| I know how to show respect to people with different beliefs, opinions and cultures. | | ● | | | |
| I can describe my racial and ethnic identity. | ● | ● | | | |
| I can explain the difference between sexual orientation and gender identity. | ● | | | | |
| I have friends I like to be with who help me feel valued and worthwhile. | ● | | | | |
| I am a part of a family and we care about each other. | ● | | | | |
| I can get in touch with at least one family member when I want to. | ● | | | | |
| I have friends or family to spend time with on holidays and special occasions. | | | | | ● |
| I know at least one adult I can depend on when I exit care. | | | | | ● |
| I know an adult who could be a grandparent, aunt or uncle to my children now or my future children. | | | | | ● |
| My relationships are free from hitting, slapping, shoving, being made fun of, or name calling. | | ● | | | |
| I know the signs of an abusive relationship. | | | | ● | |
| I know what my legal permanency goal is. | ● | | | | |
| I have information about my family members. | | | ● | | |
| I think about how my choices impact others. | | | | ● | |
| I can deal with anger without hurting others or damaging things. | | | ● | | |
| I show others that I care about them. | | ● | ● | | |

Housing & Money Management

| Are the following statements like me | 14 | 15 | 16 | 17 | 18-21 |
|---|----|----|----|----|-------|
| I understand how interest rates work on loans or credit purchases. | | | | | ● |
| I understand the disadvantages of making purchases with my credit card. | | | | ● | ● |
| I know the importance of a good credit score. | | | | ● | ● |
| I know how to balance my bank account. | ● | | | | |
| I put money in my savings account when I can. | | ● | ● | | |
| I know an adult who would help me if I had a financial emergency. | | | ● | | |
| I use online banking to keep track of my money. | | | ● | | |
| I know the advantages and disadvantages of using a check cashing or payday loan store. | | ● | | | |
| I know how to find safe and affordable housing. | | | | ● | ● |
| I can figure out the costs to move to a new place, such as deposits, rents, utilities, and furniture. | | | | ● | ● |
| I know how to fill out an apartment rental application. | | | | ● | |
| I know how to get emergency help to pay for water, electricity, and gas bills. | | | | | ● |
| I know what can happen if I break my rental lease. | | | | ● | |
| I can explain why people need renter's or homeowner's insurance. | | | | ● | |
| I know an adult I could live with for a few days or weeks if I needed to. | | | ● | | |
| There is at least one adult that I have regular contact with, other than my case manager or other professional, who lives in stable and safe housing. | | | | | ● |
| I know an adult I can go to for financial advice. | | | | ● | |
| I plan for the expenses that I must pay each month. | | | | ● | |

Are the following statements like me

| | 14 | 15 | 16 | 17 | 18-21 |
|---|----|----|----|----|-------|
| I keep records of the money I am paid and the bills I pay. | | | | ● | |
| I know what happens in my state if I am caught driving without car insurance or a driver's license. | | | ● | | |
| I can explain how to get and renew a driver's license or state ID card. | | ● | | | |
| I can figure out all the costs of car ownership, such as registration, repairs, insurance and gas. | | | | ● | |
| I know how to use public transportation to get where I need to go. | ● | | | | |

Work and Study Life

Are the following statements like me

| | 14 | 15 | 16 | 17 | 18-21 |
|---|----|----|----|----|-------|
| I know how to develop a resume. | | ● | | | |
| I know how to fill out a job application. | | ● | | | |
| I know how to prepare for a job interview. | | | ● | | |
| I know what the information on a pay stub means. | | | ● | | |
| I can fill out a W-4 payroll exemption form when I get a job. | | | ● | | |
| I know what employee benefits are. | | | | ● | |
| I know what sexual harassment and discrimination are. | | | | ● | |
| I know the reasons why my personal contacts are important for finding a job. | | | | | ● |
| I know how to get the documents I need for work, such as my Social Security card and birth certificate. | | ● | | | |
| I know how and when I can see my child welfare or juvenile justice records. | | | ● | | |
| I know an adult who will go with me if I need to change schools. | | ● | | | |

| Are the following statements like me | 14 | 15 | 16 | 17 | 18-21 |
|--|----|----|----|----|-------|
| I know how to get help from my school's mental health services. | | ● | | | |
| I know where I can get help with an income tax form. | | | | ● | |
| I have an adult in my life who cares about how I am doing at school or work. | ● | | | | |
| I can take criticism and direction at school or work without losing my temper. | ● | | | | |
| I know how to prepare for exams and/or presentations. | ● | | | | |
| I know where I can get tutoring or other help with school work.. | ● | | | | |
| I look over my work for mistakes. | ● | | | | |
| I get to school and work on time. | ● | | | | |
| I get my work done and turned in on time | ● | | | | |

Career and Education Planning

| Are the following statements like me | 14 | 15 | 16 | 17 | 18-21 |
|--|----|----|----|----|-------|
| I know how to find work-related internships. | | | | ● | |
| I know where to find information about job training. | | | ● | | |
| I can explain the benefits of doing volunteer work. | | ● | | | |
| I have recently talked to an adult who works in a job I would like to have. | | ● | | | |
| I know what type (college, trade school) education I need for the work I want to do. | | | ● | | |
| I know how to get into the school, training or job I want after high school. | | | | ● | |

Are the following statements like me

14 15 16 17 18-21

I know how to find financial aid to help pay for my education or training.



I have talked about my education plans with an adult who cares about me.



I know an adult who will help me apply for training or education after high school.



Looking Forward

Are the following statements like me

14 15 16 17 18-21

I believe I can influence how my life will turn out.



I can describe my vision for myself as a successful adult.



I have a good relationship with a trusted adult I like and respect.



I would like to use my experience to help other youth.



I believe my relationships with others will help me succeed.



I feel I am ready for the next phase of my life.



Most days, I am proud of the way I am living my life.



Most days, I feel I have control over how my life will turn out.



Section 4 - Independent Living Guidelines Checklist

Additional services required for youth ages 14 and older residing in foster care:

Age 14:

Ansell Casey Assessment of Skills: Every 6 months (at the time the FASP is due) a Casey assessment must be conducted. The FASP should include at least one goal to address one of the deficits identified in the Casey assessment.

Age 15:

Ansell Casey Assessment of Skills: Every 6 months (at the time the FASP is due) a Casey assessment must be conducted. The FASP should include at least one goal to address one of the deficits identified in the Casey assessment.

Age 16:

Ansell Casey Assessment of Skills: Every 6 months (at the time the FASP is due) a Casey assessment must be conducted. The FASP should include at least one goal to address one of the deficits identified in the Casey assessment.

Independent Living Stipend: \$20.00 Youth is expected to save ½ in a savings account.

**Youth are "Deemed" I.L. youth and eligible for stipend if in care for over 1 year regardless of Permanency Goal

Age 17:

Ansell Casey Assessment of Skills: Every 6 months (at the time the FASP is due) a Casey assessment must be conducted. The FASP should include at least one goal to address one of the deficits identified in the Casey assessment.

Independent Living Stipend: 25.00 Youth is expected to save ½ in a savings account.

**Youth are "Deemed" I.L. youth and eligible for stipend if in care for over 1 year regardless of Permanency Goal

Age 17.5:

Transition Plan A. To be completed at age 17.5 identifying an appropriate transition plan from foster care. Transition Plan B needs to be completed 90 days before the scheduled discharge date.

Referral to Supervision to 21 Services at Equinox: Referral to equinox needs to be made if youth will be discharging to An Alternative Planned Living Arrangement.

Educational Training Voucher (ETV) application for additional funds for college or trade school needs to be completed if youth will be obtaining a GED or High School Diploma.

Age 18:

Ansell Casey Assessment of Skills: Every 6 months (at the time the FASP is due) a Casey assessment must be conducted. The FASP should include at least one goal to address one of the deficits identified in the Casey assessment.

Independent Living Stipend: 30.00 per month. Youth is expected to save ½ in a savings account. **Youth are "Deemed" I.L. youth and eligible for stipend if in care for over 1 year regardless of Permanency Goal

Educational Training Voucher (ETV) application for additional funds for college or trade school needs to be completed if youth will be obtaining a GED or High School Diploma.

Age 19:

Ansell Casey Assessment of Skills: Every 6 months (at the time the FASP is due) a Casey assessment must be conducted. The FASP should include at least one goal to address one of the deficits identified in the Casey assessment.

Independent Living Stipend: \$35.00 per month. Youth is expected to save ½ in a savings account.

Educational Training Voucher (ETV) application for additional funds for college or trade school needs to Be completed if youth will be obtaining a GED or High School Diploma.

Age 20:

Ansell Casey Assessment of Skills: Every 6 months (at the time the FASP is due) a Casey assessment must be conducted. The FASP should include at least one goal to address one of the deficits identified in the Casey assessment.

Independent Living Stipend: \$40.00 per month. Youth is expected to save ½ in a savings account.

Educational Training Voucher (ETV) application for additional funds for college or trade school needs to Be completed. Youth may continue to receive ETV funds up until age 24.

Age 20.9:

Transition Plan B needs to be completed to finalize the discharge plan for the youth.

SECTION 5:

ANSELL CASEY LIFE SKILLS ASSESSMENT

Name _____ Date _____

Daily Living

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I know where to go to get on the Internet. | | | | | |
| I can find what I need on the Internet. | | | | | |
| I know how to use my email account. | | | | | |
| I can create, save, print and send computer documents. | | | | | |
| I know the risks of meeting someone in person that I met online. | | | | | |
| I would not post pictures or messages if I thought it would hurt someone's feelings. | | | | | |
| If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell. | | | | | |
| I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency. | | | | | |
| An adult I trust, other than my worker, checks in with me regularly. | | | | | |
| When I shop for food, I take a list and I compare prices. | | | | | |
| I can make meals with or without using a recipe. | | | | | |
| I think about what I eat and how it impacts my health. | | | | | |
| I understand how to read food product labels to see how much fat, sugar, salt, and calories the food has. | | | | | |
| I know how to do my own laundry. | | | | | |
| I keep my living space clean. | | | | | |
| I know the products to use when cleaning the bathroom and kitchen. | | | | | |
| I know how to use a fire extinguisher. | | | | | |

Self Care

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I can take care of my own minor injuries and illnesses. | | | | | |
| I can get medical and dental care when I need it. | | | | | |
| I know how to make my own medical and dental appointments. | | | | | |
| I know when I should go to the emergency room instead of the doctor's office. | | | | | |
| I know my family medical history. | | | | | |
| I know how to get health insurance when I am older than 18. | | | | | |
| I have at least one trusted adult who would visit me if I were in the hospital. | | | | | |
| There is at least one adult I trust who would be legally allowed to make medical decisions for me and advocate for me if I was unable to speak for myself. | | | | | |
| I know how to get the benefits I am eligible for, such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV). | | | | | |
| I bathe (wash up) daily. | | | | | |
| I brush my teeth daily. | | | | | |
| I know how to get myself away from harmful situations. | | | | | |
| I have a place to go when I feel unsafe. | | | | | |
| I can turn down a sexual advance. | | | | | |
| I know ways to protect myself from sexually transmitted diseases (STDs). | | | | | |
| I know how to prevent getting pregnant or getting someone else pregnant. | | | | | |
| I know where to go to get information on sex or pregnancy. | | | | | |

Relationships and Communication

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I can speak up for myself. | | | | | |
| I know how to act in social or professional situations. | | | | | |
| I know how to show respect to people with different beliefs, opinions, and cultures. | | | | | |
| I can describe my racial and ethnic identity. | | | | | |
| I can explain the difference between sexual orientation and gender identity. | | | | | |
| I have friends I like to be with who help me feel valued and worthwhile. | | | | | |
| I am a part of a family and we care about each other. | | | | | |
| I can get in touch with at least one family member when I want to. | | | | | |
| I have friends or family to spend time with on holidays and special occasions. | | | | | |
| I know at least one adult I can depend on when I exit care. | | | | | |
| I know an adult who could be a grandparent, aunt or uncle to my children now or my future children. | | | | | |
| My relationships are free from hitting, slapping, shoving, being made fun of, or name calling. | | | | | |
| I know the signs of an abusive relationship. | | | | | |
| I know what my legal permanency goal is. | | | | | |
| I have information about my family members. | | | | | |
| I think about how my choices impact others. | | | | | |
| I can deal with anger without hurting others or damaging things. | | | | | |
| I show others that I care about them. | | | | | |

Housing & Money Management

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I understand how interest rates work on loans or credit purchases. | | | | | |
| I understand the disadvantages of making purchases with my credit card. | | | | | |
| I know the importance of a good credit score. | | | | | |
| I know how to balance my bank account. | | | | | |
| I put money in my savings account when I can. | | | | | |
| I know an adult who would help me if I had a financial emergency. | | | | | |
| I use online banking to keep track of my money. | | | | | |
| I know the advantages and disadvantages of using a check cashing or payday loan store. | | | | | |
| I know how to find safe and affordable housing. | | | | | |
| I can figure out the costs to move to a new place, such as deposits, rents, utilities, and furniture. | | | | | |
| I know how to fill out an apartment rental application. | | | | | |
| I know how to get emergency help to pay for water, electricity, and gas bills. | | | | | |
| I know what can happen if I break my rental lease. | | | | | |
| I can explain why people need renter's or homeowner's insurance. | | | | | |
| I know an adult I could live with for a few days or weeks if I needed to. | | | | | |
| There is at least one adult that I have regular contact with, other than my case manager or other professional, who lives in stable and safe housing. | | | | | |
| I know an adult I can go to for financial advice. | | | | | |
| I plan for the expenses that I must pay each month. | | | | | |

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I keep records of the money I am paid and the bills I pay. | | | | | |
| I know what happens in my state if I am caught driving without car insurance or a driver's license. | | | | | |
| I can explain how to get and renew a driver's license or state ID card. | | | | | |
| I can figure out all the costs of car ownership, such as registration, repairs, insurance, and gas. | | | | | |
| I know how to use public transportation to get where I need to go. | | | | | |

Work and Study Life

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I know how to develop a resume. | | | | | |
| I know how to fill out a job application. | | | | | |
| I know how to prepare for a job interview. | | | | | |
| I know what the information on a pay stub means. | | | | | |
| I can fill out a W-4 payroll exemption form when I get a job. | | | | | |
| I know what employee benefits are. | | | | | |
| I know what sexual harassment and discrimination are. | | | | | |
| I know the reasons why my personal contacts are important for finding a job. | | | | | |
| I know how to get the documents I need for work, such as my Social Security card and birth certificate. | | | | | |
| I know how and when I can see my child welfare or juvenile justice records. | | | | | |
| I know an adult who will go with me if I need to change schools. | | | | | |

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|--|----|-----------|----------|------------|-----|
| I know how to get help from my school's mental health services. | | | | | |
| I know where I can get help with an income tax form. | | | | | |
| I have an adult in my life who cares about how I am doing at school or work. | | | | | |
| I can take criticism and direction at school or work without losing my temper. | | | | | |
| I know how to prepare for exams and/or presentations. | | | | | |
| I know where I can get tutoring or other help with school work. | | | | | |
| I look over my work for mistakes. | | | | | |
| I get to school or work on time. | | | | | |
| I get my work done and turned in on time. | | | | | |

Career and Education Planning

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|--|----|-----------|----------|------------|-----|
| I know how to find work-related internships. | | | | | |
| I know where to find information about job training. | | | | | |
| I can explain the benefits of doing volunteer work. | | | | | |
| I have recently talked to an adult who works in a job I would like to have. | | | | | |
| I know what type (college, trade school) education I need for the work I want to do. | | | | | |
| I know how to get into the school, training, or job I want after high school. | | | | | |

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I know how to find financial aid to help pay for my education or training. | | | | | |
| I have talked about my education plans with an adult who cares about me. | | | | | |
| I know an adult who will help me apply for training or education after high school. | | | | | |

Looking Forward

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I believe I can influence how my life will turn out. | | | | | |
| I can describe my vision for myself as a successful adult. | | | | | |
| I have a good relationship with a trusted adult I like and respect. | | | | | |
| I would like to use my experience to help other youth. | | | | | |
| I believe my relationships with others will help me succeed. | | | | | |
| I feel I am ready for the next phase of my life. | | | | | |
| Most days, I am proud of the way I am living my life. | | | | | |
| Most days, I feel I have control of how my life will turn out. | | | | | |



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Additional Assessments

These **free additional assessments** are available to help practitioners and caregivers attend to life skills relevant to youth with particular characteristics or circumstances. These assessments were developed by content experts and vetted by young people and professionals. Each assessment takes approximately 20 - 30 minutes to complete.

Like the Casey Life Skills Assessment (CLSA), they are scored on a scale of 1 – 5 and practitioners can see a youth's average scores on the assessment results. Co-administration of these assessments with the primary CLSA may provide a more thorough picture of a young person's overall life skills readiness and preparation.

To have youth take one of these additional assessments, have youth select the assessment from the assessment type drop down box on the Login page.

Pregnant and Parenting Assessments

Healthy Pregnancy

Addresses a range of prenatal and post-partum care issues that pregnant youth need to know. This 31 item assessment addresses skill areas important to having a healthy pregnancy, birth and recovery: medical, daily habits and care, safety and well-being, newborn care, self-care following birth, and expectant fathers.

Parenting of Infants

This 77 item instrument is designed to help parents of infants—birth to one year—learn skills and gain knowledge. It covers health, nutrition, child care, safety and well-being, child growth and development, and nurturing behaviors. The assessment helps young people gain knowledge and heighten self-awareness about proper parenting—skill areas needed to insure healthy babies.

Parenting Young Children

A 61 item assessment that covers skill areas to promote positive parenting of young children—ages two to six years—including health, nutrition, child care, safety and well-being, child growth and development, and nurturing behaviors. Very young parents may lack knowledge about toddlers in regards to their health, nutrition, and safety. This assessment promotes conversation between parents and teachers in order to improve overall parenting skills.

Education Assessments

The Education Assessments cover factors related to school performance and attitudes, school climate and safety, home support for education, high school completion, and enrollment in and completion of a postsecondary education and training experience. Aspects of the education experience include expectations and support from teachers and caregivers, school support for a youth's cultural identity, attendance and behavior, achievement in basic skills, study skills, school engagement and motivation, planning for postsecondary education and training, and determining support services.

| Type of Assessment | Grades | Number of Items | Areas Assessed |
|---------------------------|--|-----------------|--|
| Level 1 Elementary School | 4 – 5 | 76 | Specifics about a youth’s school or program, motivation, academic success, technology and study skills, time management, supportive connections, financial aid and debt, health, foster care issues, and feelings of safety in school. and, if applicable, disabilities and other education challenges |
| Level 2 Middle School | 6 – 8 | 102 | Similar to Level I |
| Level 3 High School | 9 – 12 | 106 | Similar to Levels 1 & 2 plus assessing a youth’s plans for after high school |
| Level Postsecondary | Two and four-year college, vocational and technical training | 105 | Similar to Level III plus advanced study skills, a sound knowledge of technology, and stable, supportive relationships |
| Educational Supports | All ages | 32 | IEP or 504 Plan support and assistance for young people with disabilities |

These assessments serve as a “snapshot” of a student’s strengths, needs, and areas of concern for educational planning. They are applicable for youth of all genders, races, ethnicities, and sexual orientations. These assessments do not measure academic skills and knowledge, but they do contain probes in math, reading, written language, technology, and transition planning. All levels have been reviewed by K-12 and postsecondary experts to assure that the probes relate to factors directly related to school success. The Educational Supports Assessment helps to inform conversations, counseling and formation of IEP’s and 504 plans.

Gay, Lesbian, Bisexual, Transgender, and Questioning Youth Assessment (GLBTQ)

The number of young people in foster care who are GLBTQ is not known, however research estimates this population to be between 4 percent and 10 percent. Addressing the particular needs of LGBT youth is a relevant concern for child welfare agencies because youth are “coming out” at younger ages than ever before, and this presents a unique set of challenges for both families and child welfare systems. This assessment has 81 items and covers GLBTQ terminology, self-concept, community resources and supports, health, environment and safety, and family and community values.

The GLBTQ Assessment is to be used only with youth who have self-identified as GLBTQ and/or expressed an interest in this area. If you believe you have a youth who may be GLBTQ, it helps to create a positive environment to let them know you are a caring provider and receptive to helping them. For guidance on how to treat your GLBTQ clients with dignity and respect [click here to access Caseworkers with GLBTQ Clients PDF](#).

American Indian Assessment

The American Indian Assessment is designed to address the unique cultural needs of American Indians in maintaining their cultural identity while navigating between two worlds. The 27 items covered include religious and spiritual beliefs, resources and trust, tribal affiliations, family and community values, and living in two worlds. It was built in collaboration with tribal elders, community leaders, parent and youth from tribes across the United States.

This assessment may help American Indian youth as they struggle to retain their tribal values when living in large, urban settings and difficulty they may experience when they return to their tribal community. In addition, identity and spiritual development for American Indian youth may have a different pattern than that of non-native youth. This self-report can promote conversation between the youth and responsible caregivers or other adults.

Homeless Youth Assessment

This 48 item assessment addresses issues of care for youth living on the streets. It taps domains crucial to insuring they understand the resources available to them, ways to be safe, how to avoid victimization, and how to secure safe and sustainable housing. It covers knowledge and behavior in the skill areas of daily life, family and friends, health, housing, jobs, legal, safety and survival, and school. Heightened self-awareness for homeless young people may result in successfully and permanently leaving homelessness and achieving greater long-term success

Younger Youth

Youth Assessment Level I (elementary ages)

This 33-item assessment is appropriate for younger youth ages 8-9 or any young person with reading and/or developmental challenges. Youth can self-report on communication, daily living, home life, self-care, and work and study skills.

Youth Assessment Level II (middle school ages)

With 49 items, this assessment is for youth ages 10-13. Like Youth Level I, it may be useful for young people with reading and/or developmental challenges. It assesses areas in communication, daily living, self-care, social relationships, and work and study skills.

Practitioners Guide

This practice guide gives users a quick overview of how to use the Casey Life Skills website to assess youth's knowledge, skills and abilities. It includes a high level look at the skill areas assessed in the Casey Life Skills Assessment (CLSA), information about the importance of permanent connections for older youth and a listing of other assessments available. It outlines a six-step framework for how to administer an assessment, determine a youth's strengths and challenges through a meaningful conversation, build an effective learning plan and help a youth gain useful life skills. If you have questions about CLSA, please contact the Casey Life Skills Assessment Team at cls@casey.org.

How have you acquired life skills?

If you're like most adults, you've learned the most through experience. *Classes can provide information and exposure on the cognitive level, but youth need the real world experience of managing money, preparing food, preparing for a job interview, making a dental or medical appointment, or opening a bank account to fully develop these skills.... Youth need to internalize and personalize what they have learned and develop confidence about using the skill in the future.*¹

What is the Casey Life Skills Assessment (CLSA)?

The CLSA is:

- A free, online youth-centered tool that assesses life skills youth need for their well-being, confidence and safety as they navigate high school, postsecondary education, employment and other life milestones.
- A measure of youth confidence in their future and their permanent connections to caring adults.
- Designed to be as free as possible from gender, ethnic and cultural biases.
- **Appropriate for all youth ages 14 to 21** regardless of living circumstances (i.e., in foster care, with bio-parents, in group homes or other places).
- Comprehensive with 113 assessment items categorized within eight areas for skills, knowledge and awareness. Youth can complete one area at a time or finish the whole assessment in approximately 30-40 minutes.

The CLSA is not a test!

- It is a self-reporting instrument that gives youth and their caregivers the opportunity to assess their strengths and challenges.
- It promotes young people's active engagement in planning their learning goals and making decisions (within the safety of adult mentoring) about their future.

- The CLSA was designed for use with youth in foster care but can be useful for other youth involved in juvenile justice facilities, employment centers, homeless shelters or with other social service providers.
- The CLSA does not collect personal identification information and the results are kept anonymous in a secure database.
- The tool may help states meet the transition requirements of the Fostering Connections to Success and Increasing Adoptions Act. Fostering Connections requires that older youth in foster care be better prepared for adulthood and provides federal support for transition programs to age 21.
- The CLSA can also be a support tool for states' Chafee Foster Care Independence Programs. These programs deliver instruction and services for young people in areas such as obtaining a high school diploma or GED, career exploration, job placement, daily living skills, money management and preventive health education, etc. Check with your state's Independent Living Coordinator to get more information on the Chafee benefits for which youth in care may be eligible (e.g., Education and Training Vouchers). <http://www.nrcyd.ou.edu/chafee>

What Areas Are Assessed in the CLSA?

| Life Skills | Number of Items | Competencies Assessed |
|---------------------------------|-----------------|--|
| Daily Living | 17 | Meal planning and preparation, cleaning and food storage, home maintenance and computer and internet basics. |
| Self Care | 17 | Healthy physical and emotional development such as personal hygiene, taking care of one's health and pregnancy prevention. |
| Relationships and Communication | 18 | Developing and sustaining healthy relationships, cultural competency and permanent connections with caring adults. |



| Life Skills | Number of Items | Competencies Assessed |
|-------------------------------|-----------------|---|
| Housing and Money Management | 23 | Banking and credit, finding and keeping affordable housing, budgeting and living within one's means. |
| Work and Study | 20 | Basics of employment, legal issues, study skills and time management. |
| Career and Education Planning | 9 | Planning for career and postsecondary education pertinent to older youth. |
| Looking Forward | 8 | Youth's level of confidence and internal feelings important to their success. |
| Permanency | 20 | Embedded within all of the skill areas of the assessment are 20 items that assess a youth's connection to trusted adults, community of support and overall interdependent connections. It is recommended that practitioners pay attention to these areas as young people need a strong safety net of support as they learn the skills they need to move to young adulthood. |

To preview the Casey Life Skills Assessment [click here](#) and go to page 3.

Why does the CLSA emphasize permanency?

Youth tell us, and Casey Family Programs believes it is best practice that every youth needs and deserves to grow up in a safe and permanent family as well as a supportive community.

Ideally, all youth who experience foster care will attain legal permanency, in which the youth is reunified with his or her biological parents, is adopted or lives with a legal guardian. Regardless of the achievement of legal permanency, ensuring that youth establish permanent connections is essential to help them prepare for and succeed in adulthood. A permanent connection is a stable, lasting, unconditional, emotional and relational connection that one has with family members and significant others in their lives, whether or not the youth resides with them. When youth have trusting connections with adults who care about them and their success, this gives them optimism and encouragement that they can grow and learn. When youth transition from the assistance provided by programs and services, permanent relationships continue and provide support.

A young person's permanent connections are assessed throughout the CLSA. In addition to assessing knowledge, skills and ability to access community resources, each skill area has one or more statements to help determine if youth have trusted adults with whom they are actively engaged in an enduring relationship. For example, in the area of relationships, there is “I know at least one adult I can depend on when I exit care.” In Housing and Money Management there is “I know an adult I could live with for a few days or weeks if I needed to.” Practitioners can use the CLSA to assess whether or not youth have a safety net of support underlying all the skill areas.

It is essential for those who work with young people to help them establish meaningful lifelong connections with family members and other significant adults who will support them as they prepare for adulthood and beyond. This work is an essential part of each youth's learning or service plan.

For more information about foster care and permanency, please visit the Casey Family Programs website at www.casey.org. An additional tool to help youth develop a network of caring people is **FosterClub's Permanency Pact**. FosterClub is a national network for young people in foster care. To access this free comprehensive checklist for youth go to www.fosterclub.com/files/PermPact.pdf.

How to assess young people's knowledge, skills and awareness

STEP 1 | Motivate youth to take the assessment

Be enthusiastic and positive about the assessment and its purpose. Make sure that youth know that it is not just a requirement or a test but a tool for them to use to learn what knowledge and skills they really need. Let them know that you and others will work with them to use the information from the assessment to develop a plan to meet their wants and needs. Arouse their curiosity about the results. Encourage active participation – invite them to share what they hope to get out of completing the assessment. Let them know this is an excellent opportunity for them to practice making decisions about their future—what they want to do tomorrow, next week, or next year.

Be creative in administering the assessment to best engage the youth

- Youth can work at their own pace and work on one skill area at a time or they can complete the entire assessment in about 30 – 40 minutes.
- All of the Casey Life Skills Assessments are available in printable form, so they can be completed in any location with the results entered into the computer later. You can print them after logging into the website.
- For group work, peer-to-peer communication about the assessment can be a good method of engagement.
- Let youth have experience with the computer! Computers run our world – youth need hands on experience to keep up with technology that could help them stay in school, get a job, and attain other achievements.
- An alternative method is to use the assessment as an interview tool. Make it a conversation rather than having the youth sit at the computer. This can be especially helpful for youth with reading challenges or short attention spans.

STEP 2 | Review the youth's assessment results

The results will appear once the youth (or other person entering the data) clicks “Save Assessment.” The “At-A-Glance” page will show the youth’s name, their agency and their average scores. The average score for each life skill area, including permanency, will be shown on a scale of 1 – 5, with 5 indicating high strength. Practitioners can quickly see where a youth’s strengths are, as well as areas with gaps in knowledge and proficiency. The next page of the assessment results will list all of the statements for a particular skill area and the youth’s answers. Part of reviewing a youth’s assessment results is looking at how they answered each statement. See Step #4 for more information about talking to a young person about their assessment results.

STEP 3 | Invite caregivers in a youth's life to complete an assessment (optional but recommended)

Caregivers who know the youth (i.e., foster parents, social workers, teachers, etc.) can also assess the youth’s strengths and challenges using the CLSA. Explain to youth and their caregivers how getting this additional perspective can add to a rich conversation, open doors for productive communication that might not happen otherwise and gain additional “buy in” and support for the youth’s learning plan activities (see more detail about including the caregiver(s) perspective in the following steps).

STEP 4 | Let's Talk--Engage youth in a conversation about the results of their assessment

Share a copy of the results with the youth for the conversation and let them tell you about what the results mean. Start with the positive. Ask the youth to start by identifying their strengths—those areas where their average scores are closer to a 5. Then move to looking at lower average scores. Ask the youth where they felt unsure and where they think they need help – what is challenging for them right now? Ask if there were any surprises for them in the results, if so, discuss why.

- The best expert on a youth’s knowledge and behavior is the youth. There will be exceptions where young people are incapable of self-reflection or self-perception because of psychological, physical or developmental challenges, and the additional perspective of a caregiver assessment is especially helpful. In most cases, however, youth are very capable of offering self-reports on what they know and can do.
- The cognitive development and life experiences of youth ages 14 – 17 years will be, most times, behind that of their 18 – 21 year old peers. Practitioners can prepare younger youth to expect some items in Career and Education Planning, Work Skills and Housing and Money Management to be out of their range of knowledge and experience. When reviewing the scores for these more advanced skill areas with younger youth, you can remind them that they simply haven’t had opportunities to gain experience in these areas yet. Use the opportunity to have them think about their futures. For example, draw connections between their favorite school subjects or activities and how they can begin thinking about related postsecondary training and education that will prepare them for careers that interest them. Remind them that learning simple budgeting techniques now will help them with more advanced money management skills in years to come.
- If a youth’s results are being compared with a caregiver’s assessment results, this should be part of a conversation including both the youth and caregiver. Review the results that

compare assessments between the youth and caregiver and facilitate a conversation about areas of agreement and difference.

- If the youth has taken the assessment before, compare results to previous assessment results. Again, start with the positive and first look for the areas of most improvement. It is important to note that sometimes a youth's scores may be lower than their first assessment. They may have been overly confident in a particular skill, given answers because they thought they were the expected answers or simply guessed. Discuss why the scores are the same or different. Ask the youth if they feel more or less confident in particular areas.

For a more detailed description of The Conversation with suggested discussion guides [click here](#).

STEP 5 | The conversation continues—Help youth develop learning plan goals and activities

The best and most effective learning or service plan is the one that a youth will actually implement. To get “buy in” develop the plan with active input from the youth and the results of their assessment. Let youth lead the way in determining which behaviors, knowledge or skills are most important to them and choosing what learning goals they want to work on first. Some providers may have a service plan that can be used to incorporate new goals and activities that youth want to work on. If not, [click here for a sample template](#).

Including caregivers in the planning process will increase learning opportunities and support for the youth. Even if the youth's caregivers have not been involved in the assessment process, encourage the youth to share the assessment, set goals and plan activities with them so that they, too, can provide and support “real life” learning experiences.

When considering which activities to include in a youth's plan, talk to them about how they like to learn. Then, with the help of the practitioner and caregiver, let the youth identify the steps to take to learn or achieve something and how they will proceed with those steps. Remember to ask them how they will know they have achieved success/knowledge/a particular skill and include that measure or outcome in the plan. ([click here for a description about learning styles and levels](#))

Use the Resources to Inspire Guide [click here to print](#)

The resource guide is a reference for caregivers indexed by skill area. It lists goals, learning objectives and a sample of youth-appropriate resources that may be useful additions to a youth's plan. It is written to complement a developmental approach to learning. Practitioners can copy the content into their service plans or into the template provided on the CLS site. Almost all of the resources listed are free or very low cost and many are printable PDFs.

The resources can be used in group, individual or self-instruction formats. For group learning, try an icebreaker or game activity that will assist youth with learning about goals, practice setting simple goals and inspire them to identify areas of interest. What do they want to tackle first?

The resources offered are suggestions. We encourage practitioners to use Google or similar search engines to find resources in their geographic area or to use resources specific to their child welfare system or agency.

STEP 6 | Help youth implement, monitor and update their learning plan

Use the plan. Bring it out or refer to it in your interactions and communications with the youth and caregiver. Ask about progress. Celebrate successes! If youth fail in a task, use it as a teachable moment and encourage them to try again. Ask what's working and what's not (be prepared to hear the truth) and modify the plan, activities and supports accordingly. It is critical that young people practice new skills in the real world on an ongoing basis; help provide these opportunities.

Use the CLSA to chart progress and set new goals. Formally review the learning or service plan at regular intervals and update the plan with new goals and activities. Sections of the CLSA can be used alone as a post-assessment if the youth has focused on increasing skills or abilities in a particular area, or the entire assessment can be retaken to assess total progress over a longer time interval. Intervals between pre/post assessments can vary from monthly to quarterly to annually. It depends on the youth's needs, the service provider's IL program requirements, and a jurisdiction's compliance requirements.

Information about the Looking Forward section for practitioners

The items in the Looking Forward section of the CLSA are intended to represent a desired future state or eventual place you are trying to move youth toward. They strive to help articulate the eventual outcome you are striving for your youth if the 'intervention' or other methods/trainings succeed.

These items are not behavioral. They are about internal feelings or overall readiness. Therefore, they are not aggregated or reported in the same way as the skill area items. The Looking Forward items are meant to tell you more information about the youth than what is visible or teachable. It is the added level of confidence and internal feelings that will help them to be successful.

For more information on interpreting the results of the Looking Forward section with young people and using the information in their learning plans [click here](#).

Other assessments available for populations with particular characteristics or circumstances

Casey Life Skills has other assessments available to help practitioners and caregivers attend to life skills relevant to youth with particular characteristics or circumstances. [Click here to access a list of these assessments and brief descriptions](#).

- Healthy Pregnancy
- Parenting Infants
- Parenting Young Children
- Youth Assessment Level I (elementary ages)
- Youth Assessment Level II (middle school ages)
- Gay, Lesbian, Bisexual, Transgender and Questioning Youth

- Homeless Youth
- American Indian
- Education: Upper Elementary School
- Education: Middle or Junior High School
- Education: High School
- Education: Postsecondary or Training
- Educational Supports

Important resources for practitioners

- Foster Club's Transition Toolkit: www.fosterclub.com/files/transition_toolkit_v3.pdf
- Foster Club's Permanency Pact: www.fosterclub.com/files/PermPact_0.pdf
- Youth Leaving Foster Care: A Developmental, Relationship-Based Approach to Practice
Author: Wendy B. Smith
- The Adolescent Brain: New Research and Its Implications for Young People Transitioning From Foster Care (2011): www.jimcaseyyouth.org/new-adolescent-brain-study-full-report

POWER

FAMILY

STABILITY

HOPE

FUTURE

APPENDIX

The following is intended to provide some practical tips to help you obtain a NYS Department of Motor Vehicles Non-Driver Identification card for youth in your care.

This is not meant to provide detailed instruction, but rather suggestions you might find helpful.

Before NYS DMV will issue any photo document for the first time, the following proofs must be presented:

- PROOF OF DATE OF BIRTH- Generally, this will be a birth certificate and you should be aware that it must be an original document which has a raised seal. For a list of other documents that can also prove date of birth go to <http://www.dmv.ny.gov/forms/id44.pdf> **AND**
- SOCIAL SECURITY CARD* OR if one is ineligible for a Social Security Card, 6 points of proof of name plus a letter of ineligibility from the Social Security Administration (SSA) issued within 30 days of the application to DMV, which confirms ineligibility, along with the Immigration and Naturalization Service (INS)/Department of Homeland Security (DHS) documentation that the SSA used to determine that one is ineligible, **AND**
- 4 points of PROOF OF NAME (all proofs of name must show the same name).

Be sure to allow ample time to complete your gathering of documents. It could take several weeks (perhaps 5 to 7) to obtain everything you need. *You should apply for the Birth Certificate AND a replacement Social Security Card at the same time.

Let's start with obtaining a copy of the **BIRTH CERTIFICATE**.

- For births IN New York State but OUTSIDE of NYC, the fee may be waived if a request for the certificate is made on government agency letterhead signed by an authorized agency representative of the public agency having custody of the youth and submitted with the application indicating that the certified copy is required for an official purpose. To waive the fee, the request should be sent to the NYS Department of Health (DOH)- not to your local county clerk's office. The mail-in application can be obtained at: <http://www.health.ny.gov/forms/doh-4380.pdf>.
- The authorized agency representative should include a copy of his/her photo identification with the letter and application.
- While applications will be processed in the normal course of business, if there is a need for expedited processing, NYS DOH will make every effort to expedite processing. If the request is from a private agency, a copy of the custody papers is required in addition to the materials submitted by public agencies.
- For births IN NYC, you can obtain a birth certificate for another person ONLY if you have a notarized letter from the person or the person's parent. Go here for information on obtaining birth certificates for births IN NYC: <http://www.nyc.gov/html/doh/html/vr/vrbappl.shtml>
- Note: Pursuant to recent state legislation, the fee is waived for the issuance of a birth certificate for a youth in the custody of a local commissioner of Social Services or the NYS Office of Children and Family Services. Indicate this in your cover letter and reference this legislation: Chapter 56 of the Laws of 2010.

NOTE: Effective Friday, October 1, 2010, all Puerto Rican birth certificates are invalid, and all persons with a birth certificate issued in Puerto Rico must apply for a new one. Puerto Rican residents in the United States can request and receive new certificates by mail. The new birth certificates can be ordered *on line* at <http://www.vitalchek.com/> or *by phone* through VitalChek's 24/7 bilingual call center at (866) 842-6765. An express processing fee and shipping costs apply for this service.

SOCIAL SECURITY CARD

Most people born in the United States were issued a social security number at birth so what you will likely be requesting is a replacement card. You do not need a birth certificate to request a *replacement* social security card so you may want to begin this request at the same time you apply for the birth certificate. To apply for a replacement card, one must prove his/her identity. Note that a birth certificate *cannot* be used to prove identity. To prove identity, one document must be provided that contains the youth's legal name (this name will appear on the Social Security Card) and provides biographical information (date of birth, age, or parents' names) and/or physical information (photograph, or physical description- height, eye and hair color, etc.). You could use the following documents:

- Health insurance or Medicaid card
- Certified copy of medical record (clinic, doctor or hospital)
- Hospital record
- School identity card
- Other school records maintained by the school

If the youth was born outside the U.S., there must also be documents to prove U.S. citizenship or current, lawful status. In most cases, you can mail or take the application with the evidence documents to any Social Security Office. To find social security office locations, go to <https://secure.ssa.gov/apps6z/FOLO/fo001.jsp>. However, if you live or receive mail in Brooklyn or Queens, NY you must apply in-person or by mail to a *Social Security Card Center*.

For Social Security Card Center information, go to: <http://www.ssa.gov/cardcenters/cardcenterinfo.html>. It is best, though, for the youth to apply in person (accompanied by a government representative). The government representative should bring a letter on agency letterhead indicating the youth is in care. Bring your own photo identification (preferably photo work identification).

NOTE: If the youth is age 12 or older and you know they have *never* received a Social Security number, they **MUST** apply in person (accompanied by a government representative) at a local Social Security Card Center or Office. Be aware that more documentation <http://www.ssa.gov/ssnumber/> will be required to obtain an *original* social security number.

Once youth have their birth certificate and social security card, they can now apply for a DMV Non-driver Identification Card.

DEPARTMENT OF MOTOR VEHICLE NON-DRIVER IDENTIFICATION CARD

A government representative must accompany the youth to a local DMV office and bring:

- Youth's original birth certificate (one with a raised seal)
- Youth's social security card; **AND**
- 4 points of proof of name.

For a complete list of proofs of identity accepted for proof of name, go to: <http://www.dmv.ny.gov/forms/id44.pdf>

Be aware that the 4 points can be fulfilled by filling out DMV form MV-45A: <http://www.dmv.ny.gov/forms/mv45a.pdf>. If you use MV-45A, the following is important information for the government representative accompanying the youth:

- Do not sign the form until you are in the presence of a DMV representative.
- The youth's representative must be a government or government-approved facility representative, and must provide his/her original facility ID card/document along with a letter on the facility's letterhead, signed by the representative's supervisor. This letter must verify the applicant's name, date of birth, address, height, eye color, the name of the facility and the name of the representative. If the letter is submitted from a government-approved facility, the letter must indicate the name of the NYS facility and the facility's certificate number.
- The representative must have a valid New York State Photo Driver License/Permit/or Non-driver Identification Card, and must show this proof along with the above documents at the time of application.

Appendix B: New York State
Department of Motor Vehicles
Disenfranchised or Homeless Youth Form

Please download DMV form here

<http://www.dmv.ny.gov/forms/mv45b.pdf>



COUNTY OF ALBANY
DEPARTMENT FOR CHILDREN, YOUTH AND FAMILIES
112 STATE STREET - SUITE 300
ALBANY, NEW YORK 12207
(518) 447-7324 - FAX (518) 447-7578
www.albanycounty.com

COLETTE V. POULIN
COMMISSIONER

GAIL GEOHAGEN-PRATT
DEPUTY COMMISSIONER

Date:
Re: Non Driver's ID Card
Name:
D.O.B.:

NY State Department of Motor Vehicles

To Whom It May Concern:

This letter is to verify in writing that _____ is a foster care youth who is in the care and custody of Colette V. Poulin, Commissioner of Albany County Department for Children, Youth and Families. Please assist him/her in obtaining a non-driver's license identification card.

Currently the youth is residing at _____. This agency's worker _____ is designated as a representative of Albany County Department for Children, Youth and Families. If you require any additional information, please do not hesitate to contact me directly at 518 447-7500. I appreciate your prompt attention to this matter.

Truly Yours,

Marian Logan
Director – Albany County Department for Children, Youth and Families
447-7500

Appendix D

Transition Plan Form - Part One: Transition Plan Discussion

http://www.ocfs.state.ny.us/main/Forms/Foster_Care/OCFS-4922%20Transition%20Plan%20Form%20-%20Part%20One%20-%20Transition%20Plan%20Discussion.dot

Appendix E

Transition Plan Form - Part Two: Transition Plan Update and Summary

https://www.ocfs.state.ny.us/main/Forms/Foster_Care/OCFS-4923%20Transition%20Plan%20Form%20-%20Part%20Two%20-%20Transition%20Plan%20Update%20and%20Summary.dot

Albany County Department for Children, Youth and Families



Independent Living Interview

The attached is a required Albany County Department for Children, Youth and Families (DCYF) Independent Living youth interview tool for youth in care.

This is the tool that DCYF will utilize when monitoring Independent Living Services.

Additionally, please be mindful that when a youth is placed in a foster home, it is also required to utilize the attached NYS OCFS Youth Voice questionnaire.

Included in this guidebook is 10-OCFS-ADM-09 “Requirements for Incorporating Youth Voice into the Annual Renewal of Certified and Approved Foster Homes”.

INDEPENDENT LIVING YOUTH IN CARE INTERVIEW

Demographic Information

Name: _____ SSN (last 4 digits): _____
Agency: _____ DOB: _____ Age: _____
DOP: _____

Albany County Department for Children Youth, and Families wants to ensure that every youth in their care is being prepared for their future. This interview will help our agency communicate with your foster care provider about all the tools and resources you will need by the time you are 17 ½ years old so that you have a greater opportunity for success and stability as you grow older. I will be asking you some questions about Independent Living Skills that you should be working on or have already developed.

Do you know what Independent Living Skills are? Yes ___ No ___

What does Independent Living mean to you? _____

Have you completed a Casey Assessment in the last six months? _____

If so, with whom? _____

If you are getting ready to exit care, has anyone developed or updated your transition plan?

Yes ___ No ___ if yes, who? _____

I. Self-Care

1. Please explain how your time in care has helped you to develop and maintain the necessary skills for Self-Care?

2. Personal Hygiene, how often do you:

Brush Teeth: _____

Bathe: _____

Comb or Brush Hair: _____

Shave: _____

Cut finger and toe nails: _____

Get Hair Cuts / Hair styled: _____

See a doctor for routine physical: _____

See a dentist for routine check up: _____

Do your laundry: _____

Apply deodorant: _____

3. Has your time in care provided you with sexual education and positive relationship building?

Yes ___ No ___ If yes how was it useful? _____

4. If you have a medical emergency do you know how to contact your doctor? Yes ____ No ____
5. If you are on medication for a medical issue or diagnosis do you feel prepared to handle the responsibility of medicating yourself? Yes ____ No ____ Maybe ____
6. Do you have a complete understanding of your diagnosis? Yes ____ No ____
7. Do you understand how to receive Mental Health Services? Yes ____ No ____
8. Do you completely understand the importance of following your treatment plan?
Yes ____ No ____
9. How often do you exercise? _____
10. How would you describe your diet? _____

11. What are your techniques when dealing with stress? _____

12. Has your agency provided with any type of drug prevention classes?
Yes ____ No ____ if yes, how were they useful? _____

13. How often does your agency encourage you to go into the community to socialize with peers other your friends from the agency? Always ____ Sometimes ____ Never ____

II. Daily Living & Home Life

1. Please explain how your time in care has helped you develop Daily Living Skills:

2. Do you have any problems getting to appointments on time or waking up in the morning for school? Yes ____ No ____ Explain _____

3. Do you know how to do laundry and iron your clothes? Yes ____ No ____
4. Do you know how to use home appliances safely? Yes ____ No ____
5. Have you been taught how and do you feel comfortable using public transportation?
Yes ____ No ____ if yes, explain how you were taught: _____

6. Has your time in care assisted you in anyway in obtaining a driver license? Yes ____ No ____
if yes, please explain what stage you are at in getting your license _____

7. When shopping for groceries, has your time in care helped you learn how to budget shop ?
Yes___ No___ read nutritious labels? Yes___ No___ how to use coupons? Yes___ No___
prepare a grocery list? Yes___ No___
8. Do you have a clear understanding of the basic food groups? Yes___ No___ and the importance
of food safety? Yes ___ No ___
9. Has your agency helped you develop the necessary skills to keep your personal living space
clean? Yes___ No___ Please explain: _____

10. Has your agency assisted you with learning how to prepare your own meals? Yes ___ No ___

III. Social Relationships & Communication

1. During your time spent in care, what have you learned about communication?

2. Would you consider yourself a good listener? Yes ___ No ___
3. Could you please explain how you deal with conflict? _____

4. When communicating in school, at work, with family and friends or in the community do you
feel that you can explain yourself so that your needs get met? Yes ___ No___
5. Do you know when, where and how to use technology devices? Yes ___ No___
Please explain: _____

6. Do you curse often when you talk and if yes does someone try and correct you?
Yes ___ No ___ Yes they correct me ___ No they do not ___
7. Do you feel you work better individually or with a group? _____
8. Can you explain what body language is? _____

9. Describe your relationship with the following people (ex: excellent, good, fair, poor, none):

Mother/guardian _____

Father/guardian _____

Siblings _____

Boy/Girl friend _____

Friends _____

Teachers _____

Employers: _____

Other _____

10. Please describe what you have learned about Social Relationships:

11. Do you have access to or know how to get in contact with siblings/relatives? Yes ___ No ___

12. Since your time in care have you ever been approached about wanting a mentor and have you been given the resources to obtain a mentor? _____

13. Do you know how to find recreational activities in the community that you're interested in? Yes ___ No ___ While in care, have you been encouraged and given the opportunity to pursue your interests? Yes ___ No ___

14. Can you explain to me how to develop a positive relationship (ex: with employers, teachers, peers)? _____

IV. Study Skills

1. Please explain how your agency has helped you with developing strong study skills:

2. Can you please explain to me how you think your performance is in school?

Excellent ___ Good ___ Fair ___ Poor ___ Why? _____

3. Does anyone ever help you with your homework assignment? Yes ___ No ___
How often? _____
4. Do you believe you will graduate before the age of 18? Yes ___ No ___
If not, why? _____

5. Will you be leaving care with a High School diploma, GED, enrolled in College, vocational trade or a job? Yes ___ No ___ If so, which one? _____
If not, please explain why: _____

6. Does your agency provide you with a quiet environment to study after school? Yes ___ No ___
7. If you are struggling in school does your agency provide you with a tutor? Yes ___ No ___
if yes, is the tutor a teacher, someone from the community, or a peer? _____

V. Career Planning

1. If your goal is to attend college or a have a vocational trade, is anyone helping you to reach this goal? Yes ___ No ___ if so, who? _____
2. College
 - Are you interested in College? Yes ___ No ___
 - Does anyone encourage you to attend College? Yes ___ No ___ If yes, who? _____

 - Have you taken a College Tour? Yes ___ No ___
 - Has anyone explained to you how to apply to College? Yes ___ No ___
 - Has anyone discussed financial aid with you? Yes ___ No ___
 - Do you feel you have a strong understanding of the college enrollment process?
Yes ___ No ___
3. If you are planning to attend college, what college are you interested in and what major would you like to pursue? _____
4. Do you know about Educational Training Vouchers and if so, have you filled one out?
Yes ___ No ___ I have filled one out ___
5. Are you thinking about attending a Vocational Trade School? Yes ___ No ___ If yes,
 - What trade? _____
 - Have you done any job shadowing? Yes ___ No ___
 - Who is working with you? _____
 - Have you completed any career exploration? Yes ___ No ___
6. Did you know that you may be eligible for training and job readiness support through ACCES? Yes ___ No ___ if yes, have you applied? _____

VI. Housing

1. Do you know how to search for an apartment? Yes ___ No ___ Please explain _____

2. Has your agency explained the importance of:
 - Security deposits: Yes ___ No ___
 - Rights of tenants: Yes ___ No ___
 - Renters' insurance: Yes ___ No ___
 - How to secure utilities/phone service: Yes ___ No ___
 - Credit Check: Yes ___ No ___
 - Reference letters Yes ___ No ___

3. Do you believe that the information you have learned through your agency would be helpful to obtaining a safe and decent housing unit? Yes ___ No ___

4. Has your agency provided you with emergency shelter information? Yes ___ No ___

5. Has your agency given you the information about Aftercare Services? Yes ___ No ___
Please explain what you know _____

VII. Money Management

1. Do you know how to open a checking and/or savings account? Yes ___ No ___

2. Do you have a checking or savings account? Yes ___ No ___
if yes, do you have money saved? _____

3. What do you know about credit cards? _____

4. Can you explain the difference between needs and wants? _____

5. Do you know how to:
 - write a check: Yes ___ No ___
 - apply for a loan: Yes ___ No ___
 - apply for a bank card/debit card: Yes ___ No ___
 - use an ATM machine: Yes ___ No ___
 - withdraw money from a bank: Yes ___ No ___
 - deposit money into a bank: Yes ___ No ___

7. Has your agency offered any money management/budgeting workshops or classes? Yes ___ No ___ if so, were they helpful? _____

8. Do you receive a monthly stipend? Yes ___ No ___

If yes, how do you spend it? _____

9. Has someone at your agency explained the meaning and the importance of your credit score?
Yes ___ No ___

VIII. Work Life

1. Has your agency helped you to develop the necessary resources to obtain a job?
 - Do have a resume complete _____
 - Do you have a cover letter _____
 - Do you have reference letters _____
 - Mock Interviewing skills _____
 - Have you practiced filling out applications _____ On-line _____
 - NY State ID/Drivers License _____
 - Social Security Card _____
 - Birth Certificate _____
 - Proper interviewing clothing _____
 - Job searching resources / access to computers, newspapers _____

2. Has your agency prepared you for maintaining employment? Do you know how to:
 - Management conflict? _____
 - Manage Time? _____
 - Manage Stress? _____
 - Request time off? _____
 - Ask for raises? _____
 - Understand your benefits? _____
 - Understand your pay stub? _____
 - Be safe in the work place? _____
 - Dress for success? _____
 - Keep your resume updated? _____
 - Take advantage of workforce trainings? _____

3. Has your agency discussed with you obtaining a job coach? Yes ___ No ___

4. Do you feel a job coaching would be helpful to you? Yes ___ No ___

5. Has your agency taken you to any Job Fairs? Yes ___ No ___

Do feel that your time in care has prepared you to be self-sufficient? Yes ___ No ___

If no, please explain areas that you believe the agency needs to improve on: _____

Supervision to 21 potential services

This information is provided to youth at the transition meeting



Supervision to 21 Potential Services

Edited Nov 2011

Instructions:

Supervision to 21 aftercare services will be available to you starting when you turn 17 1/2 years of age and until you turn 21. Here is a list of potential services that your case manager can provide for you in this program. This list is not comprehensive. If you would like to work on other things, please inform your case manager.

Potential Services:

- Identify 3 people you can count on
- Provide skills trainings (individualized or group)
- Help you to secure housing (e.g., how to conduct an apartment search, etc)
- Help you to secure employment (e.g., how to use online resources, ACAP/Career Pathways/Career Services, state, county, federal jobs, Job Corps, AmeriCorps, etc.)
- Help you to apply to college (e.g., undergraduate, trade school, etc.)
- Secure medical coverage (e.g., Medicaid, Child Health Plus, Planned Parenthood, location of clinics, free physicals at local shelters, etc.)
- Obtain government documents (e.g., identification card, license, birth certificate, social security card, medical/immunization records, and education records)
- Apply for assistance (e.g., food stamps, WIC, Temporary Assistance, etc.)
- Conduct skills assessments (e.g., Daniels Assessment)
- Focus groups with other Supervision to 21 clients to improve our program (coming soon!)

Supervision to 21 referral form (for County worker use)
Albany County DCYF has a contract with Equinox for Supervision to 21.
This form is completed by an Albany County employee.



Community Services Agency
59 Dongan Ave, Albany, NY 12206
Phone: (518) 689 - 2129
Fax: (518) 689 - 2133

**REFERRAL FOR INDEPENDENT LIVING
SUPERVISION UNTIL 21 SERVICES**

*Directions: Please fax this form the fax number listed above when the youth turns 17 ½.
The Supervision CasePlanner will attempt to make contact with the current county case worker and youth at this time.*

Name of Youth: _____

Address of Youth: _____

Date of Birth: _____ Phone and/or Contact # _____

County Caseworker (prior to the youth turning 18): _____

Phone #: _____

Supervision Caseworker (after the youth discharges): _____

Phone #: _____

CIN#: _____

Employed: ___ yes ___ no Where? _____

List permanency resources (e.g., staff, family members, mentors, friends): _____

List past residential placements and staff: _____

Are there any medical conditions which we should be aware of? _____

Primary Doctor Name: _____

Has there ever been an attempt of suicide? _____

Any outstanding legal issues? _____

Is the youth violent or has the youth been violent in the past? _____

Please add any comments which might be helpful in order to better serve youth referred: _____

Please include a copy of most recent: FASP, Transition Plan, Casey Assessment



Supervision to 21
Rules and Responsibilities
Edited Nov 2011

Instructions:

To be addressed during FIRST MEETING. Client should read and initial the following to confirm that he/she understands the following responsibilities. Phone meetings will be conducted if in-person meetings are not possible.

_____ I will meet with my case manager (CM) at least twice per month.

_____ I will call my CM to set up my own meetings.

_____ I will show up to my meetings on time.

_____ I will take an active role in my ST21 meetings.

Client Name (printed): _____

Signature: _____

Date: _____

Case Manager Name (printed): _____

Signature: _____

Appendix H

ETV and Scholarship Information

Please click on this link for the
NY State ETV Program

<https://www.statevoucher.org/state.shtml?state=NY>

Click on the link below for all of the necessary
forms for the Application Packet

https://www.statevoucher.org/doc/NY_OVERALL.pdf

APPENDIX I - SUGGESTED RESOURCE LIST

- 211
- 911
- ACCESS-R (formerly VESID)
- A- Plus Program (Albany City School District)
- Ala-Teen
- Albany County DCYF - Youth Bureau
- Albany County Health Department
- Alpha Teen Pregnancy
- Capital District Transportation Authority (CDTA)
- City of Albany Career Central -One Stop
- City of Albany Summer Youth Employment
- City of Albany Youth & Workforce Services
- Cornell Cooperative Extension of Albany County
- Driver Education courses
- Equinox, Inc.
- Foster Care Handbook
- Gay and Lesbian Community Center
- Girls, Inc.
- High school counselor
- In Our Own Voices
- Job and Trade fairs
- Job Corps
- Lambda LGBT Community Services
- Legal Aid Society
- Library
- Local financial institutions
- Local Police department- Community Services Unit
- M.O.D.E.L. – Men Organized to Develop, Empower and Lead
- Northeast Career Planning
- New York ETV Program
- NYS DMV
- NYS DOL Career Zone
- NYS OPWDD
- Orphan Foundation of America
- Permanency Pact
- Red Cross
- Transition Coordinator – Provider agency
- United Tenants Association
- University at Albany - Professional Development Program
- Upper Hudson Planned Parenthood
- Whitney M. Young Jr. Health Center – Young Fathers’ Program