

Attachment 9. IL Service Planning Checklist (Step 4)



Youth name (first/last): _____ Date completed: _____

Completed by: DHS/tribal caseworker ILP worker Name: _____

Well-Being and Community

Personal Growth & Social Development	Overall status: {Select one}	Stages
1. Self-esteem (e.g., confidence, sense of self and self-worth, recognizes own strengths, proud of accomplishments)		{Select one}
2. Recognizing needs (identifying and exploring areas for personal growth and skill development)		{Select one}
3. Self-determination (setting personal goals and taking action, advocating for self, believing in capacity to succeed)		{Select one}
4. Internal motivation (consistent effort, working through challenges, learning from experience, growth mindset)		{Select one}
5. Delayed gratification (negotiating between short-term desires and long-term goals)		{Select one}
6. Planning & problem-solving (finding multiple solutions, considering pros/cons, making informed decisions, back-up plans)		{Select one}
7. Emotional regulation (identifying feelings, recognizing triggers, tolerating distress, using coping skills and self-care)		{Select one}
8. Communication skills (listening and asking questions, offering ideas, staying in touch)		{Select one}
9. Interdependence skills (responding to other's perspectives, feelings and needs, being cooperative, supporting others)		{Select one}
10. Negotiation skills (being willing to compromise, discussing expectations, how to "schmooze" to get along when needed)		{Select one}
11. Help-seeking skills (knowing who, when and how to ask for help)		{Select one}
12. Social capital skills (identifying and recruiting new sources of support or resources)		{Select one}

Family Support & Health Relationships

Family Support & Health Relationships	Overall status: {Select one}	Stages
1. Permanency and the importance of maintaining close and supportive relationships over a lifetime		{Select one}
2. Identifying who is in their support system and how they can help them in the future		{Select one}
3. Healthy relationships and how to maintain them (family, peers, romantic, sexual, etc.)		{Select one}
4. Communicating and/or reconnecting with family of origin when desired		{Select one}
5. Resolving conflict and rebuilding relationships when desired		{Select one}
6. Recognizing unhealthy relationship patterns (lack of trust, disrespect, unpredictable, unsafe, exploitive, etc.)		{Select one}
7. Recognizing domestic/family violence , how to prevent it and how to seek help		{Select one}

Youth name: _____

8. Parenting/childcare skills (<i>as needed</i>)	{ Select one }
9. Responsible parenthood skills (<i>as needed</i>)	{ Select one }
10. Benefits and risks of social media and other sites (<i>sharing personal info, bullying, false identities, etc.</i>)	{ Select one }
11. OTHER identified knowledge/skill/activity:	{ Select one }
12. OTHER identified knowledge/skill/activity:	{ Select one }
Health Education & Risk Prevention	Overall status: { Select one }
1. Benefits of healthy eating (<i>nutrition, portions, variety, etc.</i>)	{ Select one }
2. Benefits of regular exercise and recreation	{ Select one }
3. Personal hygiene and how to maintain it	{ Select one }
4. Basic first aid and what to do in an emergency	{ Select one }
5. Medical and dental insurance (<i>coverage, benefits, records, Former FC Youth Medical Program, etc.</i>)	{ Select one }
6. Medication management (<i>understanding any medications that they take, getting prescriptions filled, over the counter meds, etc.</i>)	{ Select one }
7. Healthy sexuality (<i>respecting the gender identity/sexual orientation of self and others, healthy expression of love/intimacy, developing meaningful intimate relationships while avoiding exploitative or manipulative ones</i>)	{ Select one }
8. Preventing pregnancy and family planning	{ Select one }
9. Preventing exposure to STDs	{ Select one }
10. Avoiding risks , and understanding the legal and other consequences of risks	{ Select one }
11. Dimensions of mental health and how to recognize the need for support	{ Select one }
12. Risks related to substance use and how to recognize the need for support	{ Select one }
13. How and where to access resources to maintain physical and mental health	{ Select one }
14. Understanding healthy risk-taking and how it differs from unhealthy or unsafe risk-taking/activities	{ Select one }
15. Understanding the importance of preventative care to avoid physical illness or mental health crises	{ Select one }
Current priorities for skill-building activities	

Youth name: _____

Education and Employment		
High School Skills/Support	Overall status: {Select one}	Stages
1. Getting homework help or tutoring when needed		{Select one}
2. Attending school regularly and on time		{Select one}
3. Maintaining grade point average		{Select one}
4. Study skills (<i>preparing for exams, turning work on time, etc.</i>)		{Select one}
5. Accessing academic counseling and informal support as needed (<i>school counselor, ASPIRE, DREAM Conf., etc.</i>)		{Select one}
6. Improving literacy and math skills, if needed		{Select one}
7. Participating in available extracurricular activities		{Select one}
8. Identifying and monitoring academic goals		{Select one}
9. Communicating with adults about academic successes, challenges and plans		{Select one}
10. Graduation requirements (<i>high school diploma, modified diploma or GED prep/support, dual enrollment in HS/college</i>)		{Select one}
11. OTHER identified academic skills or supports:		{Select one}
12. OTHER identified academic skills or supports:		{Select one}
Post-Secondary Skills/Support	Overall status: {Select one}	Stages
1. Post-secondary options (<i>various schools/ training paths</i>)		{Select one}
2. Personal and academic requirements for different kinds of school/training programs		{Select one}
3. SAT/PSAT/ACT and other placement test preparation		{Select one}
4. Costs of post-secondary education/training		{Select one}
5. Financial aid options/resources (<i>grants, scholarships, etc.</i>) and how to apply for them		{Select one}
6. Accessing various campus supports		{Select one}
7. Envisioning themselves as a successful college student		{Select one}
8. Exposure to campus life (e.g., campus tours, college fairs)		{Select one}
9. Maintaining academic requirements (<i>maintaining academic standing, etc.</i>)		{Select one}
10. Determining required classes/credits to complete program/degree		{Select one}
11. OTHER identified knowledge/skill/activity:		{Select one}
12. OTHER identified knowledge/skill/activity:		{Select one}

Youth name: _____

Employment/Career Preparation	Overall status: {Select one}	Stages
1. Exploring and identifying future career goals (<i>volunteer, job shadow, aptitude tests, etc.</i>)		{Select one}
2. Identifying steps and job skills needed to get to career goal		{Select one}
3. Writing a professional-looking resume and fully completing a job application		{Select one}
4. Participating in research/informational or mock interviews (<i>skill</i>) or actual job interviews (<i>applied</i>)		{Select one}
5. Searching and applying for a job they are qualified for		{Select one}
6. Networking and volunteering in ways that can lead to employment		{Select one}
7. Documents needed for employment (<i>state ID, SS#, W4, food handlers card, etc.</i>)		{Select one}
8. Workplace values (<i>customer relations, supervisor authority, time management, harassment, etc.</i>)		{Select one}
9. Demonstrating job qualifications (<i>e.g., National Career Readiness Certificate, job references</i>)		{Select one}
10. Accessing job training/placement services (<i>e.g., WIOA, Goodwill, Employment Office, service learning</i>)		{Select one}
11. OTHER identified knowledge/skill/activity:		{Select one}

Current priorities for skill-building activities

Daily Living		
Money Management	Overall status: {Select one}	Stages
1. Budgeting skills (<i>making a budget and living within it, prioritizing needs over wants, enough for food and bills, etc.</i>)		{Select one}
2. Responsible consumerism (<i>smart shopping, consumer awareness, etc.</i>)		{Select one}
3. Bank accounts (<i>checking, savings, overdraft fees, deposit schedules, credit unions, etc.</i>)		{Select one}
4. Planning for a financial emergency		{Select one}
5. Saving money for planned and unplanned life events		{Select one}
6. Managing credit (<i>cards and loans, getting credit reports/rating, risks, etc.</i>)		{Select one}
7. When, why and how to file state and federal taxes		{Select one}
8. Reading a pay stub/wage statement (<i>the difference between gross and net pay, etc.</i>)		{Select one}
9. OTHER identified knowledge/skill/activity:		{Select one}
10. OTHER identified knowledge/skill/activity:		{Select one}
Housing & Home Management	Overall status: {Select one}	Stages
1. Housing options before and after leaving care (<i>subsidized, transitional, dorms, etc.</i>)		{Select one}
2. Renting a place to live (<i>search, application, walk-through inspections, security deposits, Rent Well classes, etc.</i>)		{Select one}
3. Considerations for choosing where to live (<i>safety, transportation, near family and friends, etc.</i>)		{Select one}
4. Why young adults may need to have a cosigner and/or rental reference (<i>and how to get one</i>)		{Select one}
5. Renter rights and responsibilities (<i>quiet hours, landlord complaints, etc.</i>)		{Select one}
6. Choosing and living with roommates (<i>roommate agreements, resolving conflict, etc.</i>)		{Select one}
7. Grocery shopping skills (<i>planning meals, keeping lists, considering cost and budget, etc.</i>)		{Select one}
8. Cooking meals for yourself (<i>preparation, recipes, safely handling food, etc.</i>)		{Select one}
9. Laundry and housekeeping (<i>e.g., clean floors and bathroom, washing clothes, towel, dishes, etc.</i>)		{Select one}
10. Setting up and paying for utilities		{Select one}
11. Basic maintenance and home safety (<i>locks, smoke detectors, etc.</i>)		{Select one}
12. Assessing the need for various furniture and household items (<i>e.g., kitchen items</i>)		{Select one}
13. Maintaining stable living arrangements (<i>using the Household Expectations and Guidelines, leases/rent/utilities assistance, etc.</i>)		{Select one}
14. Options for emergency housing if needed (<i>shelters, discuss with adult supporters, etc.</i>)		{Select one}
15. OTHER identified knowledge/skill/activity:		{Select one}

Youth name: _____

16. OTHER identified knowledge/skill/activity:	{ Select one }
Transportation/Other Daily Living Skills	Overall status: {Select one}
Stages	
1. Transportation options (<i>public transportation, car, etc.</i>)	{ Select one }
2. How to study for and get a driver's permit and license	{ Select one }
3. Driver safety and the rules of the road (<i>traffic violations, DUI, valid license, etc.</i>)	{ Select one }
4. Vehicle ownership (<i>how to buy a car, registration, insurance, etc.</i>)	{ Select one }
5. Basic car maintenance and repairs	{ Select one }
6. Using public transportation (<i>buying tickets or passes, rules and etiquette, citations, etc.</i>)	{ Select one }
7. Having an emergency transportation plan to get to school, work or appointments	{ Select one }
8. Maintaining a personal filing system in a safe place (<i>for birth certificate, social security card, etc.</i>)	{ Select one }
9. Understanding the role of the court , hearings, attorneys and CASAs related to their case and future emancipation	{ Select one }
10. Understanding the risks of sharing personal information online (<i>personal safety, identity theft, etc.</i>)	{ Select one }
11. Understanding the Oregon Foster Children's Bill of Rights , contacting the ombudsman, <i>Important Contact Information</i> form 9015	{ Select one }
12. Understanding extended foster care (<i>age 18–20</i>) and related rights and responsibilities	{ Select one }
13. Understanding foster care re-entry and expected requirements around accessing continued supports	{ Select one }
14. OTHER identified knowledge/skill/activity:	{ Select one }
15. OTHER identified knowledge/skill/activity:	{ Select one }
Current priorities for skill-building activities	

Youth name: _____

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