

Youth Assessment Summary (Step 2)

Young person's legal name (first and last): _____

Young person's preferred name: _____

OR-Kids case number: _____

OR-Kids person number: _____ Date completed: _____

Completed by: ODHS or Tribal caseworker ILP worker

Worker name(s): _____

Use the chart below to estimate readiness by domain, based on knowledge gathered from observations and discussions with the young person and their adult supporters. Note that some domains and stages will be less relevant, depending on individual development or circumstances. The goal is to increase knowledge and experience in ways that better prepare that particular young person for future transitions. (See next page for instructions.)

Domains	Stage 1: Awareness	Stage 2: Learning	Stage 3: Doing	Current priorities or other information <i>(All fields are required)</i>
Well-being and community				
Personal growth and social development:				
Family support and healthy relationships:				
Health education and risk prevention:				
Education and employment				
High school skills and supports:				
Post-secondary skills and supports:				
Employment and career preparation:				
Daily living				
Money management:				
Housing and home management:				
Transportation and other living skills:				

Instructions

- **Stage I** means there is some awareness, but skills in this area haven't been developed yet.
- **Stage II** reflects ongoing skill-building and exploration activities.
- **Stage III** means skills have been applied to meet goals. The circles indicate progress within each stage, as follows:

	Stage I: Awareness	Stage II: Learning	Stage III: Doing
First circle	Has minimal information about this topic area	Has started gaining knowledge and new skills in this area	Has started applying some skills in real-life settings or activities, with support
Second circle	Has basic information about this topic area and some understanding of why it is important	Has basic knowledge and skills in this area, needs further opportunities to practice and strengthen most skills	Is regularly applying some skills in real-life settings and activities, with limited support
Third circle	Has solid information about this topic and understands why it is important, but has not started developing knowledge or skills	Has solid knowledge and skills in this area, but has not started applying these in real-life settings or activities	Is consistently applying many skills in real-life settings and activities, with limited support (May stay in this stage for as long as provider monitors application of skills)

Use the last column to note current priorities or additional information:

- Indicate current priorities the young person is going to work on in the next six months (whether this will be on their own, with ILP help, or with help from a caregiver, caseworker, etc.).
- Note any additional information that would help explain why some domains may be more or less relevant. There may be developmental or circumstantial factors that should be understood (for example, high school completion has been achieved, not of working or driving age, not currently post-secondary planning, natural support network building, learning public transportation, home related responsibilities at various developmental stages, etc.).

Update this readiness summary every year (or more frequently, as needed) to inform the Youth Transition Plan (Step 3). Consider overall progress in increasing readiness, as indicated by goals accomplished, the Life Skills Checklist, monthly reports and other indicators. You may move a young person to a higher or lower circle within a stage, move to the next stage due to progress, or not move the status at all for some domains.

Other formats and languages

You can get this document (DHS 0069) in other languages, large print, braille or a format you prefer free of charge. Contact Youth Transitions at ILP.Central@odhsoha.oregon.gov or 503-945-5688 (voice/text). We accept all relay calls.