

Comprehensive Transition Plan

User's Guide

The **T1** and **T2** :

Powerful tools to help prepare youth for the transition from foster care to adulthood

T1: Transition Readiness Index

A tool to aid in measuring how ready a youth is for life on their own after foster care.

T2: Comprehensive Transition Plan

A tool for developing a custom plan for a young person that will assist them in being prepared for the transition from foster care

INTRODUCTION

What happens when you've grown up in foster care and suddenly you're on your own?

The difficult and often painful answers to this question are reflected in statistics about what happens to foster youth within their first few years of leaving care:

- only about half had completed high school
- a little less than half had jobs
- among females, 60% had given birth
- one quarter had been homeless for at least one night
- fewer than 1 in 5 were completely self-supporting

Tools are available in order to help young people better prepare for their transition out of foster care and into adulthood. As a supportive adult to a young person in care, you can use these tools to help youth beat the odds by preparing for a successful transition:

- Ansell-Casey Life Skills Assessment (ACLSA) is a tool to assess a youth's skill level, and is free at: www.caseylifeskills.org.
- Assess a youth's readiness for emancipation by using the **T1** (CF69, Transition Readiness Index)
- Develop a comprehensive plan to provide services that prepare the youth for adulthood by using the **T2** (CF69A, Comprehensive Transition Plan).
- FYI3 Planner* will assist a youth with organization and time management (call ILP Desk for copies).
- Ready, Set, Fly!* will provide caregivers with suggestions for teaching life skills.
- Teenage Body User's Manual* is a youth friendly book explaining bodily functions and care.
- These and other resources are available by contacting the ILP Desk at 503-945-5684.

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T1 Transition Readiness Index Instructions

An inventory of assets that are beneficial to a young person as they transition out of foster care

The T1 Transition Readiness Index (CF69) is:

- a method to measure a youth's progress in preparation for transition.
- a way for all team members (adults supporting the youth) to be on the same page, so to speak, as to the needs of a youth in order to provide appropriate support and develop a comprehensive transition plan.
- a tool that encourages involvement by youth, foster parents or caretakers, child welfare staff, bio parents, independent living providers, courts, CASAs and other supportive adults (such as a coach, teacher, mentor, relative) to maximize the level of support to ensure the greatest chance at success for a young person transitioning out of foster care.

The T1 Transition Readiness Index is not:

- ➔ a guarantee that a "high-scoring" youth will fare well as they transition out of care.
- ➔ a replacement for a comprehensive transition plan, life skills assessment or independent living skills. It should be used in conjunction with these items and services.

The concise format of the T1 delivers a summarized overview of the youth's strengths and needs. The T1 scoring system provides a valuable measurement tool for gauging readiness and progress. Preparation for transition to adulthood is a process. It is expected that a youth's T1 will be regularly updated (every six months at a minimum for Permanency hearings).

The T1 Scoring System.

Points are attributed for the completion of each item listed on the T1 form in order. The total T1 score will allow the youth's team (caseworker, foster parent, judge, CASA, attorney, review board, mentor, etc.) to measure a youth's progress over time in preparation for the transition from foster care.

It is intentional that there is not a prescribed T1 score scale to assess a youth's level of readiness. There is not a "perfect" or "exceptional" score. **The youth should not be deemed "ready to transition" simply because they have reached a specific score level.** Different youth will progress at different levels. The score should be used to gauge a youth's progress. Similar to the SAT score for entering college, a higher T1 score is better, increases in subsequent scores marks improvement, and a young person's score should only be a part of the consideration in assessing a youth's aptitude.

Use of the point system is entirely optional, the T1 form is a valuable tool even without the use of points.

The points on the T1 form (white text in small black boxes) are suggested points for the completion of the adjacent item. Space has been provided to write the number of points in the larger gray box. Total points for a section should be tallied in the right-hand column. There is space for a total T1 score at the bottom of the form.

The T1 may be used for any youth in their teen years and beyond, but it is expected that a 14 year old would not work to (and should not be expected to) obtain many of the items listed on the T1 until they are older.

It should be explained to youth and the transition team that a lack of points in an area does not necessarily represent a failure on the part of the youth. It simply indicates that a youth may have to gain an advantage in another area. For example, if a youth obtains a GED instead of a regular high school diploma (thus, less points), they may want to make sure they obtain post-secondary education or gain additional job experience.

The T1 form has been designed to hold information that a young person may need to access in the future (like social security number, phone numbers, emergency shelter providers). It is important that each section be completed as fully as possible. This way, a young person will have a central location to obtain important information and will be aware that each transition team member also has retained a copy of the information.

Form Instructions

The T1 is intended to be a snapshot in time that indicates what a youth has already completed. Therefore, it is important to only list items which the youth has completed, not what they hope to do or intend on doing.

PLEASE NOTE: some of the information listed on the T1 form is confidential and private. **Care should be taken to guard the information.** Ask judges to conduct an In-Camera Review to determine if the information can be kept out of public record or that private information be stricken. Be sure youth understands what type of information should be kept private and who that information should/should not be shared with.

Guidance for each section of the T1 Transition Readiness Index:

Youth Information

It is highly recommended that the youth themselves fill out the T1 form. Even if it means an adult helper read and write answers to the form, it is best if the youth provide as much of the content for the form as possible.

➔ *Projected date youth will leave care.* The date of emancipation often comes as a surprise to young people leaving care. It is imperative that this date be clear to the youth, along with the impact of emancipation (loss of housing, health care, etc.)

Independent Living Preparation

The independent Living Program provides a wealth of valuable skills training, assessments, peer support, mentoring and more.

- *Participates in Independent Living Program.* Provides youth with life skills and preparation for transition to adulthood. Does the youth voluntarily participate? Adjust points by taking into consideration the frequency of youth's participation.
- *Level of involvement.* List frequency of participation, such as "attends weekly" or "monthly sessions".
- *Assessment Completed (type).* List name of assessment completed. DHS workers are required to use the ACLSA (Ansell Casey Life Skills Assessment). The ACLSA is freely available at www.caseylifeskills.org. Also list *Date Completed*.
- *Updated within 6 months?* Only check this item if the ACLSA has been completed within the last 6 months, indicating that an updated inventory of the young person's life skills has been considered.
- *Comprehensive Transition Plan completed.* Has a comprehensive plan (T2/CF69A or B) been developed to help the youth prepare for life on their own after foster care? You may use the Ansell-Casey planning tools also (www.caseylifeskills.org). The Comprehensive Transition Plan should be completed by a team of supportive adults and should always include substantial youth input. Include *Date Completed* (is to be reviewed with the rest of the case plan every 90 days and is to be updated at least every six months).
- *Youth Approval of Plan.* It is highly important to have youth participation in the development of the comprehensive transition plan. Youth approval of plan will increase the likelihood of their cooperation in the implementation of the plan.
- *Youth Initials.* Youth should acknowledge their approval or disapproval on the assessment of their readiness on each page of the T1 form.

Social Development and Supportive Relationships

- *Permanency obtained.* Youth who have a connection to a permanent family fare better in their transitioning years. It is important to provide who *Permanency is Obtained With* (name, address, phone of the adoptive, guardian or surrogate family) on the form so that all of the youth's transition team members have the most up-to-date contact information for the family. Also list the *Legal Relationship* (such as adoptive parent, legal guardian) of the person/family the youth has obtained permanency with.

**Social
Development
and Supportive
Relationships
continued**

- *Supportive Adults.* Young people who have successfully transitioned from care consistently credit their success to a supportive individual. Three spaces for youth-identified supportive adults have been provided. It is important that the persons listed be committed to providing a permanent relationship to the young person that will last well beyond the youth's emancipation from the foster care system. For a person to fill the role of supportive adult, they must be willing to provide home address and phone number for the youth. Although their role is critical in helping youth successfully transition, only in rare instances would paid child welfare staff (caseworker, IL provider, attorney, group home staff) be listed as a Supportive Adult because their role with the youth usually substantially decreases after the youth has emancipated from care.
- *Supports Offered.* The level of support that supportive adults provide may vary; they may supply the youth with advice, emergency housing, career guidance, a place to go for holidays, help with finances, etc. A supportive adult must be willing, at a minimum, to provide the youth with their home address and phone number (space is provided to list on form).
- *Permanency Partnership Agreement (PPA).* This tool may be used to define, substantiate and verbalize a lifelong commitment an adult has made toward supporting a young person. PPAs may be downloaded from http://www.fosterclub.com/files/PermPact_0.pdf
- *Peer Support.* Youth may identify a peer (someone who is the same or similar in age to the youth) as a support in their life. It should be noted that Peer support is different than the individuals listed in the "Supportive Adult" section. Discussions with youth should take place about identifying peer support that provides positive influence.

**Housing,
Transportation
& Community
Resources**

Housing and Transportation.

- *Address After Emancipation.* This box will usually remain blank until immediately prior to a young person's emancipation from foster care. Only list once the address is confirmed (apartment has been rented, roommates have agreed to let youth move in, etc.). Being placed on a waiting list should not count. Shelter or a temporary housing should not be granted significant points, as the youth will have to struggle to fill this need again shortly.
- *Emergency Shelter.* List a place where a young person can seek emergency shelter in the event that permanent housing is lost. Youth should be familiar with the location (visit shelter) and a phone

**Housing,
Transportation
& Community
Resources
Continued**

number for the location should be listed on the T1 form.

- *Sample Rental Application Completed.* Attach a copy of a completed standard rental application. Valuable for youth reference at a later date. Has youth been provide with an FYI3 Planner to keep these types of documents?
- *Participated in Housing Skills Classes.* Generally provided through the Independent Living Program, but sometimes available through various community resources (i.e.: Ready to Rent classes).
- *Has mode of transportation.* May include youth's own vehicle, bicycle, or public transportation. Should indicate transportation that is reliable, sustainable and that the youth has the ability to access on their own.

Personal Documents.

- *Social security card in youth's possession.* Information about obtaining a replacement card can be obtained from www.ssa.gov. Youth should have a card in their possession before leaving care and should understand the importance of guarding their social security number.
- *Social Security Number* may be listed on the form to provide an easy to locate spot for the youth in the event their SS card becomes lost. Make sure youth keeps the T1 in a safe place.
- *Photo ID in youth's possession.* Today, photo identification is required on many occasions. Youth should obtain state-issued photo ID *before* leaving care. Think about plans for helping youth obtain driver's safety training and a driver's license.
- *Birth certificate in youth's possession.* Youth should obtain a certified or official copy of their birth certificate before leaving foster care.
- *Registered to Vote.* Voter registration helps engage youth to play an active role in community life.
- *Selective service registration.* Males must register for selective service when they turn 18 years old.
- *Personal filing system established.* A young person should establish a method of keeping track of important documents. Methods could include a designated box, an FYI Binder (copies available from the ILP Desk), a 3-ring notebook, a filing cabinet or a file-size expandable envelope. Youth should understand the importance of keeping personal documents safe and secure.

**Housing,
Transportation
& Community
Resources
Continued**

Community Resources.

- *Spiritual support.* May include church, synagogue or other organizations providing spiritual support.
- *Other community connections.* Include youth organizations such as Boys & Girls Club, cultural organizations, agencies where the youth volunteers, 4-H Club, other leadership clubs, etc.

**Money
Management**

- *Bank Account.* List accounts where youth has direct access to funds. List the bank or *Institution* name for the youth's accounts
- *Saving Account.* List accounts where youth has direct access to funds. List the bank or *Institution* name for the youth's accounts
- *Savings for leaving foster care.* Youth should set a goal to save a specific amount of money by their emancipation date. Savings may be used to rent an apartment, for transportation, or as a slush fund for emergencies. List the youth's current savings balance to gauge progress toward the savings goal. Points should be awarded according to amount saved toward the goal.
- *Additional Source of funds.* List income the youth receives (besides income from job). Social security, disability income, ILP housing support may all be listed here. A separate sheet should be attached detailing the amount and frequency of the income, the duration that the youth will continue to receive money, and contact names and phone numbers to the agency/individual providing the support.
- *Demonstrated money management skills.* List any independent living courses relating to money management that the youth has taken. Also list skills acquired in the home or at school. Skills might include credit, budgeting, balancing checkbooks/accounts, consumer skills, etc.

**Work & Study
Skills**

Education.

- *High School Diploma.* Only check box and grant points if diploma has been obtained. List school and date of graduation.
- *GED.* If youth pursues GED instead of a regular high school diploma, only to be checked after GED is obtained. Only check this box if a GED diploma was obtained instead of a regular high school diploma (do not check both "High School Diploma" and "GED"). List school and date GED obtained.

Work & Study Skills Cont'd.

- *Enrolled in Post Secondary Education.* May include University, Community College, vocational or trade school, etc. Only credit points after youth has enrolled (not simply intent to enroll). List School or Institution.
- *Writing Skills Demonstrated.* Writing skills are used in most career opportunities and in many other areas of life. Young people deficient in writing skills may need to make up by gaining an advantage in another area. Assess the youth's writing level (should be at or near grade level) using any standardized test, usually administered by the school.
- *Math Skills Demonstrated.* Math skills are used while budgeting, grocery shopping, on the job, balancing a checkbook, and in many other aspects of adult life. Young people deficient in math skills may need to make up by gaining an advantage in another area. Assess the youth's math level (should be at or near grade level) using any standardized test, usually administered by the school.

Employment.

- *Currently Employed Full Time or Part Time.* List current employer, contact name (supervisor) and a phone number.
- *Sample Employment Application.* Attach a copy of a completed standard employment application or a résumé. Valuable for youth reference at a later date.
- *Previously Employed Full Time or Part Time.* List previous employer, contact name (supervisor) and a phone number. Points to be subtracted if previous employment ended in a firing, or if youth was employed for less than three months, demonstrating the importance of consistent and positive work experience.
- *Demonstrated Work & Study skills.* An area to list the youth's employment related skills. Transition Team may use this opportunity to build youth's self-esteem by generously complimenting talents and skills. Team may also want to indicate how talents and skills relate to employability and career choices.

Self Care**Health.**

- *Medical Coverage After Care.* This box will usually remain blank until immediately prior to a young person's emancipation from foster care, as accessibility to health care plans may change over time. Duration of care should be specified. Attach a copy of Medical Card,

**Self Care
Continued**

if possible.

- *Applied for OHP before leaving foster care.* A young person in Oregon must apply for the Oregon Health Plan prior to discharge from care in order to be considered for coverage. If a youth applies after they leave care, their application will be considered with all other Oregon applicants, and the youth may be placed on a long waiting list (and have a lapse in coverage). If age 19 or older, youth must meet OHP Standard eligibility criteria to receive coverage.
- *Provider and ID Number.* List the Medical Insurance provider and the youth's identification or client number.
- *Doctor's Name.* List the youth's most current Doctor, even if the youth no longer has health insurance. Assist youth to compile medical records if multiple doctors/providers have been accessed. Confirm that immunizations are up-to-date. List *Phone Number*.
- *Dentist's Name.* List the youth's most current Dentist, even if the youth no longer has dental insurance. List *Phone Number*.
- *Emergency Providers Identified.* List a place where a young person can seek emergency medical attention. Youth should be familiar with the location (visit Emergency Provider) and a phone number for the location should be listed on the form.
- *Mental Health Coverage.* List coverage to be provided after emancipation from foster care. This box will usually remain blank until immediately prior to a young person's emancipation from foster care, as accessibility to health care plans may change over time. Duration of care should be specified. Attach a copy of Mental Health or Medical Card, if possible.
- *Demonstrated Self Care Skills.* Generally provided through the Independent Living Program, but sometimes available through various community resources. May include first aid training, sex or relationship education, etc.

Other Indicators.

- *Age.* It is almost always a disadvantage to emancipate at too early of an age. Grant additional points as a youth is able to develop and mature with the support of caring adults.
- *Drug Free.* A high percentage of young people in foster care have parents who had drug or alcohol dependency problems. Young people transitioning out of care should avoid these dangerous

Self Care Continued

pitfalls and avoid this unnecessary stress.

- *In Treatment.* A young person who has had a drug or alcohol problem and is currently in treatment or has completed treatment is more likely to kick these unhealthy habits.
- *Non-Smoker.* Smoking is a high-risk activity that can cause significant health problems.
- *Reporting Method.* List how the drug/alcohol use (or non-use) was verified. It is acceptable to have the youth self-report, but the team may consider giving partial points or may rely on corroboration from a foster parent, counselor, etc.
- *Not Currently on Probation/Parole and No Felony.* Young people who avoid illegal behavior are more likely to stay safe and succeed as young adults. Felony crimes make it very difficult to rent an apartment or obtain employment, so additional points are given to youth who avoid this adversity.
- *Non-parent.* Teens and young adults who have become young parents often have a tremendous challenge ahead. Youth should understand that it is highly advantageous to establish oneself with education, housing, career, finances etc. before becoming a parent. If a youth is a teen parent and has missed out on these points, it is highly important that they work to make up the difference by gaining an advantage in other areas.

Daily Living Skills

- Demonstrated Daily Living Skills.* List any independent living courses relating to daily living skills that the youth has taken. Also list skills acquired in the home or at school. Skills might include housekeeping, cooking, laundry, etc.

T1 History

Logging of past T1 Scores and dates allows team members to conveniently track a young person's progress over time.

Total T1 Score

Add the points in the right-hand column (both sides) to calculate the total T1 Score. Transfer this score to the top right-hand corner of the front page (for convenient viewing), along with the date the T1 was scored.

Transition Team Members

Indicate all members of the youth's transition team, along with their role (caseworker, foster parent, CASA, etc.). Be sure to include the youth as a team member. List a phone number for each contact person, for reference by the youth and each team member.

T2 Comprehensive Transition Plan

A template for creating a youth's plan for the transition to adulthood

The Comprehensive Transition Plan (CF69A) is:

- the required tool to be used in drafting a Comprehensive Transition Plan that meets the requirements of Oregon Revised Statute (ORS) 419B.343 and the DHS Youth Transitions policy I-B.2.3.5.
- flexible, allowing for incorporation of other plans for the youth (including IEP, DD, YTP, Ansell-Casey, etc) while minimizing duplication.
- a tool that encourages involvement by youth, foster parents or caretakers, child welfare staff, bio parents, independent living providers, courts, CASAs and other supportive adults (such as a coach, teacher, mentor, relative) to maximize the level of support to ensure the greatest chance at success for a young person transitioning out of foster care.

The T2 Cover Page

The T2 (CF69A) cover page can be used regardless of what tool you decide to use to complete the Youth's Comprehensive Transition Plan. For example, if the Ansell-Casey Planning Tool is used in conjunction with the youth's IEP (individualized Education Plan), the T2 cover page should be used to bind the documents together.

Using the T2 cover page along with the rest of the T2 forms provided will help you to create a comprehensive transition plan that meets all the requirements of Policy I-B.2.3.5. Additional transition planning instructions can be found in Procedures Manual, Chapter 4, section 29.

Choose Your Version: the T2 Short or T2 Complete

The T2 Short Version (CF69B)

The T2 Short Version consists of the T2 Cover page and one additional page that contains a chart with the seven areas which are required to be covered in the youth's comprehensive transition plan:

- Education
- Housing
- Community Connections and Supportive Relationships
- Employment
- Health
- Transportation
- Life Skills

The document is available in either Microsoft Word or WordPerfect format. As you type the youth's plan into the form, the document will increase in size.

The advantage to the T2 Short Version is that it may be less intimidating to the youth (or the other team members) because it may be presented as a 2-page document. In the end, once you have completed the plan, the document will likely contain additional pages.

The disadvantage to the T2 Short Version is that it's limited space will restrict you if you plan to fill the form out by hand. Also, the T2 Short Version does not contain prompts, or sample questions, which can be helpful in drafting the youth's plan.

The T2 Complete Version (CF69A)

The T2 Complete Version consists of the T2 Cover page and a full page dedicated to each of the seven areas which are required to be covered in the youth's comprehensive transition plan. **The CF69A MUST be used when completing the Benchmark Review.**

The advantage to the T2 Complete Version is that it contains prompts, like sample questions, that can guide you, the youth and other team members along as you draft the transition plan. If you prefer to hand write the youth's plan (often convenient when working in the field), the T2 Complete Version provides adequate space.

The disadvantage of the T2 Complete is that is a lengthy document and may be intimidating to the youth or other team members.

Prompt Questions

The list of questions on the following pages will help guide you in putting together a comprehensive plan. The items in the list may be "copied and pasted" into the short-term goals section of the T2.

Education

14-16 year olds:

- Emphasize and assist with school continuity (Stress attaining a high school diploma over GED, help youth continue to attend original school, advocate for appropriate IEP/504 plan)
- Evaluate credits (If behind, create plan for making up missed credits)
- Identify education options and goals (Job training/Jobcorps, vocational/technical training, community college, college/university)
- Identify and start preparing for requisite tests (PSAT, SAT, ACT)

16 years to emancipation:

Same as 14-16 year olds, PLUS:

- Take relevant tests (SAT/ACT: Assist with scheduling, paying, determining which tests are necessary based on career and educational goals.)
- Complete GED, high school or training program (Youth may want to remain in care at least through high school, even if beyond 18th birthday.)
- Identify appropriate school/work (Determine which school/work to apply for based on achieved and desired skills, career goals, talents, abilities, etc.)
- Submit applications to school or work (Assist with resume, application, personal statement, interview questions.)
- Identify Scholarships and support (FAFSA, Chafee ETV, ILP housing, private scholarships, student loans, school grants, OSAC universal application, etc.).
Note: Most scholarship or grant applications are due by March 1st of each year.

Benchmark Review

17 ½ years to emancipation:

- Person with decision-making authority for education. Does the youth understand the role and responsibilities required of a person with decision-making authority? Discuss education options with youth and help them identify further education plans.
- Are there any special education needs to consider? If applicable, is the youth's disability determination current? Does the youth's special needs/disability need to be redetermined prior to age 18? What are the youth's career goals? How does that effect his/her education? Who will be in charge of the youth's records, IEP's, etc?

Housing

14-16 years old:

- Identify expected housing needs. (What kind of housing would suit those needs?)
- Identify preferred transitional housing (See Housing Options Guide for detailed list).
- Explore preparatory options (begin saving money, learn household management skills, money management, time management, decision making).

16 years to emancipation:

- Learn skills and legal rights around housing (Discussed Landlord/Tenant Law and housing rights, review a lease, gather references, provide contacts for renter's rights organization, discuss dealing effectively with landlords.)
- Identify preferred transitional housing and determine when to request a screening or pre-screening for the ILP housing program. Will the housing arrangement provide the tools for living independently? Which needs are being met and which remain unmet? Is there a preferable transitional housing situation (i.e. foster family to transitional group home)?
- Identify costs and financial resources (Rent, ILP Housing funds, financial aid, employment, section 8, security deposit/first-last months rent, relative and/or foster parent support, wages).
- Identify social and supportive needs (Proximity to family, friends, support groups, therapy; ideal roommate situation)
- Facilitate moving process (Securing furniture, truck, moving help, etc.)

Benchmark Review

17 ½ years to emancipation:

- Identify post-emancipation housing (DD Housing, review Housing Options Guide, relatives, friends).
- Does youth wish to participate in the on-going ILP housing programs or is youth prepared, supported well enough, and interested in a one-time housing payment?
- Delineate fallback resources (Family, friends, caseworker, renters organizations, shelters; include periods of time when the youth/young adult may be on a break from college or a vocational program). If available, has youth completed a Ready to Rent course?

Supportive Relationships and Community Connections

14-16 year olds:

- Provide opportunities for youth to create, maintain or strengthen supportive and sustaining relationships with birth families, fictive kin, foster and adoptive families and significant others. (Identify relationships youth would like to explore, repair and/or restore, and what supports are needed from family and adults to accomplish youth's goals. Encouraged youth to elect the people involved in his/her life.)
- Connect youth with peer and adult mentors to develop long-term relationships to serve as role models in areas like employment, transitional life skill, social support and friendship - identify through group decision-making process or through organizations (Boys and Girls Club, www.ormentors.org).
- Facilitate knowledge of and access to community resources. (Provide contacts to and information about resources in transitioning area and where youth plans to live.)
- Connect youth with culturally specific events and services in his/her community. (Population-specific resources consider ethnic, religious, legal, lingual and historic circumstances and practices of youth)

16 years to emancipation:

Same as 14-16 years old, PLUS:

- Facilitate youth becoming a mentor. (If prepared, the transition from the mentored to the mentor fosters confidence, creates bonds among foster youth and provides youth with opportunity to teach what s/he has learned-reinforcing knowledge.)
- Encourage youth to become a resource within community organization. (Again, shifting focus from student to benefactor)

Benchmark Review

17 ½ years to emancipation:

- Identify persons who will provide supportive relationships once youth leaves care. Who is the person(s) the youth can call, spend holidays with or depend on?
- Has youth completed the Permanency Pact Agreement? (see the following link: <http://transition.fosterclub.com/article/permanency-pact>)
- Identification of community resources, i.e.: where to get local food boxes, money orders, apply for food stamps, etc).

Employment

14-16 year olds:

- Identify natural skills and abilities (Discuss with youth what s/he enjoys doing and excels in and how those talents, skills and abilities can translate into employment. Provide youth with access to career aptitude tests/guides.)
- Identify long-term employment goals (In what capacity does the youth want to be employed? What are the youth's career interests? What are the desired occupations?)
- Identify long-term and short-term employment options (Which jobs and/or programs are attainable at present and what employment opportunities should be available after taking strategic steps?)
- Identify educational and training needs to attain goals (What steps must the youth take to achieve long-term employment goals? Does the youth require training? Does the youth need experience in the field? What can the youth do in the short-term to situate him/herself for a successful future?)
- Social Security Number

If not before, from 16 years - emancipation:

- Develop job search skills (Discuss where to look for employment: newspaper, internet, signs, boards, word-of-mouth. Assist youth to create a resume, application completion skills. Conduct practice interviews. Discuss how to approach the employer.)
- Develop education and training skills necessary to achieve employment goals (HS/GED, Job Corps, college, apprenticeship, job shadows, internships, etc.)
- Develop skills for maintaining and advancing in job (Employer/employee relationships, continued education, assertiveness training, etc.)

Benchmark Review

17 ½ years to emancipation:

- Does the youth know what career he/she is interested in pursuing? Does the youth have the essential documents to obtain legal employment (social security card, birth certificate, driver's license or Oregon Identification Card)?
- Develop a concrete plan for youth to gain employment or work experience (paid or volunteer opportunity).

Health

14-16 year olds:

- Identify on-going need for physical health, mental health and substance abuse services or assessments. (Arrange comprehensive screenings, provide physical, dental and vision examinations, along with developmental and mental health screenings.)
- Provide access to health education (Healthy sexual decision making, awareness of birth family's physical and mental health history, prevention and transmission of sexually transmitted diseases, effects of trauma, substance abuse issues, coping with stress, addressing social/relational problems, anxiety, depression, other mental health issues.)
- Provide access to safety education (Maintaining personal safety in social and personal relationships, preventing and avoiding accidents and violence, reporting unsafe events, developing safety response plans, first aid/CPR training.)

16 years to emancipation:

Continue with health education and assessments, PLUS:

- Learn how to manage own health care needs (Applying for insurance-OHP, private, accessing care, articulating health care needs and keeping appointments)
- Identify supportive individuals who can help youth stay healthy (List people and contacts that help youth achieve and maintain safety and wellness: person-centered planning, family group conferencing and wrap-around services.)
- Assist with consolidating and updating health records (Past and present diagnostic and tx information, medical records, mental health records, etc.)
- Anticipate future health care needs and plan for provisions (Arrange for continuation of tx of on-going physical and mental health needs, prepare youth for potential needs, i.e. birth control, genetic maladies, etc.)

Benchmark Review

17 ½ years to emancipation:

- Agreement on the person(s) with decision-making authority for health and mental health services and identification of health, mental health, and dental providers.
- Assist with consolidating and updating health records (Past and present diagnostic and TX information, medical records, mental health records, family history, etc.)
- Discuss options for health insurance after case dismissal. Inform youth of process for continued OHP coverage after age 19. Notify FRS of anticipated dismissal date.

Transportation

14-16 year olds:

- Help youth gain knowledge regarding variety of transportation options (bicycle, car, public transportation)?
- Determine what age appropriate mode of transportation the youth would like to pursue? How does the youth plan to access mode of transportation? What supports does he/she need?
- Inform youth of benefits of completing a bicycle or driver's safety course (know the rules of the road, lower insurance costs).
- Help youth research costs and process for obtaining a driving permit.
- Has youth taken a driver's safety course? If not, what is plan for accessing training prior to age 18? Note: If DHS/the ILP is paying for the course, the teen cannot obtain his or her driver's license prior to completing a driver's safety course.

16 years to emancipation:

- Driver's license – discuss the responsibilities that go along with having a driver's license (fuel costs, vehicle maintenance, registration fees, insurance coverage, etc.).
- Insurance options – does youth understand the purpose of auto insurance? Has youth researched options and costs?
- Costs of maintenance – does youth know how to provide minor maintenance to bicycle or vehicle (change tire, check oil, fill windshield washer fluid)? Have youth research costs for a variety of regularly scheduled maintenance at a variety of places (quick lube, dealership, private mechanic/shop).

Benchmark Review

17 ½ years to emancipation:

- Concrete plan for transportation. How will the youth get to appointments, school, or work?
- What is plan to assist youth with obtaining a driver's license prior to dismissing the case? Does or will the youth own a car? If so, who will be responsible for auto insurance? Can youth afford a car? Is youth employed?

Life Skills

14-16 year olds:

- Identify basic life skills the youth is interested in learning (cooking, money management, nutrition, etc.). Who can assist the youth in gaining these skills (foster parent, school, relative, mentor)?
- What life skills did the ACLSA indicate needed attention? Discuss methods for gaining those skills.
- Begin discussions regarding healthy relationships and interpersonal/social skills. What opportunities exist for youth to gain skills in this area (school sports/events, church activities, youth leadership group/clubs)?

16 years to emancipation:

- What is youth's skill level regarding personal safety? What opportunities can be provided to help youth learn self defense tactics?
- Does youth have a cultural identity? Are there events or activities that can assist the youth to gain an awareness of his/her cultural identity?
- Does youth have a plan to obtain important documents (social security card, photo ID, birth certificate)?

Benchmark Review

17 1/2 years to emancipation:

- Review and update plan to meet life skills development needs. What types of skills and abilities does the youth need to know as he/she prepares to transition to adulthood? How is the youth going to learn those skills prior to leaving care?
- If the youth is not in a program with an ILP contracted provider, who will be working with the youth to gain the necessary skills? The foster parent, residential treatment program, schools, etc? Ensure a plan is in place and being implemented.