

MCM



Youth Assessment Summary (Step 2)

Youth name (first/last): Donny Smith

Case/person number: 1

Date: 3/22/17

Completed by: DHS/tribal caseworker ILP worker

Name: Molly McFadden, CCS

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

DETERMINING THE ADEQUACY OF A COMPREHENSIVE TRANSITION PLAN IN 2017 EVERY DAY COUNTS... ANNUAL COST MAY 20, 2017 WORKSHOP

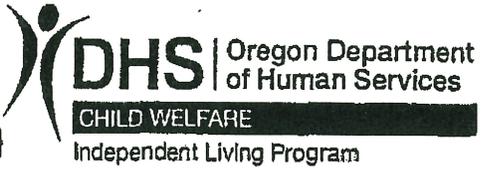
| | Stage 1 Awareness | Stage 2 Learning | Stage 3 Doing | Current priorities / additional information |
|--------------------------------------|----------------------|---------------------|------------------|-------------------------------------------------------------------------|
| Well-Being | | | | |
| Personal Growth | 0 | 0 | 0 | |
| Family Support | 0 | 0 | 0 | |
| Health Education | 0 | 0 | 0 | |
| Education | | | | |
| High School | 0 | 0 | 0 | maintaining GPA, homework help, study skills |
| Post-Secondary | 0 | 0 | 0 | post secondary options |
| Employment | 0 | 0 | 0 | identifying steps and job skills, future career goals |
| Daily Living | | | | |
| Money Management | 0 | 0 | 0 | opening a bank account, budgeting skills |
| Housing & Home Management | 0 | 0 | 0 | |
| Transportation & Other Living Skills | 0 | 0 | 0 | transportation options, driver's permit and license, driver's education |

ONE PAGE OF PLAN

Youth name: _____

Transition Plan (Step 3)

E-MAILED
3/23/17 to
DHS mem



Youth Plan Comprehensive Plan

Youth name (first/last): Donny Smith (Age 16)

Date plan completed: 3/22/2017

Case/person number: 1

ILP enrollment date: 1/23/2017

DHS/tribal worker: David Schmidt

Last life skills assessment: 3/22/2017

ILP agency/worker: Molly McFadden, CCS

Next plan update due: 9/22/2017

Projected dismissal date and age:

Benchmark review update: unknown

Please describe how the youth was involved in developing this plan:
 Donny was present and engaged in the development of this plan. DHS Caseworker, David Schmidt, and ILP Case Manager, Molly McFadden, were present for the creation of this plan. Caregiver was invited and did not respond to phone call.
should DHS have rescheduled? how important is this plan?

- Please list and attach any additional plans for this youth:
- Individual Education Plan (IEP)
 - Treatment or Safety Plan (mental health, D&A, etc.)
 - Vocational Rehab/Individual Plan for Employment (IPE)
 - Developmental Disabilities Individual Support Plan (DD ISP)
 - Temporary Assistance to Needy Families (TANF/JOBS)
 - Workforce Innovation & Opportunities Act (WIOA)
 - Casey Life Skills Plan (optional)
 - Other (please list):

Complete the rest of this plan based on youth input on status, priorities, and goals from the youth's perspective:

Personal Growth & Social Development

Describe what you would like people to know about your personal strengths, challenges and priorities. This may include your personal interests and things that matter to you, important parts of your culture or self-identity, and areas you're working on for your own personal growth and social development.

Don's personal interests include cycling, drones, and hanging out with friends. Don's biggest hobby right now is cycling. Don's longest ride was 71 miles!

Donny is also really involved in building them. He has two drones right now that he reports that he understands his own coping skills very well. He usually always goes for a bike ride and tries to just get outside and breathe fresh air if he is feeling overwhelmed or stressed. He sometimes struggles with finding motivation to complete certain tasks, but feels like if he understands the meaning and importance behind them, then he has an easier time setting goals and accomplishing them. He is working more on being self-motivated in school and work. He reports that he does not go to church and he is not interested in church or religion in general.

how invested is Donny in his future?

how is he working on this?

| Short-term priorities/goals | Next steps | Who can help you? |
|--------------------------------------|------------|-------------------|
| Team agrees no goals in this section | | |

Note: This section is an important part of the youth transition plan, but it is sometimes difficult to fill this part out first — you can always skip this section for now and come back to this page after identifying goals for the rest of the plan.

Family Support & Healthy Relationships

Relationships with peers and adults, reconnecting with family, permanency pacts, parenting/child care support

Readiness indicators: Who are some important people in your life who care about you and support you?

| Name | Role (friend, relative, etc.) | How long have you known them? |
|---------------|-------------------------------|-------------------------------|
| Donny Smith | | Whole life About 12 years |
| David Schmidt | DHS Caseworker | 4 years |
| Brian Parent | PO | 4 years |
| | Best Friend/Peer Support | Since 6 th grade |

Describe your personal "support network" and how they support you in various ways.

Donny reports that he has a very supportive family and group of friends. He lists that his foster parents are the most supportive people in his life. They support him by providing him with basic needs and also helping him as emotional supports and pushing him to do well. He says that he feels like he can call his caseworker if he has any needs, and that they would be who he would call if he was in an emergency. He is also close with his aunt and uncle. They live in Keizer and he is able to stay with them during long breaks from school. He reports that his PO, Brian Parent is a big support to him, as well as his Caseworker, David Schmidt. They help him stay on track and make good choices for his future. David also helps him connect with his family members. He reports that he has been in foster care on and off since he was 6 years old. He has lived consistently with foster parent since he was in 5th grade. He has a little bit of contact with his bio mom, who lives in Salem. He has very little contact with his bio dad, who is in prison in Sheridan. He talks to him on the phone 'every once in a while'. He reports that he has several half siblings. He has little contact with his siblings. His best friend is named Steve has known him since the 6th grade and they hang out a lot at school and outside of school. He is also close with his PO. He reported at this meeting that he doesn't understand what his permanency plan/goal is.

Long-term vision:

He would like to stay in contact with his biological family and have more contact with his siblings. eventually would like to have his own family when he is older and have a wife and kids.

| Short-term priorities/goals | Next steps | Who can help you? |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Go over permanency goals with DHS and ILP | He will discuss his permanency goals and plan with DHS and ILP and will make a permanency pact (FosterClub booklet). Goal by 9/2017. | DHS ILP |

Health Education & Risk Prevention

Healthy eating, exercise and recreation, physical and mental health, pregnancy prevention, sex education/STDs, risk avoidance, substance use

Readiness Indicators

| | |
|----------------------------|-------------------------------|
| Health insurance provider: | OHP |
| Doctor/clinic: | Dr. Carlson, Childhood Health |
| Urgent/emergency care: | Salem Hospital |
| Dentist/clinic: | Gentle Dental |
| Mental health resource: | N/A |
| Other health resource: | N/A |

Describe your current health, mental health and well-being priorities.

Denny reports that he is overall a very healthy teenage boy. He exercises a lot through cycling. He will often go on bikerides that are several miles long and he reports that he cycles daily. He reports that he understands how to eat healthy and that he understands for the most part what foods are good for him and what are bad, however he doesn't always choose to eat healthy foods. He reports that he saw his PCP earlier this year at the beginning of the school year (September 2016) for a physical/well child check. He reports that he goes to Gentle Dental for dental appointments. He had an appointment scheduled yesterday, but had to miss it due to a school field trip. He needs to schedule another appointment since it has been 6 months now. He reports that he has good eyes and that he hasn't been to the eye doctor in "a while", but that he doesn't need glasses and hasn't had any vision issues to his knowledge. He does not attend counseling. He reports that he did a while ago, and that he graduated because he was very successful in his program. He is responsible for scheduling all of his own medical appointments. He reports that overall he does fairly well with scheduling his own appointments and keeping his appointments. He will often be responsible for transporting himself to appointments as well if they are within bike riding distance.

Long-term vision:

He reports that long term goals for health are to continue exercising daily.

| Short-term priorities/goals | Next steps | Who can help you? |
|-----------------------------|---------------------------------------------------------------------------------|-------------------|
| Schedule dental appointment | He will schedule another dental appointment with Gentle Dental. Goal by 5/2017. | Foster Parent |

Education

High school/GED attainment (study skills, tutoring, credit recovery, etc.)

Post-secondary college or career training (options, requirements, applying and enrolling, paying tuition, graduating)

Readiness indicators

Obtained: Regular high school diploma Modified diploma GED

Enrolled in school/college/training: Part-time Full-time

School/program/grade: McNary HS, Junior

Describe your current education priorities.

He is currently a junior at McNary High School. He believes **COMBINES "EDUCATION" AND "HIGH SCHOOL SKILLS/SUPPORTS"** and is currently taking English (A), Business Administration (A), Science (F), and Global Issue (C), Animal Behavior (C), and Computer Design (C). He reports that he is not always motivated to "do well". He struggles in school and doesn't always see the point in a lot of his assignments and homework. Even with additional time for his homework assignments, he doesn't always get it done. He gets extra time on his tests but he isn't organized and that he isn't always motivated to "do well". He participated last semester at CTEC in their industrial manufacturing/welding program. He would like to go back to CTEC next year and participate in the Aerial Systems Program (Drones). He will not be able to participate in this program if he cannot get his grades up. He has an educational advocate through his probation office. It is up to him to schedule appointments to use this tutoring resource. Since his grades are subpar at the moment, he will most likely need to start meeting his with educational advocate again on a regular basis for tutoring assistance.

under 2

is this "a plan" for a youth struggling with motivation?

Long-term education plan:

Denny reports that he would like to get his grades up this term so that he can participate in the Aerial Systems Program at CTEC next year. He would like to graduate from high school on time. He would like to look into more options for post-secondary education. He is interested in becoming an Aerial photographer but is unsure what education he needs to access this type of career.

| Short-term priorities/goals | Next steps | Who can help you? |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Turn in missing work | He will work independently and with ILP and tutor to get his missing assignments turned in by the end of this semester (June 2017) | ILP Probation Educational Advocate Tutoring |
| Tutoring Assistance | He will contact his Probation Educational Advocate for tutoring assistance with his missing assignments. Goal by 5/2017. | DHS PO |
| Organizational Skills | ILP will assistance him in finding better organizational skills so that he can stay more on top of his homework. Goal through 9/2017. | ILP |

add'l goals — see next page

Youth name: _____

Employment/Career Preparation

Identifying and preparing for employment/career goals, finding and applying for jobs, succeeding in the workplace

Readiness Indicators

Has completed: Career aptitude assessment National Career Readiness Certificate

Has necessary documents for employment: Yes Needed (State ID)

Currently working: Part-time Full-time Volunteering Internship

Work experience: 1 month or less 1-3 months 3-6 months more than 6 months

Describe your current employment status:

Donny is currently employed part time. He reports that he works every Saturday for a woman who is a family friend. He works "under the table" by assisting her with different farming work, yard work, and stuff around the house. He generally pays him \$30-70 every Saturday of jobs that he completes that week. He also works at [redacted] in Salem, so he volunteers there to assist community youth's working illegally? any discussed about this? "credit" the more hours he works there, so that he can [redacted] and repairs. He reports that he works at the HUB about 4-8 hours a week. During breaks from school, he will most likely work there 3-5 hours daily. [redacted] has been volunteering at the HUB since November 2016. He reports that he has a resume and a lot of experience filling out job applications because of his Business Administration class. He reports that he would not like to get a job during the school year because he needs to probably focus on his school grades more, but that over the summer he would like to work at Scott's Cycles or Bike Peddler in Salem.

Long-term employment plan:

Don would like to become an Aerial photographer. *a plan!*

| Short-term priorities/goals | Next steps | Who can help you? |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Fill out job applications for summer jobs | ILP and Don will work on filling out job applications for him to obtain a summer job. Goal by 6/2017. | ILP |
| Research Aerial Photography Career | ILP and Don will research aerial photography career and see what steps are needed for obtaining this career choice. Goal through 9/2017. | ILP |

| | | |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| George Fox Tutoring Program | ILP will refer Don to the George Fox Education Dept. tutoring program for foster youth so that he can access free 1:1 tutoring support. Goal by 5/2017 | ILP |
| Research Post-Secondary Educational Options | ILP and Don will discuss options for post-secondary education and research education necessary to become an aerial photographer. Goal through 9/2017. | ILP |

EDUCATION GOALS

Youth name: _____

Money Management, Transportation & Other Life Skills

Financial stability, reliable transportation, youth possesses important documents when they exit foster care

Readiness Indicators

Money management: Maintains banking accounts Has copy of credit report
 Has sufficient income/savings for budgeted expenses

Transportation plan: Has a reliable plan in place Has an emergency plan in place
 If driving: Driver's education Permit and/or license Insurance Registration/tags

Youth has important documents in their possession:

- Birth Certificate Social Security card Valid state ID/driver's license/passport
- Legal Permanent Resident Card, if needed
- Current Important Contact Information form (DHS form 9015, attach to this plan)
- Signed Oregon Foster Care Bill of Rights (DHS form 9016, attach to this plan)
- Bill of Rights "How Do I...?" brochure (DHS form 9018)
- Youth has a personal filing system for important documents
- Youth is registered to vote Youth is registered for selective service

Current status:

He reports that he does not have a bank account and that he has very little experience with money management. He reports that he makes about \$30-70 a week, and that he usually spends that money weekly before he gets paid again. He spends most of his money on bike parts and food. He would like to get a bank account.

Donny is very self-sufficient with transportation because of his bike. He does not like to take the bus, but understands how to use it. He would like to get his permit soon. He reports that he has read the manual and that he thinks he could probably get his permit soon, unless PO or DHS restricts him from getting it. Donny is interested in completing driver's education and then getting his license.

Long-term priorities:

Donny would like to obtain a bank account and learn some money management skills like saving a percentage of his pay. He would like to get his license and be independent in all transportation needs.

| Short-term priorities/goals | Next steps | Who can help you? |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Open Bank Account | ILP will assist Don in opening up a bank account. Goal by 9/2017 | ILP |
| Drive Prep Tests | Don will complete drive prep tests at 1:1 ILP appointments. He will participate in driver's education ILP groups if available. Goal through 9/2017 | ILP |
| Driver's Permit/Driver's Education | If permitted by PO and DHS, will obtain his permit and ILP will assist him in registering for driver's education. Goal through 9/2017. | PO DHS ILP |

not reflected here, the

Housing & Home Management

Housing options, renting and utilities, clean and safe household, shopping and cooking

Readiness indicators

Describe current status:

Donny reports that he has lived with his uncle since he was in 5th grade. Prior to this placement, He was in and out of several different foster care homes and hospital. He reports that he likes living with his cousin and that she is very supportive to him. Overall, he thinks he does pretty well with cleaning his room and helping out with some chores around the house. He reports that he is able to do all of his laundry by himself, basic cleaning, that he has experience with grocery shopping with Steve and comparison shopping. He knows how to make Mac n Cheese and Hamburger Helper, but doesn't know if he has ever made anything from scratch.

Currently in a safe and stable living arrangement

Describe emergency plan:

If Don was in an emergency, he would call his caseworker or his best friend Steve. In reports that if those contacts were not available, that he would call his Aunt and Uncle who live in Keizer, OR. He knows that he can go to DHS should he ever be in an emergency.

Emergency housing plan in place

Long-term housing goals:

would like to live in his own house or apartment and be self-sufficient with all of his housing bills.

Housing plan after leaving foster care (fill this out six months before dismissal):

Youth is not within 6 months of leaving care.

| Short-term priorities/goals | Next steps | Who can help you? |
|------------------------------------|------------|-------------------|
| Team agrees no goals at this time. | | |

Monthly Services and Progress Report (Step 5)

Youth name (first/last): Donny Smith ILP provider: _____
 Case/person number: _____ Provider agency: _____
 Provider number: _____

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------|
| Report month: | DHS/tribal worker: | Engagement and assessment: |
| Date sent: | <input type="checkbox"/> Need caseworker contact | Enroll date: <input type="checkbox"/> First 90 dates |
| DHS/tribal worker: <input type="checkbox"/> No-show(s) this month <input type="checkbox"/> Phone calls/voicemails <input type="checkbox"/> Texts/emails | | |
| Group topics/dates: <u>IS THIS = YOUTH ASSESSMENT SUMMARY?</u> | | |
| Life Skills Assessment: {Select one} LSA date: | | |
| Youth Transition Plan: {Select one} Plan date: | | |
| Benchmark Review: {Select one} Review date: | | |
| Employment status: {Select one} | Closing ILP client this month: | |
| Educational status: {Select one} | Based on the closures listed below, select an overall service closure status: {Select one} | |
| Briefly describe status and grade: | | |

WALL-BEING
 EMPLOY
 EDUCATION
 DAILY

| ILP Services Delivered This Month <input type="checkbox"/> No change since last report | Stage 1 Increasing Awareness | Stage 2 Learning, gaining skills and exposure | Stage 3 Applying skills, working on goals | Service Status This Month <i>Click for status descriptions</i> | Month service(s) closed |
|-------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------|-------------------------|
| Personal Growth & Social Development | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | {Select one} | |
| Family Support & Healthy Relationships | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | {Select one} | |
| Health Education & Risk Prevention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | {Select one} | |
| High School Skills/Support | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | {Select one} | |
| Post-Secondary Skills/Support | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | {Select one} | |
| Employment/Career Preparation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | {Select one} | |
| Money Management | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | {Select one} | |
| Housing & Home Management | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | {Select one} | |
| Transportation/Other Living Skills | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | {Select one} | |

Barriers to youth engagement or service delivery this month:

Youth is: Not interested Not participating (*no-shows*) Not communicating Too busy Struggling/in crisis

Needed: More intensive services Transportation Caregiver support Caseworker contact
 Service coordination

Other: Urgent placement/housing concerns Other barriers (*describe*):

Progress and/or explanation or services, other comments or special circumstances: