

SILP READINESS ASSESSMENT SAMPLE TOOL

THE SOCIAL WORKER OR PROBATION OFFICER AND THE NON-MINOR DEPENDENT (YOUNG ADULT) SHOULD COMPLETE THIS ASSESSMENT TOGETHER. IT MAY TAKE UP TO 45 MINUTES TO COMPLETE.

Note: Different SILPs require different levels of readiness. This should be taken into consideration upon evaluation. For those planning to move into a SILP with the greatest level of independence and fewest supports, the SW/PO should pay special attention to questions marked with a “★”.

Name: _____ SW/PO Name: _____

Address of proposed SILP: _____

Young adult will be living (check one): alone or with child only with peers with adult connection

Briefly describe the SILP setting: _____

SECTION 1: FINANCIAL PLAN

1. Using the budgeting tool provided below, have the young adult list out his/her projected income and expenses to calculate whether he/she can afford the proposed SILP.

Monthly Sources of Income	Monthly Expenses
<p>1. SILP payment \$ _____</p> <p>2. _____ \$ _____</p> <p>3. _____ \$ _____</p> <p>4. _____ \$ _____</p> <p>List all sources of income above and the expected monthly income from that source, beginning with the SILP payment. This should include wages from employment, any financial aid, and any other sources of income.</p> <p style="text-align: right;">TOTAL MONTHLY INCOME: \$ _____</p>	<p>1) Rent: \$ _____</p> <p>2) Food: \$ _____</p> <p>3) Utilities: \$ _____</p> <p>4) Cable/Internet: \$ _____</p> <p>5) Public Transportation: \$ _____</p> <p>6) Car Insurance: \$ _____</p> <p>7) Gas: \$ _____</p> <p>8) Car Payment: \$ _____</p> <p>9) Clothing: \$ _____</p> <p>10) Phone: \$ _____</p> <p>11) Personal/Hygiene: \$ _____</p> <p>12) Childcare: \$ _____</p> <p>13) Educational Expenses: \$ _____</p> <p>14) Entertainment: \$ _____</p> <p>15) Other (_____): \$ _____</p> <p>16) Other (_____): \$ _____</p> <p style="text-align: right;">TOTAL MONTHLY EXPENSES: \$ _____</p>

Total monthly income \$ _____ – total monthly expenses \$ _____ = \$ _____

Is the young adult's income greater or equal to their expenses? Yes No

2. ***If additional income is required beyond the basic SILP payment to afford the SILP, does the young adult have stable income?*** Yes No

3. **If housing unit requires payment of a security deposit does young adult have funds available or a plan for paying deposit?***** Yes No N/A

3a. *If no, does SW/PO know of additional emergency or temporary resources that could be made available to the young adult?* Yes No

**Examples of unstable income include seasonal work, such as holiday retail; vendor work, such as selling items at sports games or selling items as a street vendor; self-employed and lacking solid plan, "pick up" work, such as filling in for a friend who paints houses; etc. In addition, if the young adult is in a very new position it may not yet be considered stable.

***If young adult does not have necessary funds available, assessment should be denied with a plan written into TILP for how young adult will obtain necessary funds.

IF QUESTION 1, 2, OR 3 IS ANSWERED NO, SILP SHOULD NOT BE APPROVED
(with exception of #3 if #3a is answered "yes")

SECTION 2: KNOWLEDGE AND BEHAVIOR ITEMS

Using your knowledge of the young adult's past behavior and information obtained during your conversation with the young adult, assess each of the areas below. Indicate in the notes section the readiness indicators for each subject area.

Budgeting and Money Management

Budgeting and Money Management		
Subject	Description	SW/PO Notes
1. *Rent/bill payment	<ul style="list-style-type: none"> • Does young adult know how to pay rent and bills on time? • Has young adult ever been responsible for paying their own bills (e.g. cell phone, rent, utilities)? If so, ask them to describe this experience. • Does young adult understand the consequences of not paying rent (e.g. eviction, court record impacting ability to find future housing) and/or bills (damaging credit, incurring late fees, losing service)? • Is young adult planning to live with another adult in the SILP who can assist in this area? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
2. Banking	<ul style="list-style-type: none"> • Does young adult know how to manage a bank account? • If young adult has a bank account, ask them to describe how they currently manage their money. Do they have a history of overdrafts and/or excessive ATM fees? Does young adult balance his/her checkbook? • If young adult does not currently have a bank account, does s/he know how to obtain one and how to bank responsibly (e.g. avoid overdrafts and/or excessive fees)? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>

3.	Responsible Spending	<ul style="list-style-type: none"> • Does the young adult understand the risks associated with buying on credit (such as credit cards, “rent-to-own” stores or payday loans)? • Have young adult name them: e.g. paying excessive interest, accumulating debt, damaging credit history, etc. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
4.	Budgeting	<ul style="list-style-type: none"> • During completion of section 1, did the young adult have a clear understanding of his/her daily expenses and what his/her expenses will be when residing in the SILP? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
5.	Money Management	<ul style="list-style-type: none"> • Does the young adult know how to manage money on a monthly basis? • If young adult will be receiving financial aid for school, can s/he explain how s/he will manage the funds to ensure that they will be available throughout the school term as needed? • Ask young adult to explain how the income s/he receives will be used to cover bills that arrive at different times of the month. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>

Tenant Rights and Responsibilities

	Subject	Description	SW/PO Notes
1.	Maintaining Housing	<ul style="list-style-type: none"> • Does the young adult understand basic tenant rights and responsibilities in order to maintain his/her housing? • Will young adult be required to sign a lease? If so, has s/he reviewed it and does s/he understand the terms of the documents? • Is young adult aware of his/her rights as a tenant (e.g. limits on the security deposit that a landlord can collect, right to repairs of serious defects in unit, right to privacy and limits on the landlord’s right to enter the unit, etc). • Is young adult aware of his/her responsibilities as a tenant (e.g. paying rent on time, avoiding unnecessary damage to the unit, abstaining from illegal activities in the unit, being a consciences neighbor to other tenants, etc). 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>

Daily Tasks		
Subject	Description	SW/PO Notes
6. Food Preparation	<ul style="list-style-type: none"> • Can the young adult shop for food and prepare meals? • Have young adult name a few items or meals that s/he can prepare and describe how to shop for food. • Is young adult planning to live with another adult in the SILP who can assist in this area? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
7. Laundry	<ul style="list-style-type: none"> • Does the young adult know how to do laundry? • Have young adult explain the process of doing laundry and how to use a Laundromat to verify if s/he is capable of doing his/her own laundry. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
8. Transportation (answer the applicable question to the right)	<ul style="list-style-type: none"> • If the young adult is a driver or plans to become a driver in the near future, is he/she able to drive responsibly? • Ask young adult to describe what is necessary to own and operate a car (e.g. a valid license, insurance, money for gas and repairs, annual vehicle registration). Can s/he young adult describe a plan for obtaining all of these? • Can young adult describe the consequence for driving under the influence (loss of license, significant fines and jail time)? • Is young adult free of any history of irresponsible driving behavior (e.g. tickets, accidents, driving without a license or while intoxicated)? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
	<ul style="list-style-type: none"> • If the young adult does not drive or have a car, does s/he know how to use available public transportation? • Ask young adult to describe what public transportation s/he uses to get to his/her job, school or other daily activities. • Has young adult verified that s/he will be able to get to school, work, etc. at necessary times from the identified SILP site? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
9. Timeliness	<ul style="list-style-type: none"> • Is the young adult able to wake up on their own to get to work, school or other daily tasks in a timely manner? • Ask young adult to describe to you how s/he ensures getting up and out on time: e.g. using an alarm clock, getting to bed on time, getting enough sleep, leaving enough time to get ready in the morning, etc. • Has young adult demonstrated a history of being able to make it to work/school/appointments on time consistently? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>

10.	Medical Care	<ul style="list-style-type: none"> • Can the young adult explain how to seek medical care when necessary? • Have young adult describe what they would do if they were sick for an extended duration, experienced unusual or severe pain or had an emergency medical condition. • Does young adult know how to obtain and/or renew necessary prescription medications? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
11.	Community Resources	<ul style="list-style-type: none"> • Is the young adult aware of relevant community resources and how to access them? • If young adult is in school is s/he connected to educational support programs? • Is young adult aware of services available through ILP? • Does young adult know how to get help if s/he encounters housing problems, runs out of food, has a legal issue, etc.? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>

Independent Living			
Subject	Description	SW/PO Notes	
12.	<ul style="list-style-type: none"> • *Identifying Documents 	<ul style="list-style-type: none"> • Does the young adult have copies of the following identifying documents: • SSN Card • State ID or Driver's License • Birth Certificate • SJS Card • Health Records • MediCal Card 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>
13.	<ul style="list-style-type: none"> • *Safety 	<ul style="list-style-type: none"> • Is the young adult knowledgeable about safe social and personal habits, including relationships, drinking/drugs and sexual activity? • Ask young adult to describe their relationship with those who they will be sharing living space. Has there been any history of violence with those residing in the unit (including partner violence)? Are any individuals residing in the unit engaged in dangerous behavior that could pose a threat to the young adult (e.g. drug dealing, violent criminal activity)? • Can young adult list birth control and STD prevention methods? (e.g. using condoms or practicing abstinence will prevent against both; to prevent against pregnancy take birth control pills, use a diaphragm, use an Intrauterine Device (IUD), etc). • Can young adult describe two strategies for responsible drinking? (e.g. using a designated driver, drinking in moderation, not drinking with strangers, not mixing alcohol with other substances, staying hydrated, etc.) 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed <u>Explain:</u>

14.	*Prescriptions and OTC drugs	<ul style="list-style-type: none"> • Does the young adult understand the importance of following directions on over-the-counter medications and prescriptions? • Have young adult explain why this is important: e.g. accidentally overdosing or mixing of certain medications can harm your body, make you sick or kill you, taking too much medication can make you drowsy and unable to perform certain tasks such as driving, etc. • Is young adult currently taking any medications regularly and if so, does s/he understand how to properly take them and the consequences of discontinuing use? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed Explain:
15.	Problem-Solving Skills	<ul style="list-style-type: none"> • Can the young adult successfully manage conflict and engage in positive relationships with others in the living environment? • Does young adult's history indicate the s/he is able to manage conflict (e.g. no recent physical altercations instigated by young adult, ability to get along with others at current and/or previous placements) • Have young adult describe how they calm themselves down when they are angry: e.g. taking a walk, listening to music, talking to a friend, writing, etc. 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed Explain:

Parenting (complete if young adult has or will have a child or children residing with them)			
	Subject	Description	SW/PO Notes
16.	Budgeting	<ul style="list-style-type: none"> • Did the household budget adequately account for the expenses related to the child(ren)? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed Explain:
17.	Childcare	<ul style="list-style-type: none"> • Does young adult have a childcare plan that is affordable, realistic, convenient and safe? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed Explain:
18.	Safety	<ul style="list-style-type: none"> • Does young adult understand how to create a child safe environment (e.g. not leaving dangerous objects within reach, installing child safety plugs, keeping medicines and cleaning products away from child, keeping windows secured, etc.) • Does young adult know how to respond to an emergency (accidental poisoning, illness or injury, etc.)? • Are there any indications that the young adult is at risk for abusing or neglecting his/her child? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed Explain:
19.	Support	<ul style="list-style-type: none"> • Does young adult know how to access support resources specifically related to parenting • Does young adult have an understanding of how to manage the stressors associated with parenting? 	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Skills need to be developed Explain:

READINESS ASSESSMENT SUMMARY

A. Based on the readiness indicators above, SW/PO should determine which of the below best describes the young adult's situation. If the SILP is not approved, the specific numbered indicators which led to this determination should be indicated.

Yes, Young Adult is ready for SILP: assessment of knowledge and behavior items indicate readiness and he/she can afford identified housing and has a stable income. (Complete item B below)

Young Adult is ready for SILP with assistance from a permanent connection in addition to SW/PO, which could include living skills training: assessment of knowledge and behavior items indicate readiness with assistance and s/he can afford identified housing and has a stable income. *Specific goals will be incorporated into the Transitional Independent Living Plan (TILP) to support young adult to live in SILP.* (Complete item B below)

No, Young Adult is not ready for SILP; plan will be developed to become ready for SILP: assessment of knowledge and behavior items indicate young adult is not ready for SILP and/or s/he cannot afford identified housing and/or s/he does not have a stable income (and/or cannot afford security deposit). *Specific goals will be incorporated into the Transitional Independent Living Plan (TILP) to move towards readiness.*

If Young Adult is not ready for SILP – identify item numbers from assessment above which indicate a lack of readiness:

Section 1: _____

Section 2: _____

B. If SILP is approved, youth is is not approved to receive funds directly.

Date of assessment: _____

Name of Social Worker/Probation Officer: _____

SW/PO Signature: _____

Name of young adult: _____

Young adult Signature: _____