

## COUNTY SILP READINESS ASSESSMENT

**THE CHILDREN SOCIAL WORKER OR PROBATION OFFICER AND THE NON-MINOR DEPENDENT (YOUNG ADULT) SHOULD COMPLETE THIS READINESS 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 CSW/PO should pay special attention to questions marked with a “★”.

**Name:** \_\_\_\_\_ **CSW/PO Name:** \_\_\_\_\_

**Address of proposed SILP:** \_\_\_\_\_

**Young adult will be living:**  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
1. SILP payment* \$ _____ 2. _____ \$ _____ 3. _____ \$ _____ 4. _____ \$ _____  List all sources of income above and the expected monthly income from that source, beginning with the SILP payment. This should include wages from permanent employment, financial aid, etc. (If some or all of the young adult’s employment is temporary or seasonal, include only the minimum level of monthly income the youth can expect to maintain year-round.  <div style="text-align: right;">TOTAL MONTHLY INCOME: \$ _____</div>	1. Rent: \$ _____ 2. Food: \$ _____ 3. Utilities: \$ _____ 4. Car Payment: \$ _____ 5. Car Insurance: \$ _____ 6. Gas: \$ _____ 7. Bus Pass: \$ _____ 8. Clothing: \$ _____ 9. Phone: \$ _____ 10. Cable/Internet: \$ _____ 11. Educational costs: \$ _____ 12. Personal/Hygiene: \$ _____ 13. Childcare: \$ _____ 14. Entertainment: \$ _____ 15. Other (_____): \$ _____  <div style="text-align: right;">TOTAL MONTHLY EXPENSES: \$ _____</div>
*Note: the SILP payment will not be available until the month <u>following</u> approval.	

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

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

**2. ★If the answer to the question above is “no” and additional income is needed for the young adult to meet his/her month expenses, please outline the young adult’s plan to secure funding:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SECTION 1: FINANCIAL PLAN, cont'd**

3. If the housing unit requires payment of a security deposit upon move-in, does the young adult have funds available to pay a deposit?  Yes  No  N/A

If no, please provide the young adult's plan below:

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4. If the young adult does not have sufficient monthly income to cover his/her security deposit, does the social worker/probation officer know of additional emergency or temporary resources that could be made available to the young adult for this one time need?

Yes  No  N/A

If yes, please provide information below:

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**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		
Subject	Description	CSW/PO Notes
1. <b>*Rent/bill payment</b>	<ul style="list-style-type: none"> <li>• Does young adult know how to pay rent and bills on time?</li> <li>• Has the young adult ever been responsible for paying his/her own bills (e.g. cell phone, rent, utilities)? If so, ask him/her to describe this experience.</li> <li>• Can the young adult list 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)?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and/or in the SILP setting.  Explain:

<b>Budgeting and Money Management, cont'd</b>			
<b>2.</b>	<b>Responsible Spending</b>	<ul style="list-style-type: none"> <li>• <b>Does young adult know how to manage his/her personal money?</b></li> <li>• If the young adult has a bank account, ask him/her to describe how he/she currently manages money. How does he/she check account balances? Has he/she written a check? Is he/she aware of any banking fees he/she must pay? How does he/she avoid overdraft and/or excessive ATM fees?</li> <li>• If the young adult does not currently have a bank account, does the young adult know how to obtain one? Ask him/her to describe the system he/she is currently using to manage his/her money without a bank account.</li> <li>• Can the young adult list the risks associated with buying on credit, such as credit cards, "rent-to-own" stores or payday loans (e.g. paying excessive interest, accumulating debt, damaging credit history, etc.)?</li> <li>• If the young adult will be receiving financial aid for school, can the young adult explain how he/she will manage the funds to ensure that they will be available throughout the school term as needed?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and/or in the SILP setting.  Explain:

<b>Tenant Rights and Responsibilities</b>			
	<b>Subject</b>	<b>Description</b>	<b>CSW/PO Notes</b>
<b>3.</b>	<b>Maintaining Housing</b>	<ul style="list-style-type: none"> <li>• <b>Does young adult understand basic tenant rights and responsibilities in order to maintain his/her housing?</b></li> <li>• Will the young adult be required to sign a lease? If so, has he/she reviewed it and does he/she understand the terms of the documents?</li> <li>• Is the 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)?</li> <li>• Is the young adult aware of the basic responsibilities of being a tenant like paying rent on time, not damaging the unit, not engaging in or allowing illegal activities within the unit, not disturbing other tenants, etc?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and/or in the SILP setting.  Explain:

Handling Daily Tasks		
Subject	Description	CSW/PO Notes
4.	<b>Food Preparation</b> <ul style="list-style-type: none"> <li>• <b>Can the young adult shop for food and prepare meals?</b></li> <li>• Have the young adult list a few meals that he/she can prepare and describe how he/she shops for food.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and/or in the SILP setting.  Explain:
5.	<b>Laundry</b> <ul style="list-style-type: none"> <li>• <b>Does the young adult know how to do laundry?</b></li> <li>• Have the young adult explain the process of doing laundry and how to use a Laundromat to verify that he/she is capable of doing his/her own laundry.</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and /or in the SILP setting.  Explain:
6.	<b>Medical Care</b> <ul style="list-style-type: none"> <li>• <b>Can the young adult explain how to seek medical care when necessary?</b></li> <li>• Have the young adult describe what he/she would do if he/she was sick for an extended duration, experienced unusual or severe pain, or had an emergency medical condition. Where would he/she go? Do he/she have a medical provider?</li> <li>• Does the young adult know how to obtain and/or renew necessary prescription medications?</li> <li>• Does the young adult know how to protect him/herself from STIs and unplanned pregnancy?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and /or in the SILP setting.  Explain:

Handling Daily Tasks, cont'd		
Subject	Description	CSW/PO Notes
7.	<b>Transportation</b> <ul style="list-style-type: none"> <li>• <b>If young adult is a driver or plans to become a driver in the near future, is he/she able to drive responsibly?</b></li> <li>• Ask the 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 the young adult describe a plan for obtaining all of these? Does he/she understand the consequences of driving without car insurance?</li> <li>• Can the young adult describe the consequence for driving under the influence (loss of license, significant fines and jail time)?</li> <li>• Is the young adult free of any history of irresponsible driving behavior (e.g. tickets, accidents, driving without a license or while intoxicated)?</li> <li>• <b>If the young adult does not drive or have a car, does he/she know how to use available public transportation?</b></li> <li>• Ask the young adult to describe what public transportation he/she uses to get to his/her job, school or other daily activities.</li> <li>• Has the young adult verified that he/she will be able to get to school, work, etc. at necessary times from the identified SILP site?</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and /or in the SILP setting.  Explain:
8.	<b>Community Resources</b> <ul style="list-style-type: none"> <li>• <b>Can the young adult identify three individuals and/or three resources (non-profit organizations, programs other than DCFS or Probation, and churches or other faith-based organizations) within the community that can provide ongoing social connections, and that the young adult can turn to for advice, support and help if he/she runs out of food, has a legal issue, encounters housing problems, etc?</b></li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> None  1.  2.  3.  If none, explain:

Independent Living		
Subject	Description	CSW/PO Notes
9.	<p><b>*Identifying Documents</b></p> <ul style="list-style-type: none"> <li>• Does the young adult have copies of the following identifying documents:               <ul style="list-style-type: none"> <li>• SSN Card <input type="checkbox"/>Yes <input type="checkbox"/>No</li> <li>• Green Card <input type="checkbox"/>Yes <input type="checkbox"/>No</li> <li>• Proof of dependency or probation <input type="checkbox"/>Yes <input type="checkbox"/>No</li> <li>• State ID or Driver's License <input type="checkbox"/>Yes <input type="checkbox"/>No</li> <li>• Birth Certificate <input type="checkbox"/>Yes <input type="checkbox"/>No</li> <li>• Health Records <input type="checkbox"/>Yes <input type="checkbox"/>No</li> <li>• MediCal Card <input type="checkbox"/>Yes <input type="checkbox"/>No</li> </ul> </li> </ul>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>No, but skills/knowledge/documents can be developed or provided prior to moving and /or in the SILP setting.</p> <p>Explain:</p>
10.	<p><b>*Safety</b></p> <ul style="list-style-type: none"> <li>• Is the young adult requesting to move into a living situation that is a safe environment?</li> <li>• Ask young adult to describe his/her relationship with those who he/she will be sharing living space.</li> <li>• Ask the young adult what he/she would do, or who he/she would go to for help, if his/her living situation became unsafe.</li> <li>• Does the young adult know how to protect him/herself from date rape and other forms of sexual exploitation?</li> </ul>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No <input type="checkbox"/>No, but skills/knowledge/documents can be developed or provided prior to moving and /or in the SILP setting.</p> <p>Explain:</p>

Independent Living, cont'd		
Subject	Description	CSW/PO Notes
11. <b>★Taking Prescriptions and OTC drugs Responsibly</b>	<ul style="list-style-type: none"> <li>• Does young adult understand the importance of following directions on over-the-counter medications and prescriptions?</li> <li>• Have young adult explain why this is important (e.g. accidentally overdosing or mixing of certain medications can harm his/her body, make him/her sick or kill him/her, taking too much medication can make him/her drowsy and unable to perform certain tasks such as driving, etc.).</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and /or in the SILP setting.  Explain:
12. <b>Problem Solving Skills</b>	<ul style="list-style-type: none"> <li>• Can young adult successfully manage conflict and engage in positive relationships with others in the living environment?</li> <li>• Does the young adult's history indicate that he/she 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)?</li> <li>• Have the young adult describe how he/she would manage conflict in the home (e.g. talking it out with the person in conflict, taking a walk, listening to music, talking to a friend, writing, etc.).</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No, but skills/knowledge/documents can be developed or provided prior to moving and /or in the SILP setting.  Explain:

**READINESS ASSESSMENT SUMMARY**

**A.** Based on the readiness indicators above, CSW/PO should determine which of the options below best describes the young adult’s situation. If the SILP is approved with assistance or 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 CSW/PO and/or other agency designated staff (e.g. Transition Coordinators):** assessment of knowledge and behavior items indicates readiness with assistance and he/she 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)

*Identify item numbers from assessment above which indicate the need for assistance:*

*Section*

1: \_\_\_\_\_

*Section*

2: \_\_\_\_\_

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

*Identify item numbers from assessment above which indicate a lack of readiness:*

*Section*

1: \_\_\_\_\_

*Section*

2: \_\_\_\_\_

Please date and sign below upon completion.

\_\_\_\_\_  
Date of Assessment

\_\_\_\_\_  
Young Adult's Name (please print)

\_\_\_\_\_  
CSW/PO's Name (please print)

\_\_\_\_\_  
Young Adult's Signature

\_\_\_\_\_  
CSW/PO's Signature