

STANDARDIZED SILP READINESS ASSESSMENT TOOL

To be approved for a Supervised Independent Living Placement (SILP), it must be determined that a nonminor dependent (NMD) is ready for independent living with supervision and support from the child welfare or probation system. The revised SILP readiness assessment tool was developed through a workgroup process with the goal of creating a state-wide standardized assessment for NMDs requesting to live in a SILP. Although the use of this particular assessment is optional, counties are highly encouraged to utilize it to standardize how NMDs are being assessed for SILPs and for continuity for NMDs who move between counties.

SILPs were created to provide NMDs with the opportunity to live in an independent setting while still receiving supervision and services, to help prepare them for living on their own post-foster care. Ideally, every NMD will progress to living in a SILP prior to emancipating from foster care. SILPs were designed to be a flexible type of placement offering a range of appropriate options with varying degrees of independence. Different types of SILPs may include:

- For NMDs who are ready to live completely on their own, a fully independent SILP can be approved where the NMD lives without any assistance from an adult and receives their foster care payment directly.
- Other NMDs may be capable of living without the structure of a foster home or transitional housing but may still benefit from having the assistance of a supportive adult in the home or one who is committed to checking on the NMD regularly. The supportive adult can be a relative, mentor, friend or even significant other as long as that person demonstrates the willingness and ability to support the NMD.

In either type of arrangement, if the NMD is not yet capable of managing their own money, a plan can be developed with the NMD to establish a payee to help teach them how to use their funding appropriately. When evaluating the results of the assessment and determining the NMD's readiness for a SILP, the type of SILP being requested should be considered. If the outcome of the assessment indicates the NMD is not equipped to handle the SILP being requested, alternative SILP arrangements should be explored if appropriate, such as a SILP with a supportive adult.

This assessment looks at the NMD's current level of functioning in several areas to determine readiness for a SILP. Functioning is determined by the NMD's knowledge and skills, as well as their behavioral history. For each area, the caseworker is asked to consider whether or not the NMD has the ability to handle that task or if the NMD is in process of developing a skill. Certain results may indicate that a NMD is not yet ready for a SILP (such as choosing to live with someone who is abusive to the NMD) or may indicate that this particular SILP is not appropriate (such as monthly expenses exceeding monthly income). However, NMDs do not have to show knowledge and skill in every area for a SILP to be approved. A NMD can be approved for a SILP even if some of the skills are still in development. Similarly, while some behavioral patterns such as those resulting from substance abuse or impaired mental health functioning, may indicate a lack of readiness for a SILP, some behaviors exhibited in other living situations may actually improve when a NMD is living on their own. Therefore, in addition to the type of SILP requested, readiness should be determined by an overall evaluation of the assessment results.

If the caseworker determines that the NMD is not ready for any type of SILP at this time, the caseworker should note what other placements are appropriate and available for the NMD. If the NMD is not currently in a placement, or is in one that is more restrictive than necessary, and the NMD wants to move to another placement, the caseworker should facilitate such a move whenever possible. The caseworker and the NMD should work together to develop Transitional Independent Living Plan (TILP) goals that address the areas where the NMD needs to gain knowledge and/or skills and/or change behavior. These new TILP goals should be included in the next TILP due.

The Social Worker or Probation Officer and the Nonminor Dependent should complete this assessment together. It may take up to 45 minutes to complete.

Name: _____ SW/PO Name: _____

Address of proposed SILP: _____

NMD plans to live: alone or with child only with roommates with supportive adult

Other relevant information about the proposed SILP: _____

Section 1: FINANCIAL PLAN

Using the budgeting tool provided below, have the NMD list out their projected income and expenses to calculate whether they can afford the proposed SILP.

| Monthly Sources of Income | Monthly Expenses |
|--|---|
| 1. SILP payment: \$ _____ | 1. Rent: \$ _____ |
| 2. _____: \$ _____ | 2. Utilities: \$ _____ |
| 3. _____: \$ _____ | 3. Cable/Internet: \$ _____ |
| 4. _____: \$ _____ | 4. Food: \$ _____ |
| Total: \$ _____ | 5. Household items: \$ _____ (e.g. toilet paper, cleaning supplies) |
| List all sources of income above and the expected monthly amount from that source. This should include wages from employment, financial aid and any other sources of income. | 6. Personal/Hygiene: \$ _____ |
| | 7. Cell Phone: \$ _____ |
| | 8. Clothing/Shoes: \$ _____ |
| | 9. Car payment: \$ _____ |
| | 10. Car insurance: \$ _____ |
| | 11. Gas: \$ _____ |
| | 12. Car repair/maintenance: \$ _____ |
| | 13. Educational expenses: \$ _____ |
| | 14. Entertainment: \$ _____ |
| | 15. Child-related expenses: \$ _____ (e.g. diapers, formula, baby food, clothing, toys, books) |
| | 16. Savings: \$ _____ |
| | 17. Other: _____ \$ _____ |
| | 18. Other: _____ \$ _____ |
| | |
| TOTAL MONTHLY INCOME: \$ _____ | TOTAL MONTHLY EXPENSES: \$ _____ |

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

- Is the NMD's income greater or equal to their expenses? Yes No
- If additional income is needed beyond the SILP payment to meet the NMD's expenses, does the NMD have stable income? Yes No N/A

**Examples of unstable income include seasonal work, such as holiday retail or summer recreation; vendor work, such as selling items at flea markets, farmer's markets, etc.; self-employed without history of steady income; "pick-up" work, such as filling in for a friend who paints houses; etc. In addition, if the NMD is in a very new position, it may not yet be considered stable.*

- If housing unit requires payment of a security deposit does NMD have funds available or a plan for paying the deposit? Yes No N/A
- If a rent payment(s) is due before the first SILP payment will be received, does the NMD have the funds to cover the rent payment(s) or have an alternate arrangement to take care of the payment(s)? Yes No N/A

If the NMD does not have these funds available, other funding sources/options should be explored, including ILP funds.

***If NMD does not have the necessary funds available, the SILP readiness assessment should be denied with a plan added to the NMD's TILP for how the NMD will obtain the necessary funds.*

IF ANY OF THE ABOVE QUESTIONS ARE ANSWERED NO, THIS SILP SHOULD NOT BE APPROVED.

Section 2: KNOWLEDGE, SKILLS AND DEMONSTRATED BEHAVIOR

Using your knowledge of the NMD's past behavior and their current knowledge and skills based on your experience with the youth, evaluate the readiness indicators for each subject area.

NOTE: Some sections have a prompt (in bold) to help frame the conversation.

Budgeting and Money Management (note: must show reasonable competence in this area for SILP to be approved).

| | Subject | Description | SW/PO Notes |
|----|-----------------------------|--|--|
| 1. | Budgeting | During completion of Section 1, did the NMD have a clear understanding of their daily expenses and what their expenses will be when residing in the SILP? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| 2. | Rent/Bill Payment | <p>Does NMD know how to pay rent and bills on time?</p> <p>Does NMD 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)?</p> <p>Does NMD know what to do if they receive some type of late notice?</p> <p>Does NMD demonstrate the capability to pay rent and bills in a timely manner, including any history of bill-paying such as for a cell phone?</p> | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| 3. | Money Management | <p>Ask the NMD to explain how the income they receive will be used to cover the bills that arrive at different times of the month.</p> <p>If the NMD will be receiving financial aid for school, can they explain how they will manage the funds to ensure that they will be available throughout the school term as needed?</p> <p>Does NMD know how to protect themselves from being taken advantage of financially by family members or friends/acquaintances, scams, etc?</p> | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| 4. | Responsible Spending | <p>Does the NMD understand the risks associated with buying on credit (such as using credit cards, "rent-to-own" stores and payday loans)?</p> <p>Have NMD name the risks: paying excessive interest, accumulating debt, damaging their credit history, etc?</p> | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| 5. | Banking | <p>If the NMD 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 the NMD balance their checkbook?</p> <p>If the NMD does not have a bank account, does the NMD know how to obtain one and how to bank responsibly (e.g. avoid overdrafts and excessive fees)?</p> | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |

Self-Care and Interaction With Others (note: it is important that the NMD have good skills and a history that predicts success in these areas in order to be SILP-ready).

| | Subject | Description | SW/PO Notes |
|-----|------------------------------------|--|---|
| 6. | Safety | Is the SILP living situation the NMD is requesting a safe environment? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | Ask NMD to describe their relationship with those who they will be sharing living space. Has there been any history of violence with those individuals (including partner violence)? | _____ _____ _____ |
| | | Are any individuals residing in the unit engaged in dangerous behavior that could pose a threat to the NMD (e.g. drug dealing, CSEC/CSEY, violent criminal activity)? | _____ |
| | | Can the NMD describe what a safe living environment looks like? Can they identify where/to whom would they go to if they found themselves in an unsafe situation? | _____ |
| 7. | Medical/Dental Care | Does NMD know where the nearest hospital or emergency 24-hour clinic is located and how to find one? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | Does NMD know the benefits of preventative care? | _____ |
| | | Does NMD have a primary care doctor? | _____ |
| | | Does NMD have a Medi-Cal benefits card and/or their Medi-Cal number and know what type of Medi-Cal plan they have? | _____ |
| 8. | Mental Health Care | Does NMD know what to do if they have a psychiatric emergency? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | Does NMD know how to access therapy and psychotropic medication if needed? | _____ _____ |
| 9. | Prescriptions and OTC Drugs | Does NMD know how to obtain and renew prescribed medications? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | Does NMD understand the importance of following the directions on over-the-counter medication and prescriptions (risks of over-dosing, mixing certain medications, side effects of some medications that can make you drowsy and unable to perform certain tasks like driving, operating machinery)? | _____ _____ _____ |
| | | Does the NMD report current medication use? If so, do they understand how to take it properly and any consequences of discontinuing use? | _____ |
| 10. | Healthy Sexuality | Does NMD understand myths around preventing pregnancy (e.g. that "pulling out" or only having unprotected sex during your period do not prevent pregnancy)? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | Does NMD understand that only the proper use of condoms or abstinence can fully protect against STIs but that limiting sexual partners can help reduce the risk? | _____ _____ |
| | | Does the NMD know where to go to get contraception and treatment for sexually transmitted infections? | _____ |

| | Subject | Description | SW/PO Notes |
|-----|----------------------------------|---|--|
| 11. | Responsible Substance Use | Can the NMD explain strategies for responsible drinking (e.g. using a designated driver, drinking in moderation, not drinking with strangers, staying hydrated and eating food along with alcohol)? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| | | Does the NMD understand the risks to personal safety when drinking or using drugs (e.g. can be sexually assaulted, robbed)? | |
| | | Does the NMD understand the consequences of drinking and smoking cigarettes or marijuana while underage? | |
| 12. | Problem Solving | Can NMD successfully manage anger when experiencing conflict? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| | | Can the NMD describe how they calm themselves down when they are angry or upset (e.g. taking a walk, listening to music, talking to a friend)? | |
| | | How they would deal with a conflict in the home (e.g. how would they handle a disagreement with their landlord, a roommate or a neighbor)? | |
| | | Can the NMD name someone they could reach out to if they are involved in a conflict they cannot resolve on their own? | |

Ability to Handle Household Tasks (Note: NMD can develop these skills in the SILP so a willingness to learn is enough to approve the placement).

| | Subject | Description | SW/PO Notes |
|-----|-------------------------|--|--|
| 13. | Food Preparation | Can NMD shop for food and prepare meals? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| | | Have NMD name a few items or meals that they can make and describe how to shop for food. | |
| 14. | Laundry | Does the NMD know how to do laundry? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| | | Have the NMD explain the process of doing laundry at home and at a laundromat. | |

Other (note: a SILP can be approved if NMD is still gaining this knowledge and learning these skills).

| | Subject | Description | SW/PO Notes |
|-----|---|---|---|
| 15. | Education/ Employment | Does the NMD have the skills necessary to pursue educational and employment goals? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | Has the NMD demonstrated the ability to complete college or vocational education classes? | _____ |
| | | Does the NMD have job search and retention skills? | _____ |
| 16. | Driving and/or Public Transportation | If the NMD is a driver or plans to become a driver in the near future, are they able to drive responsibly? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | Ask the NMD 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 NMD describe a plan for obtaining all of these? | _____ |
| | | Can the NMD describe the consequences for driving under the influence of alcohol or other substances (loss of license, significant fines, jail time)? | _____ |
| | | The NMD free of any history of irresponsible driving behavior (e.g. tickets, accidents, driving without a license or while intoxicated, driving without insurance)? | _____ |
| | | Does the NMD know how to use available public transportation? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | Ask NMD to describe what public transportation they use to get to their job, school or other daily activities. | _____ |
| 17. | Community Resources | Is the NMD aware of relevant community resources and how to access them? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> |
| | | If the NMD is in school, are they connected to educational support programs? | _____ |
| | | Is the NMD aware of benefits and services available through the ILP? | _____ |
| | | Does the NMD have a history of accessing ILP benefits and services? | _____ |
| | | Does the NMD know how to get help if they encounter housing problems, run out of food, have a legal issue, etc.? | _____ |
| | | Ask NMD to identify persons/programs that can help them with these concerns. | _____ |

Parenting - complete if NMD has or will have a child or children residing with them (NOTE: If NMD is still developing this knowledge/skills, a supportive SILP can still be approved) .

| | Subject | Description | SW/PO Notes |
|-----|--------------------------|---|--|
| 18. | Budgeting | Did the household budget as listed in Section 1 account for the expenses related to the child(ren)? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| 19. | Child Care | Does the NMD have a childcare plan that is realistic and safe? Does the NMD understand how to access subsidies for child care? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| 20. | Health and Safety | Does the NMD understand how to create a child-safe environment (e.g. not leaving dangerous objects within reach, installing child safety plugs, keeping medicines and cleaning supplies away from the child(ren), keeping windows secured, etc.)? Does the NMD know how to respond to an emergency (e.g. accidental poisoning, illness or injury, etc.)? Does the NMD know how to respond to the health needs of their child(ren)? Does the NMD understand developmental milestones for children and age appropriate expectations? Does the NMD know age and developmentally appropriate discipline techniques? Is the other parent involved with the child(ren)? If so, does the NMD have a visiting plan that is safe for the child(ren)? Does the NMD have any safety concerns regarding the other parent? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |
| 21. | Support | Does the NMD know how to access support resources specifically related to parenting? Does the NMD have an understanding of how to manage the stressors associated with parenting? Does the NMD have someone who can provide respite care when needed? | Yes <input type="checkbox"/> No <input type="checkbox"/> Skills to be developed <input type="checkbox"/> _____ _____ _____ |

READINESS ASSESSMENT SUMMARY

Based on the readiness indicators, the social worker/probation officer should determine which of the following statements best describes the NMD’s current level of functioning and situation. It is essential for the NMD to have an income that covers their expenses and to possess a reasonable level of knowledge and skills in readiness items, numbers 1-11. However, for other readiness indicators, a SILP can be approved with a plan for the NMD to continue developing those skills.

- NMD is ready for a fully independent SILP:** the NMD has a stable income and can afford the identified housing. Their knowledge and skills indicate readiness for this type of SILP.
- NMD is ready for a supportive SILP** where they will live with an adult who can provide assistance and support to help the NMD further develop the indicated areas where they need to work on fully developing their knowledge and skills.

The NMD is approved to receive the SILP payment directly: yes no

NMD is **not ready for a SILP** at this time. The readiness assessment indicates the following (check all that apply):

- Income will not cover expenses.
- Readiness indicators show that their knowledge and skills are not at the level needed to successfully live independently.

Identify item numbers from the assessment that indicate a lack of readiness:

Section 1: _____

Section 2: _____

The identified areas where the NMD lacks readiness for independent living, should be incorporated into the NMD’s TILP goals as soon as possible or, at the latest, at the next TILP review.

The NMD has been informed of their right to appeal this decision and has been provided a copy of the appeal procedures.

If the NMD is not ready for a SILP at this time, identify where the NMD is currently placed and what other placement options are available to the youth. NOTE: Placement determinations should be made based on the youth’s needs, preferences and access to permanent connections.

Current placement: _____

Other placement options: _____

Date of assessment: _____

Name of Social Worker/Probation Officer: _____

Social Worker/Probation Officer signature: _____