|  |
| --- |
| **Name:** Click or tap here to enter text. |
| **Age:** Click or tap here to enter text. |
| **Date checklist completed:** Click or tap to enter a date. |
| **Checklist completed by & role:** Click or tap here to enter text. |

**Life Skills Checklist**

The purpose of this tool is to assess a youth’s knowledge/abilities in the identified skill domains. The tool should be completed by one or more responsible parties with regular contact with the youth (DFS worker, contracted agency, foster parent, or Independent Living provider). Areas in need of skill development will be addressed in the youth’s Child Plan and/or Service Plan. Each domain identifies several skill sets. Examples for each skill set begin on page 30 under the corresponding outcome areas. Determine if the youth’s ability and knowledge has been achieved (A), meets expectations (M), or needs improvement (N) in each skill set. Check the corresponding box in the grid and use the Comments and Observations area to clarify the youth’s strengths and needs.

# KEY: Needs Improvement (N), Meets Expectations (M), Achieved (A)

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain: Education (reference pages 30-36)** | **N** | **M** | **A** |
| *Ability to succeed in school* |  |  |  |
| *Ability to explore and select the right education setting for future success* |  |  |  |
| *Secondary or post-secondary education and/or training planning* |  |  |  |
| *Awareness of financial support for post-secondary education* |  |  |  |
| *Awareness of financial support for post-secondary education* |  |  |  |
| *Young adult takes ownership over their education or becomes their own educational advocate* |  |  |  |
| *Navigation of higher education system* |  |  |  |
| **Comments and Observation:** | | | |
| **Domain: Employment and Career Development (reference pages 37-41)** | **N** | **M** | **A** |
| *Resume & job application preparation* |  |  |  |
| *Job search skills* |  |  |  |
| *Professional conduct* |  |  |  |
| *Legal employment rights* |  |  |  |
| *Career exploration* |  |  |  |
| *Career development* |  |  |  |
| **Comments and Observations:** | | | |
| **Domain: Financial Literacy & Capability (reference pages 42-45)** | **N** | **M** | **A** |
| *Ability to perform basic banking functions* |  |  |  |
| *Ability to budget & manage money* |  |  |  |
| *Understanding the pros and cons of credit* |  |  |  |
| *Ability to file taxes and understand the basics of local, state, and federal taxes* |  |  |  |
| **Comments and Observations:** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain: Physical & Mental Health (reference pages 46-50)** | **N** | **M** | **A** |
| *Accessing healthcare* |  |  |  |
| *Knowing how to obtain health history* |  |  |  |
| *Access to appropriate systems* |  |  |  |
| *Prevention & maintaining a healthy lifestyle* |  |  |  |
| *Substance abuse prevention* |  |  |  |
| *Abuse, neglect, and violence awareness* |  |  |  |
| *Gender identification & sexual education awareness* |  |  |  |
| **Comments and Observations:** | | | |
| **Domain: Housing (reference pages 51-54)** | **N** | **M** | **A** |
| *Introduction to housing* |  |  |  |
| *Understanding available housing resources* |  |  |  |
| *Financial resources* |  |  |  |
| *Homelessness prevention* |  |  |  |
| *Housing options* |  |  |  |
| *Housing Stability* |  |  |  |
| **Comments and Observations:** | | | |  |  |  |
| **Domain: Activities of Daily Living (reference pages 55-61)** | **N** | **M** | **A** |
| *Basic living skills* | ☐  ☐  ☐  ☐  ☐  ☐  ☐ |  |  |
| *Social skills* |  |  |  |
| *Have legal documents & knowledge on how to obtain documents* |  |  |  |
| *Navigation of access to public systems & community resources* |  |  |  |
| *Healthy relationship education* |  |  |  |
| *Permanent connections* |  |  |  |
| *Safety* |  |  |  |
| *Transportation* |  |  |  |
| **Comments and Observations:** | | | |
| **Domain: Youth Engagement (reference pages 62-64)** | **N** | **M** | **A** |
| *Engagement on personal Level* |  |  |  |
| *Engagement on community level* |  |  |  |
| *Engagement on youth advocacy/public policy level* |  |  |  |
| **Comments and Observations:** | | | |