



**Success Beyond 18: Independent Living & Transition Planning**

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**Topics for this Training**

1. Assessment for IL Skills (CLSA)
2. Independent Living Planning (14-16):  
what skills and connections does a youth need to be a successful adult?
3. Transition Planning (17-21): what specific steps does a young person need to take as they transition to adulthood?

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**Casey Life Skills Assessment (CLSA)**

Policy recommends that a Casey Life Skills Assessment (CLSA) be completed on youth 14 years of age and older before the initial (7-day) CFM so the results can be reviewed by the team. Policy states that it should be done no later than two weeks from the start of the case to incorporate the results into the Independent Living (ages 14-16) or Transition Plan (17 years and older). Afterwards it is renewed annually.

Casey Life Skills Assessment and website: <http://lifeskills.casey.org/>

Staff MUST establish a DCS account with their region BEFORE accessing the CLSA. FSW must contact your local FCCR (Field Customer Care Representative) via email and request regional access to the Casey Life Skills Website.

- [EI\\_DCS\\_FCC\\_Mid-Cumberland@tn.gov](mailto:EI_DCS_FCC_Mid-Cumberland@tn.gov)
- [EI\\_DCS\\_FCC\\_Upper\\_Cumberland@tn.gov](mailto:EI_DCS_FCC_Upper_Cumberland@tn.gov)
- [EI\\_DCS\\_FCC\\_Davidson@tn.gov](mailto:EI_DCS_FCC_Davidson@tn.gov)
- [EI\\_DCS\\_FCC\\_South\\_Central@tn.gov](mailto:EI_DCS_FCC_South_Central@tn.gov)

\*After entering results into TFACTS, we highly recommend the hardcopy must be uploaded into the documents section in TFACTS.\*

(Handout-How to complete and enter the CLSA, Sample CLSA)

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**What's NEXT?**

■ **Planning**

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**IL and Transition Plans: Why?**

The purpose of IL and Transition Planning is to give youth the skills, connections and opportunities to be successful adults.

**It's the Law:** Transition Plans are required in T.C.A. 37-2-409.

(Handout-TCA code)

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**IL and Transition Plans: Who?**

All youth in DCS custody ages 14-16, regardless of permanency goals, placement or adjudication will have an **Independent Living Plan**. The IL plan mainly focuses on skill building. Only two indicators (Life Skills and Social skills) are required by policy, however, more is recommended if needed.

**Transition Plans** are required for youth 17 & older, regardless of permanency goals, placement or adjudication. All nine indicators must be completed for transition plans. TL plans primarily focuses on specific resources needed and steps a youth and the team needs to take as they transition to adulthood.

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### What does good IL and Transition Planning look like?

- Life Skills Assessments are administered. They are in the youth's file and recorded in TFACTS.
- CLSA results must be included in the IL/TL plan. The youth's individual IL needs are clearly identified and addressed in IL Plans.
- Youth are receiving services to address their needs/concerns.
- IL Wrap funds are used to normalize a youth's experience and to assist in & celebrate achievement of IL goals.
- Specific IL case services should be identified in the plan. Refer to IL Wrap Grid for options and/or contact the ILS for questions about services.

(Handout-IL Wrap Grid)

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Independent Living and Transition Plans

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### IL and Transition Plans: When?

- **IL Planning** occurs with youth ages 14-16. The IL plan maintains the same review and update schedule as the permanency plan.
- **Transition Plans** start at age 17 and are revised as needed. The Perm plan (which contains the Transition Plan) must be reviewed by the Court within ninety (90) days of the youth exiting DCS custody. (T.C.A. 37-2-409)

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## IL and Transition Plans: How?

- The plan must be personal to the youth and detailed, driven by their **hopes, dreams, goals** and specific needs.
- The plan should include specific actions that will help a youth achieve their goals.

(Handouts—IL and Transition Plan Tip Sheets)

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## Comparison: IL & Transition Plans




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## Independent Living Indicators Values to Use

IL Indicator	Category to use
IL Communication Skills	Social Functioning
IL Education	Education, Vocational
IL Employment	Employment, Job Functioning
IL Finances	Financial Resources
IL Health	Health Insurance, Physical Health, Mental Health
IL Housing	Residential Stability
IL Life Skills	Independent Living Skills, Preparation for Adult Living, Home Maintenance, Parenting
IL Social Skills	Support System, Relationship, Immigration
IL Transportation	Transportation

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### IL & Transition Planning: Things to Consider

- Follow the IL & Transition Planning Guides
- Partner with Youth in the Planning Process
- For each Concern Record, identify the resources and people that will assist the youth in obtaining the skills or achieving their goals
- While Transition Plans are more focused on concrete resources, any skills that are still needed must be addressed.

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### Independent Living Skills, Preparation for Adult Living, Home Maintenance, Parenting: Things to Consider

#### Independent Living Plan (14-16)

- *CLSA Scores in Daily Living Life Skills Domain*
- Can the youth care for clothing?
- Can the youth keep room clean?
- Does the youth know how to plan a simple nutritious meal?

#### Transition Plan (17+)

- Focus on a summary of what life skills are still needed for the youth at this point
- Review most recent Life Skills Assessment for any underlying issues
- What life skills does the youth feel that they need to work on to be successful as an adult?
  - Does youth have their child living with them?
  - What parenting support does the youth have/need?
  - Is youth interested in Home Visiting programs?
  - Does youth know steps to apply for Families First and WIC?
  - Who will take care of the child while the youth is in school or working?
  - How does parenting impact other IL indicators?

What resources and people will assist the youth in achieving these goals?

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### Support System, Relationship, Immigration: Things to Consider

#### Independent Living Plan (14-16)

- *CLSA Scores in Social Relationships*
- Who are this youth's positive adult supports and mentors & how are they involved in the Child and Family Team?
- What types of extracurricular activities does the youth participate in?
- Does the youth know how to develop and maintain healthy relationships and friendships?

#### Transition Plan (17+)

- Who will this youth's positive adult supports be as the youth transitions to adulthood?
- Where will the youth spend the holidays? Who would they call in an emergency?
- How are these adults involved in the Child and Family Team?
- What are the young person's goals regarding their immigration status?
- What steps are being taken to achieve that goal?
- What cultural connections does the youth have?  
(Handout—Immigration)

What resources and people will assist the youth in achieving these goals?

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### Social Functioning: Things to Consider

#### Independent Living Plan (14-16)

- CLSA Scores in Relationships/Communication
- Can the youth describe their own strengths and needs?
- Does the youth know how to communicate in school and work settings?
- How does the youth manage conflict and frustration?

#### Transition Plan (17+)

- Review Essential Documents list (next slide)
- Which essential documents does the youth currently have?
- Which essential documents will the youth receive as an adult?
- What steps are needed to ensure the youth receive all needed documents?
- Upload documents

(Handout—Essential Documents, Ward of the Court Letter)

What resources and people will assist the youth in achieving these goals?

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### Essential Documents

- State Issued Identification Card (Handout)
- Driver's License (if applicable)
- Social Security Card
- Resume (when work experience can be described)
- Medical Records (to include immunization record)
- Tenn Care Card
- Birth Certificate
- Religious Documents and Information (if applicable)
- Documentation of Immigration, or Naturalization (if applicable)
- Death Certificate (if parents are deceased)
- Life Book
- List of All Adult Relatives and Other Supportive Adults
- Previous Placement Information
- Education Records
- Ward of the State Letter

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### Health Insurance, Physical Health, Mental Health: Things to Consider

#### Independent Living Plan (14-16)

- CLSA scores in Self-Care
- Can the youth describe his medical needs & medications?
- Does the youth know and understand the risks associated with alcohol, drug, and tobacco use?
- Does the youth know how to prevent pregnancy, the symptoms of pregnancy, and reproductive health resources?

#### Transition Plan (17+)

- Does plan address steps to be taken to re-apply for TN Care before 18? (Handout on TennCare)
- Will the youth need ongoing treatment, counseling or med mgmt. as an adult?
- SSI status
- Have any of the following adult supports been requested and are relevant staff part of the youth's team?
  - Adult Mental Health
  - DIDDS
  - Voc Rehab

What resources and people will assist the youth in achieving these goals?

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## Financial Resources: Things to Consider

### Independent Living Plan (14-16)

- *CLSA Scores in Housing and Money Management*
- Is the youth able to develop and/or maintain a monthly budget?
- Is the youth is able to achieve a long-term savings goal?
- Does the youth know how to open and maintain a checking or savings account?
- Check cashing/Tote the Note/Credit card pitfalls

### Transition Plan (17+)

- Does youth have a monthly budget? (Handout—Budget)
- Does the youth have a checking or savings account?
- Will youth access Extension of Foster Care Services? (Handout)
- Checking and explaining credit (Handout on Credit)
- Supplemental Security Income (SSI):
  - Is the young person a current recipient of Supplemental Security Income (SSI)?
  - Is an application for SSI pending?
  - Has an application for SSI been denied? Has an appeal been filed?

(Handout—SSI and ECF transition)

What resources and people will assist the youth in achieving these goals?

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## Employment, Job Functioning: Things to Consider

### Independent Living Plan (14-16)

- *CLSA Scores in Career Planning and Work Life*
- Does the youth have work or volunteer experience?
- What jobs/careers is the youth interested in?
- Does the youth know how to search for employment?
- Interview Skills & Resume writing?

### Transition Plan (17+)

- Does youth have State Photo ID & Social Security card?
- Does youth have a resume?
- Does youth have a job? If not, what steps are being taken to get a job?
- What are the youth's career goals?
- If youth is unable to work, is DCS assisting with SSI application?

(Handouts—Career Survey, WIOA, Voc Rehab)

What resources and people will assist the youth in achieving these goals?

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## Residential Stability: Things to Consider

### Independent Living Plan (14-16)

- *CLSA Scores in Housing and Money Management*
- Does youth know how to search for and inspect an apartment?
- Does youth know how to apply for housing, including completing a lease or rental agreement?
- Does youth know and understand the legal rights of landlords and tenants?

### Transition Plan (17+)

- Does youth have a housing plan and a backup housing plan?
- How will youth handle start-up and ongoing costs for housing? What about furniture, linens, other housing essentials?
- Review and understand leases, rental applications, legal rights of landlords and tenants
- For youth who plan to live in a college dormitory, where will they live when dorms are closed?

(Refer to Housing Wrap Services on IL Grid)

What resources and people will assist the youth in achieving these goals?

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### Transportation: Things to Consider

**Independent Living Plan (14-16)**

- *CLSA Scores in Housing and Money Management: Transportation*
- Does the youth know how to use public transportation?
- Has the youth had any driver's education?
- Does the youth understand the costs associated with car ownership?

**Transition Plan (17+)**

- What is the youth's plan for maintaining stable transportation as the youth transitions to adulthood?
- Does youth have a driver's license? Insurance?
- Does youth understand the basics of buying/ maintaining a vehicle?
- Has youth saved any money toward buying a vehicle?

(Handout on Driver's License)

What resources and people will assist the youth in achieving these goals?

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### Education, Vocational: Things to Consider

**Independent Living Plan (14-16)**

- *CLSA scores in Work and Study Skills*
- Is the youth is able to use study techniques?
- How many credits does the student have? Grade and expected graduation date?
- Does Educational Specialist need to be engaged?
- Special Ed/IEP—area of disability
- Extracurricular activities
- What are the youth's postsecondary & career goals?

**Transition Plan (17+)**

- How many credits does the student have? Expected graduation date?
- Does Educational Specialist need to be engaged?
- Is the youth working towards or interested in the GED?
- Has IL Specialist joined the youth's team and explained educational assistance options to youth?
- What are the youth's Post-Secondary Plans and career goals?

(Handout on Scholarships)

What resources and people will assist the youth in achieving these goals?

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### Education, Vocational: Things to Consider (Specific to Post-Secondary)

**Independent Living Plan (14-16)**

- What are the youth's post-secondary and career goals?
- What college/technical program campuses has the youth visited?
- Does youth understand scholarships that may be available, including those under Extension of Foster Care Services?
- Has the IL Specialist been engaged?
- What are the deadlines for completing college applications, ACT, financial aid, etc? Who will assist the youth in completing these?

**Transition Plan (17+)**

In addition to the questions to the left, the team should discuss--

- College/Technical school application submitted?
- Post-Secondary funding application and supportive documentation filed with IL Specialist?

What resources and people will assist the youth in achieving these goals?

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### Sample Independent Living Plan for Social Skills in TFACTS (14-16)

Relationship		
<b>Name(s):</b> Jane Doe	<b>Mission:</b>	<b>Concern Indicator:</b> Relationship
<b>Description of Concern:</b> Jane does not know how to manage conflict in relationships.		
<b>Underlying Needs:</b> N/A		
<b>Desired Outcomes:</b> Jane will be able to resolve conflict in a positive manner in her relationships.	<b>Outcome Expected Achievement Date:</b> Will be reviewed in 6 months. (June 30, 2015).	
<b>Action Step(s):</b>	<b>Responsible Person(s):</b>	
1. Attend resolution counseling. FSW & FP will assist with transportation to the appointments.	Jane Doe, Foster Parent, FSW	

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### Sample Transition Plan for Housing in TFACTS (17+)

(Handout—Vignette)

Housing Concern Record		
<b>Name(s):</b> Lindsey Lohan	<b>Mission:</b>	<b>Concern Indicator:</b> Residential Stability
<b>Description of Concern:</b> Lindsey needs to have stable and safe housing ongoing while in high school and after she graduates.		
<b>Underlying Needs:</b> N/A		
<b>Desired Outcomes:</b> (A) Lindsey wants to live with her boyfriend at ABC Apartments in Nashville, Tn. (B) Lindsey will remain in the Foster Home until she graduates. (Always have plan A,B,C)	<b>Outcome Expected Achievement Date:</b> When will the housing outcome be achieved?	
<b>Action Step(s):</b>	<b>Responsible Person(s):</b>	
1. Lindsey will find out if she needs to be on the boyfriend's lease. 2. A date will be confirmed when Lindsey will be leaving or staying in the foster home. 3. Complete ILA paperwork.	Lindsey, Boyfriend Lindsey, FP, FSW ILS, Lindsey	

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### More on Transition Plans (17+)




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### Transition Plan Tips

Youth should be made aware of supports that may be available to them as adults.

- DCS Extension of Foster Care Services
- Nutritional Supports (Food Stamps, WIC)
- Child Care assistance
- TennCare
- Community Based supports for former foster youth (Youth Villages TL program, Resource Centers, etc.)
- IL Case Services Leading up to Transition and during (Handout on how to enter IL Services)
- Other Community Based supports (Handout on LifeSet, Monroe Harding, Job Corps, TVCA)

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### Transition Plans for Youth Receiving Extension of Foster Care Services

- The Transition Plan will serve as the ongoing planning tool for youth who are receiving Extension of Foster Care Services.
- This plan will continue to be embedded within the Permanency Plan in TFACTS.

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### Steps to a Successful Transition

- Engage youth as a partner in planning
- Engage families and supportive adults
- Engage community partners
- Partner with your IL Specialist (Handout on responsibilities)
- Work with the team to create IL and Transition Plans that are personalized, with specific steps and resources outlined
- Successfully integrate the young adult into the community
- Transitional Survey & NYTD (Handout on Survey)

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## Youth Voices

“We need a safe program where youth are challenged to step up and take their future into their hands, but also with assurance that there will be adults cheering them on and making themselves available to help when needed. **Really, we just need the same thing other young adults need.**”

--Eddy, age 20

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## More Advice from Young People

- Get to know me as a person
- Show me that you care
- Communicate with me
- Be professional
- Be honest and reliable
- Help me to be my best

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**For more information, please contact:**

Sherry Cowan – Upper Cumberland

Neil Lowe – South Central  
And Kimberly Smith for Wayne and Perry

Lela Pirtle – Davidson (Last names A-J) &  
Mid-Cumberland (Wilson, Trousdale, &  
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Dan Rees – Davidson (Last Names K-Z) &  
Mid-Cumberland (Cheatham, Montgomery,  
Robertson, Sumner)

Geneva Thomas – Mid-Cumberland  
(Williamson, Wilson, & Rutherford)

Ginger Harris – Grand Middle Program  
Coordinator

Dave Aguzzi – IL Assistant Director  
Brian Stephens – IL Executive Director

(Handout with Contact Information)

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