
SERVICE WORKER PRE-INDEPENDENT LIVING WORKSHEET – ANNUAL STAFFING & EDUCATIONAL PLAN

13 BUT NOT YET 15

Child's Name: _____

Child's Permanency Goal: _____

Birthday: _____

Date of Staffing: _____

Preparation for Pre-Independent Living Staffing & Educational Plan

- If in care before 13th birthday, the assessment must be done within 30 days after 13th birthday
- If in care after 13th birthday, the assessment must be done within 60 days of court placing child in care

Date of Pre-Independent Living Assessment _____

Pre-Independent Living Assessment includes the following:

- Reviewed results of Pre-Independent Living Assessment tool _____(date)
- Reviewed file on _____(date)
- Reviewed educational records on _____(date)
- Reviewed psychological & psychiatric records on _____(date)
- Discussed child's skills, needs and goals with child, out-of-home placement and others through personal interviews to determine independent living skills and needs. I talked to:
 - _____(date)
 - _____(date)
 - _____(date)
 - _____(date)
 - _____(date)

- Results of Pre-IL Assessment attached to Judicial Review Report

Pre-Independent Living Staffing & Educational Plan

Participants: 65C-28.009(4)(b), F.A.C.

- Services Worker
- The following shall be invited:
 - The Services Worker’s supervisor
 - Child Welfare Legal Services (CWLS)
 - the child
 - the child’s caregiver
 - the child’s guardian ad litem (service worker shall invite) 65C-28.009(4)(b)5, F.A.C.
 - the child’s attorney, if the child is so represented (service worker shall invite) 65C-28.009(4)(b)5, F.A.C.
 - The independent living service provider
 - any other individuals significant to and familiar with the child
 - family members likely to be involved with the child after the child leaves foster care.
 - The child shall be encouraged to invite any adults who are important in the child’s life
 - teacher or other school staff member

Discuss results of Pre-IL Assessment with

- Child
- Caregiver

What skills the child feels they need

Review the following (can use *IL Log* for this step)

- Skills needed
 - Life Skills Training
 - Educational Field Trips
 - Conferences
- Training and Services to provide skills
- Timeline for achievement of goals

Development of Educational and Career Path

- Child’s interests

Set early achievement and career goals

- Child’s stated career and educational goals

Child has IEP

- Review IEP – Goals of IEP and Recommended Courses and Services
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Child has chosen one of the following post-secondary goals:

- 4-year college or university
- a community college plus university
- a military academy;
- 2-year postsecondary degree;
- postsecondary career and technical certificate or credential; or
- Beginning immediate employment, including apprenticeship, after completion of a high school diploma or its equivalent, or
- Enlisting in the military.

Identified and discussed with child and foster parents the following:

- High-school participation choices (activities, clubs, organizations)
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- College or vocational school entrance requirements
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- Core courses necessary for the child given the educational/career goal they have identified
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- Elective courses that would be beneficial
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- GPA necessary _____
 - Opportunity for a mentor: Who was identified / Resources available
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- Discussed possible limitations including physical, emotional, and behavioral.
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Normalcy

Develop a written plan or list of age-appropriate activities (*Drivers education, overnight or planned outings, other activities that youth participate in*). Yes No

Use the checklist below to be sure the child has received the following:

- Information regarding:
 - drug and alcohol use and abuse
 - teen sexuality issues
 - runaway prevention
 - health services
 - community involvement
 - knowledge of available resources
 - identifying legal issues
 - understanding his or her legal rights
 - accessing specific legal advice
- Permission and encouragement to:
 - engage in appropriate social and extracurricular activities
 - obtain employment
 - have contact with family members, if appropriate
 - have access to phone usage
 - have reasonable curfews
 - travel with other youth or adults
- Assistance in participating in activities such as:
 - Driver's education, license
 - having picture taken for publication in a newspaper or yearbook
 - receiving public recognition for accomplishments
 - participating in school or after-school organizations or clubs
 - participating in community events
 - No one can take these activities away from you as a form of punishment.

Other

- Discussed with the child that this educational plan would be reviewed at each Judicial Review and could be changed at any time.
- Discussed the plan and explained it to the child and foster parents
- Child has direct access to management of allowance §409.1451(3)(a)
- Child has participated/had the opportunity to participate in IL skills activities 409.1451(3)(a)
- Community service activities
- Full explanation of documents
- Child signed report
- Attached to JR report

The department and school may share information to assist in obtaining education related services for dependent youth. § 39.0016