

ProKids

Needs Assessment Checklist

This assessment is designed to provide information on the areas of need for the older youth on whose behalf you're advocating. This form should be completed by you – the CASA/GAL Volunteer – after you've had a chance to speak with your youth about his/her situation and expressed wishes. Some of the questions on this form may help guide some of the conversations you have with your youth.

Date: _____ Youth's name: _____

| Education | ✓ yes | ✓ no | ✓ N/A |
|--|----------|---------|----------|
| Youth is enrolled in school | | | |
| Youth has a person to help him/her make decisions | | | |
| Youth has an academic plan with academic-related goals for the future IEP Information | | | |
| Youth is literate and has the ability to read and write | | | |
| Youth plans to attend college or a vocational school: <ul style="list-style-type: none"> • Cincinnati Job Corps • Cincinnati State • Great Oaks Adult Education • Wright State Independent Scholars Program | | | |
| Youth has copies/access to educational records | | | |
| Youth needs tutoring services for: | | | |
| | | | |
| If needed, youth is receiving tutoring services | | | |
| Youth has knowledge of financial assistance he/she may have access to in order to pursue post-secondary education/training <ul style="list-style-type: none"> • Educational Training Voucher (ETV) • HEMI (Higher Education Mentoring Initiative) | | | |
| Education will be one focus of my work, advocacy and action planning with this youth | | | |
| Give a brief summary of youth's educational progress, needs and challenges: | | | |
| | | | |
| Youth has been enrolled at _____ school and has _____ credits toward graduation. He/she needs _____ total credits to graduate. Youth has passed the follow OGTs: ___reading ___writing ___math ___science ___social studies | | | |
| Youth has missed _____ days in school year _____. | | | |

| Housing | ✓ yes | ✓ no | ✓ N/A |
|---|----------|---------|----------|
| Youth has been exposed to life skills topics including housing issues, budgeting and independent living | | | |
| Youth understands the concept of “independent living” | | | |
| Youth has been exposed to information on legal rights and responsibilities regarding housing: • Ohio Tenant/Landlord Rights and Obligations | | | |
| Youth is able to create and maintain a budget • Online Budget tool/worksheet | | | |
| Youth has a plan for permanent housing • Cincinnati Metropolitan Housing • U.S. Department of Housing and Urban Development | | | |
| Youth is connected to a person who can help conduct a housing search | | | |
| Youth has knowledge of financial assistance he/she may have access to in order to pursue housing/independent living | | | |
| Housing will be one focus of my work, advocacy and action planning with this youth | | | |
| Employment will be one focus of my work, advocacy and action planning with this youth | | | |
| Summarize youth’s current living situation and plans for the future including for plans after emancipation and whether or not youth has applied for affordable housing: | | | |

| Life Skills | ✓ yes | ✓ no | ✓ N/A |
|--|----------|---------|----------|
| Youth knows how to make healthy decisions and advocate on his/her own behalf | | | |
| Youth knows the social, emotional and legal risks associated with alcohol, drug and tobacco use and understands the impact of peer pressure | | | |
| Youth can make well thought out decisions and can problem solve | | | |
| Youth knows how to appropriately respond to prejudice and discrimination • Legal Aid Society of Cincinnati | | | |
| Youth understands the importance of good hygiene | | | |
| Youth knows how to stay healthy and care for minor illnesses | | | |
| Youth understands the basic concept of nutrition and knows how to prepare basic meals • Cincinnati Gives a Crock • Cooking for the Family | | | |
| Youth understands services provided by a bank such as checking and savings accounts and how to make a basic budget | | | |
| Youth has a checking and/or savings account | | | |
| Youth has a driver's license | | | |
| Life skills will be one focus of my work, advocacy and action planning with this youth | | | |
| <p>What life skills does the youth have? What skills does the youth need acquire and who can support the youth in learning these skills?</p> | | | |

| Supportive Relationships/Community Resources | ✓ yes | ✓ no | ✓ N/A |
|--|----------|---------|----------|
| Youth has at least one meaningful adult connection in whom he/she can trust | | | |
| Youth is connect to at least one adult mentor | | | |
| Youth has a healthy connection to at least one peer | | | |
| Youth has contact information of community legal resources, attorneys, case workers and mentors | | | |
| Youth has a healthy sense of ethnicity, cultural identity and personal identity | | | |
| Youth has the ability/opportunity to create, maintain and strengthen supportive and sustaining relationships with foster families and significant others | | | |
| Youth has the ability/opportunity to create, maintain and strengthen supportive and sustaining relationships with members of his/her birth family | | | |
| Youth understands civic responsibility and is registered to vote: • Voter Registration | | | |
| Relationships and resources will be one focus of my work, advocacy and action planning with this youth | | | |
| Who are the supportive people in the youth's life? Is the youth connected to any organization/group outside of HCJFS, ProKids or other "system" providers and if so who? | | | |

| Physical/Behavioral Health | ✓ yes | ✓ no | ✓ N/A |
|---|----------|---------|----------|
| Youth has had a comprehensive screening to assess physical health, developmental needs, mental health and substance abuse | | | |
| Youth has been exposed to information about healthy social relationships, home safety, preventing accidents and violence | | | |
| Youth has an understanding of issues related to STI's and HIV | | | |
| Youth has the skills to maintain good emotional and physical health | | | |
| Youth has a copy of all medical, dental and mental health records | | | |
| Youth has information and appropriate understanding of any ongoing medical, dental or mental health conditions <ul style="list-style-type: none"> • American Academy of Child & Adolescent Psychiatry (click link for families and youth) • A Home Within • Ohio Minds Matter | | | |
| Youth knows what medications (if any) he/she is currently taking <ul style="list-style-type: none"> • Psychotherapeutic Medication Treatment Guidelines (http://medicaidmentalhealth.org) | | | |
| Youth is covered by Medicaid or another insurance plan (currently) | | | |
| Youth is covered by Medicaid or another insurance plan (once he/she emancipates from the system) | | | |
| Youth understand what (if any) SSI benefits he/she is eligible for | | | |
| Youth knows and understands when and how to seek medical attention <ul style="list-style-type: none"> • Foster Care CHECK Clinic | | | |
| Health will be one focus of my work, advocacy and action planning with this youth | | | |
| Where does the youth seek medical care? What conditions and/or mental health diagnoses does youth have? What medications is youth currently prescribed? If youth is taking medications do they know names of medications and what they treat? | | | |