



# Casey Life Skills **RESOURCES TO INSPIRE**



## Acknowledgments

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Please contact us at [RTeam@casey.org](mailto:RTeam@casey.org) if you have any questions regarding the *Resources to Inspire Guide*.

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## Introduction

Welcome to the Casey Life Skills *Resources to Inspire Guide*! This guide is a collaborative tool for young people and their supportive adults to create a learning plan for skill development. It has been created in partnership with foster care alumni, resource parents, educators, and service providers to ensure the content is in line with the realities that youth are experiencing currently. It provides resources in various formats that can be used to work in groups, or one-on-one. We recognize that skill development is an ongoing process that involves goal setting, skill learning, reflection on successes and challenges, and retrying until the goals are achieved. Our hope is that this guide can be a conversation starter to empower young people to set their own goals, identify resources that will be helpful, and work collaboratively with supportive adults to develop and strengthen their skills.

### **Note to our young people:**

The *Resources to Inspire Guide* has been created while keeping your experiences and voices at the center. We recognize that skill development is a lifelong process. It takes both your hard work and perseverance, and a sustained partnership with supportive adults. Here are some tips on how to make the best use of this guide

- 1) **Set your own goals:** Work with your supportive adult to set your goals and prioritize the skills that you believe are most important for you. Focus on skills, objectives and resources for those particular goals. You can use the *Skill Worksheet* on page [tbd] to help you think through this.
- 2) **Ask questions:** We do not expect you to understand all the information that is presented to you in this guide all at once. Please ask your supportive adults or your friends any questions that you have while going through the guide. If they don't know the answer work with them to find it!
- 3) **Don't be scared to fail:** Learning a skill is an ongoing process. Many adults are also still learning and relearning skills. Don't feel ashamed if you do not succeed in learning something at the first go. When we learn a new skill, we have to practice it and get support from people that might know it better than us.
- 4) **Take your time:** This guide is here for you anytime you need it. You do not have to rush to learn everything at once. You can come back to it any time you want to learn a new skill or refresh a familiar one. The resources can help you learn and grow as you have new experiences in life.

### **Note to our supportive adults:**

The *Resources to Inspire Guide* has been created to be used collaboratively with young people. We encourage you to empower young people to lead the conversation and support them as they navigate the development and strengthening of various skills. Here are some tips on how to best use this guide:

- 1) **Let the youth lead:** It is important for the young person to take ownership of goal setting. Have conversations with young people that will help them recognize their priorities and set goals. The goals young people set may be different than the goals you have for them, but it is important that young people feel empowered to own their skill development journey. You can use the Casey Life Skills (CLS) assessment to help them narrow down their potential goals.
- 2) **Make it relevant:** For young people to be invested in the learning process you are encouraged to find ways to make it relevant to their day-to-day life. You can use the *Skills Worksheet* to relate the skills to their

current life (e.g., you can ask the young person to develop a resume for a job they are interested in applying to).

**3) Support success and failure:** Create a safe space by acknowledging that skill development is a lifelong and social process, and it may take several tries and seeking support in many ways before achieving the final goal. Make sure to celebrate small wins and to encourage the young person by sharing your own life experiences when they feel challenged.

**4) Navigate resources:** As you work through the guide, you might notice that the young person needs access to tangible resources. We have created *Resource Checklists* to help you work with the youth to ensure that they have resources they need for their day-to-day life. We also encourage you to connect them with your local or state resources.

### ***How to use this guide:***

We recommend using this guide along with the CLS assessment. It has three columns, (1) the skills corresponding to the CLS assessment, (2) sets of goals and expectations for that skill, and (3) resources and tools to help create activities and exercises to develop the skill. While we have provided a list of suggested resources, we encourage supportive adults and young people to find other tools online that might help. Please keep in mind the following cautions as you look for online resources:

(1) Talk to the young person about the importance of carefully examining any website that requires you to put any personal information to access the resource. Walk them through the dangers of divulging personal information to unknown sources.

(2) Help young people differentiate between useful resources and targeted commercial sites that might endorse or encourage purchase of certain products. Caution them against putting their credit card and other personal information on these websites.

(3) Create a safe space so that young people can let you know if they feel uncomfortable using a particular online resource. Assure them that there is no requirement to use a certain resource, and there are several ways to develop their targeted skills.

(4) Please also note that sharing a large volume of information and resources with young people, while well-intended, may be overwhelming to some.

## Skill worksheet

This worksheet is a tool to help young people and supportive adults collaborate to set goals and reflect on the process of skill building. You can use it for every skill or set of skills that you are working on.

**DEFINE:** What skill I am hoping to develop? (e.g., learn how to take care of myself when I have a difficult day)

**MOTIVATION:** Why do I want to develop this skill? How or where will I use it? (e.g., feel better when things don't go well, like after I get into an argument with a friend)

**PREPARE:** What are the resources/tools that are helpful to develop this skill? (e.g., meditation, exercise, etc.)

**TRY IT OUT:** *What happened when I tried this new skill? Be concrete and nonjudgmental (e.g., I tried to make myself my favorite meal when I came home from a stressful day at school, but I didn't have all of the ingredients)*

**REFLECT:** *What were some successes and challenges I had in developing this skill?*

**REFINE:** *Did I learn from the approach I used to develop the skill? Is there anything I did not understand or have enough information about?*

**RETRY:** *What steps can I take to improve my development of this skill?*

## Resources

A list of resources with details is available at the end of this guide.

### Daily living skills

\*A “necessary items” checklist is available at the end of this document under the resource checklists section.



## Food & Nutrition

Your goals	Steps to get there	Helpful resources
Is able to evaluate one’s diet for nutritional content	<ul style="list-style-type: none"> <li>Identify three personal food choices and explain their nutritional content.</li> <li>Explain how personal food choices contribute to a healthy diet.</li> <li>Describe the importance of drinking water.</li> <li>Explain the need for moderation and balance when planning a healthy diet.</li> <li>Show respect for others’ opinions and cultural differences when identifying personal food choices.</li> </ul>	<p><a href="#"><b>PAYA Module 2</b></a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 19-22)</p> <p><a href="#"><b>Ready, Set, Fly!</b></a> PDF- Nutrition #2-3 (PDF Page 8)</p> <p><a href="#"><b>I’m Getting Ready</b></a> PDF- How Did I Do? Section 5: H-2; H-3; H-3.1; H-5 (PDF Pages 62-64, 66)</p> <p>Girls Health website - <a href="#"><b>Nutrition</b></a></p> <p>Kids Health website - Kids: <a href="#"><b>Why Drinking Water is the Way to Go</b></a>; <a href="#"><b>Dehydration</b></a></p> <p>Kids Health website - Teens: <a href="#"><b>Vitamins and Minerals</b></a>; <a href="#"><b>Dehydration</b></a></p> <p>Kids Health website- Parents: <a href="#"><b>Dehydration</b></a></p>
Knows how “snacking” affects nutrition.	<ul style="list-style-type: none"> <li>Explain the value of snacks.</li> <li>Tell the health and nutritional risks involved in snacking.</li> <li>Give three examples each of healthy and unhealthy snacks.</li> <li>Describe occasions when a snack is appropriate.</li> </ul>	<p><a href="#"><b>Ready, Set, Fly!</b></a> PDF- Nutrition #5 (PDF Page 8)</p> <p>Kids Health website - Teens: <a href="#"><b>Smart Snacking</b></a></p>
Knows how to read food labels for nutritional information.	<ul style="list-style-type: none"> <li>Explain why it is important to read nutritional information on food packaging.</li> <li>Explain how to tell which ingredient is the largest in a food item.</li> <li>Identify a product’s serving size, calories, and fat grams.</li> </ul>	<p><a href="#"><b>I’m Getting Ready</b></a> PDF- Confused? Labels Help! H-12 (PDF page 73)</p> <p>Kids Health website - Kids: <a href="#"><b>Figuring out Food Labels</b></a></p>

	<ul style="list-style-type: none"> <li>• Compare the nutritional information posted on four similar food items offered by different brands.</li> </ul>	
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## Menu Planning

Your goals	Steps to get there	Helpful resources
Is able to plan a simple nutritious meal with supervision.	<ul style="list-style-type: none"> <li>• Name resources available for meal planning (e.g., cookbooks, recipes on food packaging, favorite family recipes, recipes in magazines, and suggestions from cooking shows/internet, local supermarkets).</li> <li>• Tell how individual dietary needs and cultural preferences affect meal planning (e.g., vegetarian, food allergies).</li> <li>• Plan a nutritious meal.</li> </ul>	<p><a href="#">Ready, Set, Fly!</a> PDF- Menu Planning #2 (PDF Page 9)</p> <p>Kids Health website - Teens: <a href="#">Recipes for Teens</a></p> <p>Tip: Search the internet for find easy recipes.</p>
Is able to plan a week of nutritious and economical meals with supervision.	<ul style="list-style-type: none"> <li>• Describe how culture affects planning a menu for one or for others.</li> <li>• Create a shopping list specifying the items and quantity for a 7-day menu.</li> <li>• Calculate the cost of a 7-day menu.</li> <li>• Compare the costs of cooking and eating out.</li> <li>• Purchase food for the week within one's budget.</li> </ul>	<p><a href="#">I'm Getting Ready</a> PDF- It's Your Choice.... You're the Chef! H-16; H-17 (PDF Pages 77-78)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Menu Planning #2 (PDF Page 9)</p> <p>Kids Health website - Teens: <a href="#">Recipes for Teens</a></p>



## Grocery Shopping

Your goals	Steps to get there	Helpful resources
<p>Knows and understands ways to grocery shop economically.</p>	<ul style="list-style-type: none"> <li>• Explain the value of a shopping list.</li> <li>• Explain the benefits of using coupons and buying store brands.</li> <li>• Explain unit price information for two grocery items.</li> <li>• Describe the advantages and disadvantages of buying in bulk.</li> <li>• Explain when and where to shop for bargains (e.g., sales, specials, and discounts).</li> </ul>	<p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Grocery Shopping Section #5 - #7 (PDF Page 9)</p> <p>Tip: Use online coupon websites to help save money.</p>
<p>Knows how to evaluate grocery items for freshness, nutritional value, and economy.</p>	<ul style="list-style-type: none"> <li>• Explain what an expiration date is, where it might be found on a package, and how it can be used when shopping for a week's meals.</li> <li>• Describe the signs of spoilage in two or more foods.</li> <li>• Tell three potential economic and nutritional benefits of purchasing produce at local farmers' markets.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Judging Fresh Produce, H-13 (PDF Page 74); How to Tell What's Inside, H-14 (PDF Page 75); Super Shopper Scavenger, H-15 (PDF Page 76)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Grocery Shopping #8 (PDF Page 9)</p>
<p>Knows how and is able to grocery shop for a week within a budget.</p>	<ul style="list-style-type: none"> <li>• Develop a shopping list for all household items needed for the week (e.g., food, cleaning supplies, paper goods).</li> <li>• Explain one strategy to keep from going over budget when shopping (e.g., use a calculator to keep a running total as you shop).</li> <li>• Demonstrate grocery shopping.</li> <li>• Evaluate the grocery shopping experience.</li> <li>• Grocery shop for a week without supervision.</li> <li>• Evaluate the week's grocery shopping experience for staying in budget and meeting needs.</li> </ul>	<p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Grocery Shopping #3, 9 (PDF Pages 9-10)</p>



## Meal Preparation

Your goals	Steps to get there	Helpful resources
<p>Knows and understands the importance of maintaining kitchen equipment and appliances.</p>	<ul style="list-style-type: none"> <li>Describe how to store kitchen utensils in a safe and organized manner so they can be located and used efficiently and effectively.</li> <li>Describe how to use available appliances in a safe manner (e.g., oven, toaster, microwave, dishwasher).</li> <li>Describe how to keep kitchen appliances clean.</li> <li>Know who to call for appliance repairs and service.</li> <li>Keep a file of instruction booklets and warranties for kitchen appliances.</li> </ul>	<p><b><u><a href="#">I'm Getting Ready</a></u></b> PDF- Kitchen Scavenger Hunt, H-6 (PDF Page 67)                      The Cook's Thesaurus website – <b><u><a href="#">The Cook's Thesaurus</a></u></b></p> <p>Tip: Search the internet to find kitchen appliance maintenance.</p>
<p>Is able to use the available kitchen equipment to prepare and cook a simple meal or snack.</p>	<ul style="list-style-type: none"> <li>Demonstrate the correct use of all available utensils, pots, and pans when preparing a meal or snack with supervision, if needed.</li> <li>Demonstrate the appropriate and safe use of available kitchen appliances when preparing a meal or snack with supervision, if needed.</li> </ul>	<p>Kids Health website- Kids: <b><u><a href="#">Being Safe in the Kitchen</a></u></b>                      The Cook's Thesaurus website – <b><u><a href="#">The Cook's Thesaurus</a></u></b></p>
<p>Knows and understands how to prepare food safely.</p>	<ul style="list-style-type: none"> <li>Describe why keeping all surfaces and one's hands clean throughout the cooking process are important.</li> <li>Describe how improper cooking and handling of food can cause physical illness.</li> <li>Describe safe ways to defrost and clean meats and vegetables.</li> <li>Demonstrate safe ways to prepare and cook meats and vegetables.</li> </ul>	<p>Kids Health website- Kids: <b><u><a href="#">Being Safe in the Kitchen</a></u></b>; <b><u><a href="#">Food Poisoning</a></u></b>                      Kids Health website- Teens: <b><u><a href="#">E. Coli</a></u></b>                      The Cook's Thesaurus website – <b><u><a href="#">The Cook's Thesaurus</a></u></b></p>
<p>Can read and follow a recipe with supervision if younger, without if older.</p>	<ul style="list-style-type: none"> <li>Translate abbreviations commonly used in recipes (e.g., tsp).</li> <li>Identify and use the proper utensils used for accurate measurements (e.g., cup, teaspoon).</li> <li>Interpret and demonstrate the</li> </ul>	<p><b><u><a href="#">I'm Getting Ready</a></u></b> PDF- Cooking Demonstration by Guest, H-7, H-8 (PDF Page 68); Oops! I Need to Change the Recipe, H-9 (PDF Page 69)  <b><u><a href="#">Conversion Chart</a></u></b> PDF  <b><u><a href="#">Ready, Set, Fly!</a></u></b> PDF- Meal Preparation 2, 3 (PDF Page 11)</p>

	<p>meanings of terms and abbreviations for processes commonly used in recipes (e.g., baste, knead, whip, fold in, bake, broil, roast).</p> <ul style="list-style-type: none"> <li>• Select the utensils and equipment needed to complete a recipe.</li> <li>• Use a clock or timer when baking or cooking.</li> <li>• Prepare food according to a recipe.</li> <li>• Identify and measure the ingredients called for in a recipe.</li> <li>• Analyze the recipe selected (e.g., ingredients required, length of time to prepare, level of difficulty).</li> <li>• Describe possible ingredient substitutions (e.g., margarine vs. butter, sugar vs. artificial sweetener).</li> <li>• Describe at least three tastes that spices add to recipes.</li> <li>• Demonstrate how to change a recipe (e.g., increase or decrease servings based on number of people).</li> </ul>	<p>The Cook's Thesaurus website – <a href="#">The Cook's Thesaurus</a></p> <p>Kids Health website- Kids: <a href="#">Take a Look at Cooking</a>; <a href="#">How to Read a Recipe</a></p>
<p>Is able to prepare a week of nutritious and economical meals with and without supervision.</p>	<ul style="list-style-type: none"> <li>• Select the meals to be prepared each day.</li> <li>• Identify ingredients, utensils, and equipment needed for each meal.</li> <li>• Schedule meal prep so all items are ready at the same time.</li> <li>• Prepare the meals using the ingredients, utensils, and equipment.</li> </ul>	<p><a href="#">Ready, Set, Fly!</a> PDF- Meal Preparation #5 (PDF Page 11)</p> <p>Tip: Search the internet to find weekly menus.</p>

 **Dining**

Your goals	Steps to get there	Helpful Resources
Is able to demonstrate appropriate dining behavior in a restaurant setting.	<ul style="list-style-type: none"> <li>• Demonstrate ordering from a menu.</li> <li>• Exhibit good table manners.</li> <li>• Describe appropriate dress and conversation for different dining experiences.</li> <li>• Demonstrate appropriate ways to get attention of wait staff.</li> <li>• Calculate the tip.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Eating Out? Try It! H-4 (PDF Page 65)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Dining Etiquette Section #3-5 (PDF Page 12)</p>



**Kitchen Cleanup & Food Storage**

Your goals	Steps to get there	Helpful resources
Can store leftovers and unused ingredients to avoid spoilage.	<ul style="list-style-type: none"> <li>• Explain how long stored foods can be kept.</li> <li>• Explain which foods need to be refrigerated and why.</li> <li>• Demonstrate how to prepare foods for refrigeration, freezing, and/or storage.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Empty Those Grocery Bags, H-10 (PDF Page 70); Wonder if Anyone Got Sick after Thanksgiving, H-11 (PDF Pages 71-72); Rx for Ranges, C-2-1 (PDF Page 34)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Kitchen Cleanup and Food Storage #1 (PDF Page 12), 3 (PDF Page 13)</p> <p>Consumer Advice on Food Safety, Nutrition, and Cosmetics, Food Storage website- <b><a href="#">Your Gateway to Food Safety Information</a></b></p>
Can clean kitchen after meal preparation with supervision if younger and without supervision if older.	<ul style="list-style-type: none"> <li>• Demonstrate how to wash glasses, dishes, pots, pans and utensils by hand and dishwasher (if available).</li> <li>• Demonstrate proper use of a garbage disposal (if available).</li> <li>• Demonstrate proper disposal of food and food packaging, paying attention to recycling requirements.</li> <li>• Demonstrate how to clean kitchen equipment and surfaces used in meal preparation.</li> </ul>	<p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Kitchen Cleanup and Food Storage #2 (PDF Page 12)</p> <p>American Cleaning Institute (ACI) website- <b><a href="#">Kitchen Appliances; Pots and Pans; Cleaning 101</a></b></p>



## Home Cleanliness

Your goals	Steps to get there	Helpful resources
<p>Can maintain a clean living space.</p>	<ul style="list-style-type: none"> <li>• Identify household chores and the person responsible for completing the task at home.</li> <li>• Demonstrate proper storage of cleaning products.</li> <li>• Demonstrate proper use of cleaning equipment and cleaning techniques.</li> <li>• Demonstrate two ways to store personal items.</li> <li>• Explain what causes sinks and toilets to clog and how to unclog them.</li> <li>• Describe how to minimize roaches, mice, and other pests.</li> <li>• Demonstrate two ways to store personal items (books, clothes, etc.)</li> </ul>	<p><b><u>I'm Getting Ready</u></b> PDF- Teach Someone to Clean, C-2.2 (PDF Page 35); Me ... a Vacuum Cleaner Salesman? C-2.3 (PDF Page 36); I Can Clean it, C-2.4 (PDF Page 37); Take Out the Garbage, C-4 (PDF Page 38); Getting Rid of Unwanted Guests ... Pest Control, C-13 (PDF Page 44)</p> <p><b><u>PAYA Module 1</u></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 121-127)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Home Cleaning and Clothing Care #1, 3 (PDF Page 13)</p> <p>American Cleaning Institute (ACI) website- <b><u>Cleaning Basics</u></b></p>
<p>Can develop and maintain household cleaning routine.</p>	<ul style="list-style-type: none"> <li>• Explain the benefit of cleaning and changing linens regularly.</li> <li>• Describe what needs to be cleaned on a daily, monthly, and seasonal basis.</li> <li>• Demonstrate household cleaning routine for two weeks (e.g., changing linens, dusting, sweeping, vacuuming, cleaning toilet).</li> </ul>	<p><b><u>I'm Getting Ready</u></b> PDF- Setting My Own Cleaning Standard, C-5, C-6 (PDF Pages 39-40)</p> <p><b><u>PAYA Module 1</u></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 121-127)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Home Cleaning and Clothing Care #2, 5 (PDF Page 13)</p> <p>American Cleaning Institute (ACI) website- <b><u>Cleaning Basics</u></b></p>
<p>Can care for clothing with supervision if younger and without supervision if older.</p>	<ul style="list-style-type: none"> <li>• Describe different methods for cleaning clothes (e.g., dry clean, hand wash, machine wash).</li> <li>• Describe steps for machine washing (e.g., separating colors, pre-treating, detergent quantity, bleach, fabric softener, selection of water temperature and washing cycles).</li> <li>• Complete two loads of laundry.</li> <li>• Demonstrate how to fold and put away clean clothing.</li> </ul>	<p><b><u>I'm Getting Ready</u></b> PDF- I Did the Laundry, LG-2-1 -3 (PDF Page 48)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Home Cleaning #7-9 (PDF Page 14)</p>



## Home Safety

Your goals	Steps to get there	Helpful resources
<p>Knows and understands the importance of home safety.</p>	<p><u>Fire safety</u></p> <ul style="list-style-type: none"> <li>Describe use and maintenance of a smoke and carbon monoxide detector and fire extinguisher.</li> <li>Explain three ways to prevent fires (e.g., avoid overuse of extension cords).</li> <li>Describe an emergency evacuation route in case of fire.</li> </ul> <p><u>Crime prevention</u></p> <ul style="list-style-type: none"> <li>Explain two ways to prevent breaking and entering in one's home.</li> </ul> <p><u>Natural disasters</u></p> <ul style="list-style-type: none"> <li>Explain two ways to prepare for natural disasters (e.g., hurricanes, floods, tornadoes, earthquakes, national alerts, snow emergencies).</li> </ul> <p><u>Home safety</u></p> <ul style="list-style-type: none"> <li>Explain proper storage of hazardous household materials (e.g., cleaning materials, medicines, knives).</li> <li>Explain three strategies for child proofing a house (e.g., outlet plugs, cabinet locks, gates on stairways).</li> <li>Describe signs of possible household dangers (e.g., smelling gas, flooding).</li> </ul> <p><u>First aid</u></p> <ul style="list-style-type: none"> <li>Identify four items in a first aid kit/household emergency kit (e.g., bandages, disinfectant, flash light, batteries).</li> <li>Describe how to prevent poisoning.</li> </ul>	<p><b>PAYA Module 2</b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 75-94)</p> <p><b>PAYA Module 5</b> PDF- Safety: Handbook for Skill Development (PDF Pages 1-12)</p> <p><b>Ready, Set, Fly!</b> PDF- Home Safety #1, 2, and 4 (PDF Pages 14-15)</p> <p>The Parent Center/Baby Center website- <b>Safety and Childproofing</b></p> <p>Kid's Health website- <b>Internet Safety</b></p> <p>American Association of Poison Control Centers website - <b>Poison Prevention</b></p>
<p>Knows how to access community resources in case of emergency.</p>	<ul style="list-style-type: none"> <li>Explain the function of different community resources (e.g., fire, police, ambulance and when they would be used).</li> </ul>	<p><b>Ready, Set, Fly!</b> PDF- Home Safety and Repairs #4 (PDF Page 15); Community Resources #4 (PDF Page 22)</p>

	<ul style="list-style-type: none"> <li>Evaluate three emergency situations and select the appropriate community resource.</li> </ul>	Healthy Children website - <a href="#">At Home; Disasters and Your Family: Be Prepared</a>
Is able to administer first aid and CPR.	<ul style="list-style-type: none"> <li>Complete and pass first aid training course.</li> <li>Complete and pass CPR training course.</li> </ul>	<a href="#">Ready, Set, Fly!</a> PDF- Home Safety and Repairs #3 (PDF Page 15) Learn CPR from the University of Washington website - <a href="#">Hands on CPR/First Aid Training</a>



## Home Repairs

Your goals	Steps to get there	Helpful resources
Knows how to make simple home repairs.	<ul style="list-style-type: none"> <li>Demonstrate how to reset circuit breakers and/or replace fuses.</li> <li>Demonstrate how to use a plunger or other tool to unclog toilets.</li> <li>Demonstrate how to replace furnace filters.</li> <li>Demonstrate safe and appropriate use of home tools.</li> <li>Demonstrate how to winterize apartment/home windows, where applicable.</li> <li>Explain the type of repairs for which the tenant is responsible.</li> </ul>	<a href="#">I'm Getting Ready</a> PDF- Electrical Detective at Work, C-7, C-8 (PDF Page 41) <a href="#">Ready, Set, Fly!</a> PDF- Home Safety and Repairs #5 (PDF Page 15) State Farm Home website - <a href="#">A collection of home maintenance articles</a>



## Computer & Internet Basics

Your goals	Steps to get there	Helpful resources
Can use a computer.	<ul style="list-style-type: none"> <li>Demonstrate turning a computer on and off.</li> <li>Use the mouse to open an application.</li> <li>Can type on a keyboard.</li> </ul>	wikiHow website - <a href="#">Free Typing Tutorial</a> New User Tutorials website - <a href="#">Free Tutorial on Computer Basics</a>
Can use a computer to complete homework assignment.	<ul style="list-style-type: none"> <li>Explain when to use word processing, spreadsheet, and presentation software.</li> <li>List different types of word processing, spreadsheet and presentation software.</li> </ul>	Microsoft website - <a href="#">Microsoft Office Training</a> WebTools Company PDF- <a href="#">How to Search the Internet Effectively</a> Tip: Check your local library for resources.

	<ul style="list-style-type: none"> <li>• Demonstrate the use of the application.</li> <li>• Demonstrate creating, saving, opening, retrieving, and printing documents.</li> </ul>	
Knows how to use the internet to locate resources.	<ul style="list-style-type: none"> <li>• Locate resources that provide internet access (e.g., library, school).</li> <li>• Describe the functions of a search engine (e.g., Yahoo, Google, Bing).</li> <li>• Use the search engine to find information with job search, postsecondary education, financial aid, and leisure time.</li> </ul>	<p>University of California: Berkeley Library - <a href="#"><u>Evaluating Resources</u></a></p> <p>Media Smarts website - <a href="#"><u>How to search the internet effectively</u></a></p> <p>WebTools Company website - <a href="#"><u>How to Search the Internet Effectively</u></a></p>
Can safely set up a free email account.	<ul style="list-style-type: none"> <li>• Locate three websites that offer free email service (e.g., Gmail, Yahoo, Outlook).</li> <li>• Select most appropriate service for your age.</li> <li>• Safely and accurately complete the email registration form.</li> <li>• Select an appropriate email username.</li> </ul>	<p>Tip: Do an internet search to find these resources.</p>
Can practice personal safety on the internet.	<ul style="list-style-type: none"> <li>• Explain what safe internet practice is.</li> <li>• Explain why safety on the internet is important.</li> <li>• Demonstrate three ways to practice personal safety online (e.g., never sharing your password with anyone, keep some details private such as your birth date and where you live).</li> </ul>	<p>Connect Safely website - <a href="#"><u>Safety Tips &amp; Advice</u></a></p>
Knows how to address cyberbullying.	<ul style="list-style-type: none"> <li>• Define cyberbullying.</li> <li>• Describe three ways to deal with cyberbullies.</li> </ul>	<p>Unicef website - <a href="#"><u>Cyberbullying: What is it and how to stop it</u></a></p> <p>Connect Safely website- <a href="#"><u>Tips to Help Stop Cyberbullying</u></a></p>
Can explain the danger of giving out personal information online.	<ul style="list-style-type: none"> <li>• Describe purpose of popular social media and networking platforms (e.g., Instagram).</li> <li>• Explain the function of a personal profile.</li> <li>• Create a safe personal profile.</li> <li>• Explain three consequences of giving personal information.</li> </ul>	<p>Connect Safely website - <a href="#"><u>Social Media and Socializing Online</u></a></p> <p>Federal Trade Commission website- <a href="#"><u>Kids and Socializing Online</u></a></p> <p>Federal Trade Commission website- <a href="#"><u>OnGuard Online: Safety Tips</u></a></p>

	<ul style="list-style-type: none"> <li>• Explain three potential consequences of posting inappropriate photos/language on your profile.</li> </ul>	
Knows the importance of safe practices in online relationships.	<ul style="list-style-type: none"> <li>• Describe the types of online relationships.</li> <li>• List three consequences of participating in online relationships.</li> <li>• List three ways to ensure personal safety in online relationships.</li> </ul>	Connect Safely website - <a href="#">Online Safety Tips</a>
Can use social networking platforms responsibly.	<ul style="list-style-type: none"> <li>• Describe purpose of popular social networking platforms (e.g., Facebook, Twitter, Instagram).</li> <li>• Explain the function of a personal profile.</li> <li>• Create a safe personal profile.</li> <li>• Explain three consequences of giving personal information.</li> <li>• Explain three potential consequences of posting inappropriate photos/language on your profile.</li> </ul>	Federal Trade Commission website - <a href="#">Kids and Socializing Online</a> Connect Safely website - <a href="#">Online Safety Tips</a> Kids Health website - Teens: <a href="#">Protecting Your Online Identity and Reputation</a>



## Daily Living Permanency

Your goals	Steps to get there	Helpful resources
Knows at least one adult, other than their caseworker or other professional, who would help in case of an emergency.	<ul style="list-style-type: none"> <li>• Can name and identify at least one adult that he/she checks in with on a regular basis.</li> <li>• The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.</li> </ul>	<b><a href="#">Permanency Pact</a></b> <ul style="list-style-type: none"> <li>• Emergency place to stay</li> <li>• Mentor</li> <li>• Someone to talk to/discuss problems</li> <li>• Help with reading forms, documents, and complex mail</li> <li>• A place to do laundry</li> <li>• Food/occasional meal</li> </ul>
Has an adult the youth trusts, other than a caseworker or other professional, who could help with day-to-day needs.	<ul style="list-style-type: none"> <li>• Can name and identify at least one adult that he/she checks in with on a regular basis.</li> <li>• The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.</li> </ul>	<b><a href="#">Permanency Pact</a></b> <ul style="list-style-type: none"> <li>• Regular check-in</li> </ul>

## Self care skills

\*A “necessary items” checklist is available at the end of this document under the resource checklists section.

 <b>Health Care</b>		
<b>Your goals</b>	<b>Steps to get there</b>	<b>Helpful resources</b>
Knows how to stay healthy.	<ul style="list-style-type: none"> <li>Identify three ways to prevent a cold or flu.</li> <li>Explain how to prevent contagious diseases like measles, mumps, and chicken pox through vaccination and/or avoiding contamination.</li> <li>Take care of self (e.g., gets enough sleep, protects eyes).</li> <li>Attend regular doctor/dentist appointments (e.g., yearly).</li> <li>Explain the importance of washing our hands.</li> <li>Explain family health history.</li> <li>Describe personal medical history.</li> <li>Keep up to date medical records.</li> <li>Explain how regular exercise can make one feel better and look better.</li> <li>Demonstrates an exercise that can occur at least two to three times a week.</li> </ul>	<p><a href="#">PAYA Module 2</a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 17-18)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Health #1 &amp; 2 (PDF Page 31)</p> <p>Girlshealth.gov website - <a href="#">Illness &amp; Disability</a>; <a href="#">Fitness</a>; <a href="#">Body</a></p> <p>Kids Health website - Teens: <a href="#">Your Body</a>; <a href="#">Food &amp; Fitness</a></p> <p>Kids Health website - Kids: <a href="#">Why Exercise is Wise</a>; <a href="#">Be a Fit Kid</a></p> <p>Kids Health website - Parents: <a href="#">Parent Information</a></p>
Knows how to care for minor illness and simple injuries.	<ul style="list-style-type: none"> <li>Describe symptoms of colds, flu, and other common health problems.</li> <li>Demonstrate how to use a thermometer.</li> <li>Select appropriate over-the-counter medications for pain, stomach upset, diarrhea, cold/allergy symptoms.</li> <li>Explain how to treat cold and flu symptoms.</li> <li>Demonstrate treating simple injuries like cuts, burns, bites, stings, and splinters.</li> <li>Create a basic first aid kit.</li> <li>Explain what to do when a fever doesn't improve.</li> </ul>	<p><a href="#">PAYA Module 2</a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 42-44)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Health #6 (PDF Page 32)</p> <p>Kids Health website - Kids: <a href="#">Staying Healthy</a>; <a href="#">Illness &amp; Disability</a></p> <p>Kids Health website - Teens: <a href="#">Body</a>; <a href="#">Infections</a></p> <p>Kids Health website - Parents: <a href="#">General Health</a>; <a href="#">Infections</a>; <a href="#">About First Aid Guides</a></p>

<p>Knows when and how to seek medical attention.</p>	<ul style="list-style-type: none"> <li>• Explain what you would do if an illness has not responded to home remedies.</li> <li>• Tell when you should go to the emergency room, a clinic, or to a doctor.</li> <li>• Describe how to find a doctor and dentist (e.g., check yellow pages, check medical/dental societies, health insurance company, family and friends).</li> <li>• Explain the costs associated with doctors/dentists, clinics, and an emergency room.</li> <li>• See a doctor and dentist regularly for well-being care (e.g., annually).</li> <li>• Demonstrate making and changing a medical/dental appointment.</li> <li>• Explain what to do if someone ingests a poisonous substance.</li> </ul>	<p><b><u>PAYA Module 2</u></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 45-46 and 76-78)                  Kids Health website - Kids: <b><u>People, Places, and Things that Help</u></b>                  Kids Health website - Teens: <b><u>Diseases &amp; Conditions; Infections</u></b>                  Kids Health website - Parents: <b><u>Diseases &amp; Conditions; First Aid &amp; Safety</u></b></p>
<p>Knows and understands the importance of taking prescription drugs and over-the-counter medications as prescribed.</p>	<ul style="list-style-type: none"> <li>• Explain the difference between prescription and over-the-counter medications.</li> <li>• Interpret instructions provided on prescription drugs and over-the-counter medications, including dose frequency, contraindications, warnings, recommended storage (e.g., safety cap use) and possible side effects.</li> <li>• Describe what happens when medication is used improperly.</li> <li>• Describe the possible effects of taking medications while pregnant.</li> <li>• Explain the difference between generic and brand.</li> </ul>	<p><b><u>PAYA Module 2</u></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 40-41)  <b><u>Ready, Set, Fly!</u></b> PDF- Health #7 (PDF Page 32)</p>
<p>Knows and understands the medical/ dental coverage available.</p>	<ul style="list-style-type: none"> <li>• Describe types of medical insurance/coverage available (e.g., Medicaid, employer health plans, student health plans, personal health plans).</li> <li>• Explain where and how to obtain one or more types of medical coverage.</li> </ul>	<p><b><u>I'm Getting Ready</u></b> PDF- What Insurance Do I Need? M-14 (PDF Page 18)  <b><u>PAYA Module 2</u></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 46-48)  <b><u>Ready, Set, Fly!</u></b> PDF- Health #10 (PDF Page 33)</p>

	<ul style="list-style-type: none"> <li>Identify the common terms used in medical insurance (e.g., HMO, co-pay, deductible, referral, pre-existing condition).</li> </ul>	<p>Kids Health website - Kids: <a href="#"><b>People, Places, and Things That Help</b></a></p> <p>Kids Health website - Parents: <a href="#"><b>Doctors &amp; Hospitals</b></a></p> <p>University of Florida website: Student Health Care Center - <a href="#"><b>Understanding &amp; Navigating Your Insurance Policy</b></a></p> <p>Nerdwallet website - <a href="#"><b>Your Step-by-Step Guide to Choosing a Health Insurance Plan</b></a></p> <p>HealthCare.gov website - <a href="#"><b>Tips about the Health Insurance Marketplace</b></a></p> <p>CNBC website - <a href="#"><b>Turning 26? How to navigate health insurance for the first time on your own</b></a></p>
<p>Knows how to execute a health care proxy.</p>	<ul style="list-style-type: none"> <li>Define health care proxy.</li> <li>Explain the importance of having someone you trust to make health care treatment decisions if you are not able.</li> <li>Identify a trusted adult to be your proxy.</li> <li>Demonstrate how to make the health care proxy legal and what to do if they change their mind.</li> </ul>	<p>Do your proxy - <a href="#"><b>Information on Health Care Proxies; Health Care Proxy Worksheet</b></a></p> <p>Appalachian Legal Services - <a href="#"><b>Health Care Surrogates</b></a></p>
<p>Knows how to maintain good emotional health.</p>	<ul style="list-style-type: none"> <li>Identify situations that may cause conflict between people and lead to stress.</li> <li>Identify source of conflict or fear in a stressful situation.</li> <li>Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule).</li> <li>Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule, journal).</li> <li>Describe the signs and symptoms of depression and other emotional health problems.</li> <li>Describe where to go in the</li> </ul>	<p><a href="#"><b>Ready, Set, Fly!</b></a> PDF- Health #14, 15 (PDF Page 33)</p> <p>Kids Health - Kids: <a href="#"><b>Feelings</b></a></p> <p>Kids Health - Parents: <a href="#"><b>Emotions &amp; Behavior</b></a></p>

	community to obtain help with depression and other emotional health problems.	
Knows how to avoid situations that may trigger dependency on drugs and/or alcohol.	<ul style="list-style-type: none"> <li>• Can name three or more common triggers that can cause relapse.</li> <li>• Has an action plan to help guard against relapsing.</li> </ul>	CRC Health Group PDF- <a href="#">Teens in Early Recovery: Ten Common Triggers for Relapse</a>
<p>Has at least one adult other than their worker help them with their medical needs.</p> <p>Knows a trusted adult who can help support their sobriety.</p>	<ul style="list-style-type: none"> <li>• Can name and identify at least one adult they can call to assist them with their medical needs (including visiting if they were hospitalized).</li> <li>• The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.</li> <li>• Has a safe relationship with an adult who understands how young people can prevent relapses.</li> </ul>	<p><a href="#">Permanency Pact</a></p> <ul style="list-style-type: none"> <li>• Assist with medical appointments/chaperone</li> <li>• Drug and alcohol addiction help</li> <li>• Mental health support</li> <li>• Safety and personal security</li> </ul> <p>CRC Health Group PDF - <a href="#">Teens in Early Recovery: Ten Common Triggers for Relapse</a></p>



## Personal Benefits

Your goals	Steps to get there	Helpful Resources
Knows how to access benefits such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV).	<ul style="list-style-type: none"> <li>• Is made aware of the local benefits that are available to them.</li> <li>• Assistance is provided to apply for benefits that they are eligible for.</li> </ul>	<p>Centers for Medicare &amp; Medicaid Services website - <a href="#">Home Page</a></p> <p>Medicaid Services website - <a href="#">Home Page</a>; <a href="#">Children's Health Insurance Program (CHIP)</a></p> <p>Back to the Youthhood website - <a href="#">The Government Center</a></p>



## Maintain Personal Records

Your goals	Steps to get there	Helpful resources
<p>Knows how to obtain copies of personal documents.</p> <p>Knows how to maintain personal documents and records.</p>	<ul style="list-style-type: none"> <li>• Identify where to go to get a birth certificate, Social Security card, photo ID, educational transcripts, passports, voter registration card, and working papers.</li> <li>• Identify where to go to obtain medical history and records.</li> <li>• Identify where to go to obtain immigration documentation (if applicable).</li> <li>• Identify where to go to obtain tribal documentation (if applicable).</li> <li>• Identify documentation necessary to cross U.S. borders.</li> <li>• Identify the costs associated with obtaining these documents.</li> <li>• Complete the forms required to obtain copies of these documents.</li> </ul>	<p><a href="#">Ready, Set, Fly!</a> PDF- Community Resources #6 (PDF Page 22)</p> <p><a href="#">Department of the Treasury: Internal Revenue Service</a> PDF- Keeping Personal Records</p> <p>US Government website - <a href="#">Replace Your Vital Records</a></p> <p>Montana State University - <a href="#">Storing Important Papers</a></p>



## Personal Hygiene

Your goals	Steps to get there	Helpful resources
<p>Knows and understands the importance of good hygiene.</p>	<ul style="list-style-type: none"> <li>• Describe what “good hygiene” means.</li> <li>• Explain how “poor hygiene” affects friendships, relationships with others, and employment opportunities.</li> <li>• Explain how hygiene affects one’s physical and emotional health.</li> </ul>	<p><a href="#">PAYA Module 2</a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 5-6)</p> <p>Kids Health website - Kids: <a href="#">Acne</a>; <a href="#">Being Good to my Body</a>; <a href="#">Taking Care of Your Ears</a>; <a href="#">Taking Care of Your Teeth</a></p> <p>Kids Health website - Teens: <a href="#">Why Do I Get Acne?</a>; <a href="#">What Can I do about Acne?</a>; <a href="#">Taking Care of Your Teeth</a>; <a href="#">Tips for Taking Care of Your Skin</a>; <a href="#">Body Image</a>; <a href="#">Body</a></p>

<p>Can maintain good hygiene.</p>	<ul style="list-style-type: none"> <li>• Explain when and how to use hygiene products (e.g., toilet paper, soap, shampoo, brush, comb, toothbrush, toothpaste, floss, deodorant, sanitary napkins/tampons, shaving equipment).</li> <li>• Explain the importance of cleaning one's hands after using the toilet.</li> <li>• Wear clean clothes.</li> <li>• Describe when makeup is appropriate and how to apply it if applicable.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- My Grooming Plan Checklist, LG-4 (PDF Page 49) &amp; Clothing Messages on Television, LG-5 (PDF Page 50)</p> <p><b><a href="#">PAYA Module 2</a></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 6, 16)</p> <p>Girlshealth.gov website- <b><a href="#">Looking and feeling your best</a></b></p> <p>Kids Health website - Teens: <b><a href="#">Body</a></b></p>
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## Personal Safety

Your goals	Steps to get there	Helpful resources
<p>Is able to find safe and supportive resources.</p> <p>Has a safe place to stay in the event of an emergency.</p>	<ul style="list-style-type: none"> <li>• Knows how to trust their instincts when feeling unsafe.</li> <li>• Knows how to access immediate help.</li> <li>• Understands the myths and truths about domestic violence.</li> <li>• Understands the myths and truths about sexual assault.</li> <li>• Can recognize when dating becomes violent.</li> </ul>	<p>Love is respect Youth Council website - <b><a href="#">Home Page</a></b></p> <p>Centers for Disease Control and Prevention (CDC) website - <b><a href="#">Violence Prevention: Dating Matters</a></b></p> <p>That's Not Cool national public education initiative website - <b><a href="#">Home Page</a></b></p>



## Sexuality

Your goals	Steps to get there	Helpful resources
<p>Knows and understands how male and female bodies change during puberty.</p>	<ul style="list-style-type: none"> <li>• Identify male and female sexual anatomy.</li> <li>• Explain the bodily changes that take place during puberty for both males and females.</li> </ul>	<p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Relationships and Sexuality #1 (PDF Page 36)</p> <p>Girlshealth.gov website - <b><a href="#">Puberty</a></b></p> <p>Kids Health website - Kids: <b><a href="#">All About Puberty</a></b>; <b><a href="#">Boys and Puberty</a></b>; <b><a href="#">Puberty and Growing Up</a></b></p> <p>Kids Health website- Teens: <b><a href="#">For Girls</a></b>; <b><a href="#">For Guys</a></b>; <b><a href="#">Sexual Health</a></b></p>

<p>Knows and understands the difference between sexual orientation and gender identity.</p>	<ul style="list-style-type: none"> <li>• Define the terms sexual orientation and gender identity.</li> <li>• Identify three sexual orientations (e.g., heterosexual, homosexual, and bisexual).</li> <li>• Define stereotyping and discrimination based on sexual orientation.</li> </ul>	<p>American Psychological Association website - <a href="#">Just the Facts about Sexual Orientation and Youth</a>                  Human Rights Campaign website - <a href="#">Youth Report</a>                  Teaching Sexual Health website - <a href="#">Sexual Orientation</a></p>
<p>Knows and understands the difference between sexuality and sex.</p>	<ul style="list-style-type: none"> <li>• Tell the four definitions of “sex” (e.g., gender, intercourse).</li> <li>• Explain myths and misconceptions about sex.</li> <li>• Explain media’s role in portraying sex and sexuality.</li> <li>• Explain the difference between love and sex.</li> <li>• Describe sexual desire versus love.</li> </ul>	<p><a href="#">PAYA Module 5</a> PDF- Sexuality, STD, and Pregnancy Prevention (PDF Page 5)  <a href="#">Sex and Sexuality (ReCAPP)</a> PDF                  Teaching Sexual Health website - <a href="#">Home Page</a></p>

## Relationships & communication skills



### Personal Development

Your goals	Steps to get there	Helpful resources
Knows and understands the concept of self-esteem.	<ul style="list-style-type: none"> <li>Define the term “self-esteem.”</li> <li>Explain how self-esteem is related to self-awareness and self-image.</li> <li>Describe how self-esteem is affected by the willingness to try new things.</li> </ul>	<p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Personal Development #1 &amp; 2 (PDF Page 38)</p> <p>Kids Health website - Kids: <b><a href="#">Self-Esteem; Feelings</a></b></p> <p>Kids Health website - Teens: <b><a href="#">Be Your Best Self; Mental Health; Mind</a></b></p>
Knows and understands one’s personal strengths and needs.	<ul style="list-style-type: none"> <li>Describe three personal strengths and three needs.</li> <li>Recognize how one’s strengths can be used to meet one’s needs.</li> </ul>	<p><b><a href="#">PAYA Module 2</a></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 92-101)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Personal Development #5 (PDF Page 39)</p>
Knows and understands the impact of caring, respectful, responsible, and honest behavior in relationships.	<ul style="list-style-type: none"> <li>Define respect.</li> <li>Define in your own words caring, respectful, responsible, and honest behavior.</li> <li>Give examples of situations where caring, respectful, responsible, and honest behavior affect a relationship.</li> <li>Identify behaviors (in a movie, video, or role play) that are caring, respectful, responsible, and honest and behaviors that are not.</li> </ul>	<p><b><a href="#">PAYA Module 2</a></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 128-138)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Relationships #2 (PDF Page 46)</p> <p>Kids Health website - Kids: <b><a href="#">Feelings</a></b></p>
Can demonstrate everyday etiquette.	<ul style="list-style-type: none"> <li>Define everyday etiquette (opening doors for others, giving up a seat for someone, sending a thank you note, etc.) when in public.</li> <li>Give examples of appropriate words to show displeasure or excitement as an alternative to cursing.</li> <li>Describe the difference between gossip and sharing information.</li> </ul>	<p>Emily Post website - <b><a href="#">Everyday Etiquette</a></b></p> <p>Tip: Look up Emily Post website</p>

	<ul style="list-style-type: none"> <li>Describe at least five situations in which you would express thankfulness.</li> </ul>	
Knows and understands how abuse, dishonesty, and disrespect impact relationships.	<ul style="list-style-type: none"> <li>Define in your own words abuse, dishonesty, and disrespectful behavior.</li> <li>Give examples of how abuse, dishonesty, and disrespect impact relationships.</li> <li>Identify behaviors (in a movie, video) that are abusive, dishonest, and disrespectful.</li> <li>Describe how these behaviors might affect the relationships (in a movie, video).</li> </ul>	Washington State Office of the Attorney General website- <a href="#">Teen Dating Violence Teaching Materials</a>
Knows and understands the influence of spirituality on personal development.	<ul style="list-style-type: none"> <li>Define spirituality.</li> <li>Explain how spirituality can play a role in one's everyday life.</li> </ul>	<a href="#">Ready, Set, Fly!</a> PDF- Cultural Awareness #7 (PDF Page 40)  Recommend using the internet to find other resources



## Developing Relationships

Your goals	Steps to get there	Helpful resources
Knows and understands the differences between various types of relationships.	<ul style="list-style-type: none"> <li>Describe different types of relationships (e.g., family, friends, business, professional, marital, and dating).</li> <li>Recognize the value of maintaining more than one type of relationship.</li> </ul>	<a href="#">PAYA Module 2</a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 128-138) <a href="#">Ready, Set, Fly!</a> PDF- Relationships #1 (PDF Page 46) Kids Health website - Teens: <a href="#">Relationships</a>
Knows how to start a new friendship.	<ul style="list-style-type: none"> <li>Can define what a friend is.</li> <li>Describe ways that friends spend time together.</li> <li>Can think of ways to invite a new friend to join in a group activity.</li> <li>Invite a new friend to spend time together in a positive</li> </ul>	Kids Health website - Teens: <a href="#">Friendship Q&amp;A for Teens</a> ; <a href="#">Build Good Relationships</a> Tip: Use the internet to find resources

<p>Knows how to maintain healthy relationships.</p>	<ul style="list-style-type: none"> <li>• activity.</li> <li>• Identify three characteristics of healthy and unhealthy relationships.</li> <li>• Describe two ways to manage an unhealthy relationship (e.g., clarify boundaries, seek counseling, seek legal help, end relationship).</li> <li>• Role play a strategy for managing an unhealthy relationship (e.g., setting boundaries, getting counseling, ending a relationship).</li> <li>• Describe two ways to improve a relationship with family, friends, mentors, co-workers, and romantic interests.</li> <li>• Name at least one person you can confide in.</li> </ul>	<p><a href="#">PAYA Module 2</a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 146-158)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Relationships #2 (PDF Page 46)</p> <p>Kids Health website - Teens: <a href="#">Build Good Relationships</a></p>
<p>Knows how to talk to others about decisions that affect dating and romantic relationships.</p>	<ul style="list-style-type: none"> <li>• Explain how to talk to a partner about dating, sexual activity, prevention of STDs and pregnancy, marriage, and/or parenting.</li> <li>• Practice talking with a partner about these issues in a mock situation.</li> <li>• Explain how to talk to family and friends about dating, sexual activity, prevention of STDs and pregnancy, marriage, and parenting.</li> <li>• Practice talking with family and friends about these issues in a mock situation.</li> </ul>	<p><a href="#">PAYA Module 2</a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 146-179)</p> <p><a href="#">PAYA Module 5</a> PDF- Safety: Handbook for Skill Development (PDF Page 8)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Relationships #3 &amp;4 (PDF Page 47)</p> <p>Kids Health website - Teens: <a href="#">What Are the Chances of Having an STD?</a></p> <p><a href="#">Resource Center for Adolescent Pregnancy Prevention (ReCAPP)</a> PDF- Adolescent Pregnancy Prevention</p>
<p>Knows and understands the concept of “community.”</p>	<ul style="list-style-type: none"> <li>• Define and give examples of different communities (e.g., cultural groups, neighborhoods, school, faith- based).</li> <li>• Identify three things that make one a part of a community (e.g., age, culture, interest, needs).</li> <li>• Explain the benefits of participating in diverse/different communities.</li> <li>• Describe the responsibilities associated with being part of a</li> </ul>	<p><a href="#">Ready, Set, Fly!</a> PDF- Relationships #12 (PDF Page 49)</p> <p>Kids Health website - Parents: <a href="#">Community Service: A Family's Guide to Getting Involved</a></p> <p>Key Club website - <a href="#">What is service leadership?</a></p>

	<p>community.</p> <ul style="list-style-type: none"> <li>• Tell why volunteerism is good for a community or neighborhood.</li> </ul>	
Knows and understands the importance of cooperation.	<ul style="list-style-type: none"> <li>• Describe three situations where you've helped others.</li> <li>• Describe how family members cooperate with each other.</li> <li>• Explain how cooperating in the workplace is helpful.</li> </ul>	Tip: Use the internet to find resources
Knows and understands a process for making thoughtful decisions.	<ul style="list-style-type: none"> <li>• Recognize the difference between impulsive and thoughtful decisions.</li> <li>• Describe and explain the steps used in a thoughtful decision-making process (e.g., identify goals and values involved, identify options, evaluate pros and cons, narrow unacceptable choices and select an option).</li> <li>• Describe why it is important to gather information when you are not sure about a decision.</li> </ul>	<p><b><a href="#">PAYA Module 2</a></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 111-122)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Decision Making #2, 4: (PDF Page 47)</p> <p>Decision Education Foundation website- <b><a href="#">What are Decision-Making Skills and What is a Good Decision</a></b></p> <p>Students Against Destructive Decisions website - <b><a href="#">About SADD</a></b></p>
Can use a thoughtful decision-making process in a social situation.	<ul style="list-style-type: none"> <li>• Describe a social situation that requires a decision (e.g., going to a party on a school night, what to do when the person who is driving starts drinking).</li> <li>• Apply a thoughtful decision-making process to a social situation.</li> <li>• Tell why some choices are good and some are bad.</li> <li>• Tell what the consequences of the choices might be for yourself and others.</li> <li>• Evaluate the outcome of the decision (e.g., how my choices affect others).</li> </ul>	<p><b><a href="#">PAYA Module 2</a></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 118-122)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Decision Making #3 &amp; 4 (PDF Page 47)</p> <p>Students Against Destructive Decisions website- <b><a href="#">About SADD</a></b></p>
Knows at least one adult (including relatives) they can depend on when they leave care.	<ul style="list-style-type: none"> <li>• Can name and identify at least one adult they can depend on when they leave care.</li> <li>• The identified adult(s) is invited to current and future transition planning meetings that are held on behalf of the youth.</li> </ul>	<p><b><a href="#">Permanency Pact</a></b></p> <ul style="list-style-type: none"> <li>• Emergency place to stay</li> <li>• Other supportive assistance</li> </ul>



## Communication with Others

Your goals	Steps to get there	Helpful resources
<p>Knows and understands the elements of communication.</p>	<ul style="list-style-type: none"> <li>• Explain the difference between verbal and nonverbal communication.</li> <li>• Describe three forms of nonverbal communication (e.g., body postures, gestures, eye contact, and facial expressions).</li> <li>• State at least three ways different cultures may influence communication styles.</li> <li>• Identify two ways to give respectful feedback.</li> <li>• Identify two ways to receive feedback (e.g., making eye contact, not interrupting a conversation).</li> <li>• Describe how feedback helps and/or hinders communication.</li> </ul>	<p><b>PAYA Module 2</b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 137-145)</p> <p><b>Ready, Set, Fly!</b> PDF- Communication Section #1 – 4, 6, 7, 9, and 10 (PDF Pages 42-44)</p>
<p>Knows how to communicate with friends and family.</p>	<ul style="list-style-type: none"> <li>• Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language, appropriate touching).</li> <li>• Demonstrate giving and receiving feedback in two situations with family and friends.</li> <li>• Demonstrate how a conversation can show tolerance for the opinions of others.</li> <li>• Demonstrate receiving compliments without feeling/acting embarrassed.</li> <li>• Demonstrate how to clearly present your ideas or how you are feeling to others.</li> </ul>	<p><b>PAYA Module 2</b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 139-145)</p> <p><b>Ready, Set, Fly!</b> PDF- Communication Section #2 (PDF Page 42)</p> <p>Kids Health website - Kids: <b>Feelings</b></p> <p>Kids Health website - Teens: <b>Families</b></p>
<p>Knows how to communicate in school settings.</p>	<ul style="list-style-type: none"> <li>• Tell how to get the teacher's attention in the classroom effectively.</li> <li>• Tell when it's okay to talk or not talk with others in class.</li> <li>• Demonstrate using effective listening techniques to clarify instructions.</li> <li>• Demonstrate asking effective</li> </ul>	<p><b>Ready, Set, Fly!</b> PDF- Communication #11 (PDF Page 42)</p> <p>Kids Health website- Kids: <b>Feelings - My School</b></p>

	<p>questions to get help or to clarify information.</p> <ul style="list-style-type: none"> <li>• Demonstrate giving and receiving feedback in two situations with school personnel.</li> <li>• Demonstrate tolerance for the opinions of others.</li> </ul>	
Knows how to communicate in school or at work.	<ul style="list-style-type: none"> <li>• Demonstrate introducing oneself and greeting others (e.g., handshake, eye contact, standard v. slang language).</li> <li>• Demonstrate effective listening techniques to clarify instructions.</li> <li>• Demonstrate the ability to ask effective questions to obtain and/or clarify information.</li> <li>• Demonstrate giving and receiving feedback in two work-related situations.</li> <li>• Demonstrate tolerance for the opinions of others.</li> </ul>	<p><b>Ready, Set, Fly!</b> PDF- Communication #11, 15, 16 (PDF Pages 44- 45) Kids Health website – <b><u>Feelings - My School</u></b></p>
Knows how to use technology to communicate safely and effectively.	<ul style="list-style-type: none"> <li>• Demonstrate safe and appropriate telephone etiquette in home and work situations (e.g., how to answer, take messages, and convey information).</li> <li>• Demonstrate safe and appropriate email etiquette in home and work situations.</li> <li>• Demonstrate safe and appropriate use of social networking in home and work situations.</li> </ul>	<p><b>Ready, Set, Fly!</b> PDF- Communication #14 (PDF Page 44) Connect Safely website - <b><u>Online Safety Tips</u></b> <b><u>National Cyber Security Alliance</u></b> PDF- Social Networking Safety Tips <b><u>Federal Trade Commission (FTC)</u></b> PDF- Social Networking Sites: Safety Tips for Tweens and Teens</p>
Knows how and when to be assertive when communicating at home, school, and work.	<ul style="list-style-type: none"> <li>• Explain the differences between passive, aggressive, and assertive styles of communication.</li> <li>• Describe how to communicate assertively in three situations.</li> <li>• Recognize that people have the right to express different opinions.</li> </ul>	<p><b>Ready, Set, Fly!</b> PDF- Communication #15 &amp; 16 (PDF Page 45)</p>
Knows how to use anger management techniques.	<ul style="list-style-type: none"> <li>• Describe situations that may produce feelings of anger within oneself and others.</li> <li>• Identify a positive message of anger.</li> <li>• Describe the signs and feelings of anger within oneself and others.</li> </ul>	<p><b>Ready, Set, Fly!</b> PDF- Communication #17, 18, 20, and 21 (PDF Pages 45-46) Kids Health website- Teens: <b><u>Dealing with Anger</u></b> Kids Health website - Kids: <b><u>Taking Charge</u></b></p>

	<ul style="list-style-type: none"> <li>Describe two anger management techniques that could be used at home, school, or work.</li> </ul>	<a href="#">of Anger</a>
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## Cultural Competency

Your goals	Steps to get there	Helpful resources
Knows how to effectively respond to prejudice and discrimination.	<ul style="list-style-type: none"> <li>Define racism, stereotyping, prejudice, and discrimination.</li> <li>Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and/or in the community.</li> </ul>	<a href="#">Ready, Set, Fly!</a> PDF- Cultural Awareness Section #11 - 14 (PDF Pages 41-42) Learning for Justice website - <a href="#">Home Page</a> ; <a href="#">Anti-bullying Resources</a> ; <a href="#">Standing Up Against Discrimination</a>
Knows and understands one's own cultural identity.	<ul style="list-style-type: none"> <li>Define the terms culture, identity, race, and ethnicity.</li> <li>Describe the customs associated with one's culture (e.g., family structure, language, food, style of dress).</li> <li>Describe the contributions that one's culture has made to society.</li> <li>Tell at least four ways culture has affected your identity, values, and beliefs.</li> </ul>	<a href="#">PAYA Module 2</a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 97-101) <a href="#">Ready, Set, Fly!</a> PDF- Cultural Awareness Section #1 thru #8 (PDF Pages 39-40)  Tip: Use the internet to find resources
Knows and understands different cultural groups.	<ul style="list-style-type: none"> <li>Identify and describe the customs of three different cultural groups.</li> <li>Describe contributions made to society of at least two cultures.</li> <li>Tell how to show respect for the attitudes and beliefs of other cultural groups.</li> </ul>	<a href="#">PAYA Module 2</a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 97-101) <a href="#">Ready, Set, Fly!</a> PDF- Cultural Awareness Section #6, 7, 9, and 10 (PDF Pages 39-41)



## Domestic Violence

Your goals	Steps to get there	Helpful resources
Knows and comprehends the signs of physical and verbal abuse in relationships.	<ul style="list-style-type: none"> <li>Can explain at least two signs of domestic abuse.</li> <li>Can name warning signs of dating abuse.</li> </ul>	National Safe Place Network website: - <a href="#">Home Page</a> Love is Respect website - <a href="#">Home Page</a> Teens Experiencing abusive Relationships

<p>Knows ways to safely avoid abusive relationships.</p>		<p>(TEAR) website - <a href="#">Understanding Dating Abuse</a></p>
<p>Knows ways to avoid sexual assaults or rape.</p> <p>Can explain what steps to take in the event of a sexual assault or rape.</p>	<ul style="list-style-type: none"> <li>• Can explain the importance of reporting a sexual assault to police or other authorities.</li> <li>• Can seek help in the event of a sexual assault or rape.</li> </ul>	<p>National Safe Place Network website - <a href="#">Home Page</a></p> <p>Love is Respect website - <a href="#">Home Page</a></p> <p>Teens Experiencing abusive Relationships (TEAR) website - <a href="#">Understanding Dating Abuse</a></p>



## Legal Permanency

<b>Your goals</b>	<b>Steps to get there</b>	<b>Helpful resources</b>
<p>Understand what legal permanency is and ways to have it, such as family reunification, adoption, and guardianship.</p>	<ul style="list-style-type: none"> <li>• Is able to explain what a permanency goal is and their choices for obtaining permanency.</li> </ul>	<p>Refer to policy/protocols in your specific state child welfare system.</p>
<p>Knows what their individual legal permanency goal is and can describe it.</p>	<ul style="list-style-type: none"> <li>• Is able to describe their permanency goal.</li> <li>• Knows how to identify their state Independent Living coordinator.</li> </ul>	<p>National Resource Center for Youth Services (from the University of Oklahoma) website - <a href="#">Home Page</a></p>

## Housing & money management

\*A “necessary items” checklist is available at the end of this document under the resource checklists section.



### Budgeting & Spending Plan

Your goals	Steps to get there	Helpful resources
Knows and understands how one’s values influence money decisions.	<ul style="list-style-type: none"> <li>Knows the difference between personal needs and wants.</li> <li>Identify personal values (e.g., it is more important to spend money on clothes than to save).</li> <li>Recognize the impact personal values have on money decisions.</li> </ul>	<p><b><a href="#">I’m Getting Ready</a></b> PDF- If You Could See Yourself 20 Years from Now... M-1 (PDF Page 6), The Big 3, M-4 (PDF Page 8), and Learn from Those Who’ve Been There, M-5 (PDF Page 9)</p> <p><b><a href="#">I Know Where I am Going, Part I</a></b> PDF- C. 1, I’ve Heard of “the Money Pit,” pp. 4-8 (PDF Pages 8-12)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Beliefs About Money Section #1 - #3 (PDF Page 24)</p> <p>Mapping Your Future website - <b><a href="#">Establish a Budget</a></b></p>
Knows and understands ways that people use money to help others.	<ul style="list-style-type: none"> <li>Identify specific ways to contribute to others in need (e.g., giving food, clothing, cash, and donating one’s time).</li> <li>Recognize that it feels good to help others.</li> <li>Identify one cause to which one would contribute.</li> </ul>	<p><b><a href="#">I Know Where I am Going, Part II</a></b> PDF- C. 4, Why Should I Give My Money to Others? pp. 42-46 (PDF Pages 46-50)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Beliefs About Money #2 (PDF Page 24) &amp; Budgeting and Spending #12 (PDF Page 29)</p>
Is able to keep track of a weekly allowance.	<ul style="list-style-type: none"> <li>Keep an expense diary for a week to track all expenditures.</li> <li>Determine major areas of expenses (e.g., clothing, food, leisure activities) and what is necessary and what is unnecessary.</li> <li>Describe the consequences of making unnecessary purchases.</li> <li>Assess and modify spending habits.</li> </ul>	<p><b><a href="#">I’m Getting Ready</a></b> PDF- Make a Money Plan for Today, M-7 (PDF Page 11)</p> <p><b><a href="#">I Know Where I am Going, Part I</a></b> PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Budgeting #8 (PDF Page 29)</p> <p>Operation Hope website - <b><a href="#">Youth Financial Literacy</a></b></p>
Can develop a realistic spending plan for one month.	<ul style="list-style-type: none"> <li>Explain the importance of planning one’s expenditures.</li> <li>Create a list of spending plan categories (e.g., food, clothes, leisure)</li> </ul>	<p><b><a href="#">I’m Getting Ready</a></b> PDF- Make a Money Plan for Today, M-7 (PDF Page 11), A Money Plan for Being on Your Own, M-8; M-9 (PDF</p>

	<p>activities).</p> <ul style="list-style-type: none"> <li>• Identify whether a category is fixed or flexible.</li> <li>• Assess current situation and allocate money to each category.</li> </ul>	<p>Page 12), and Planning My Clothes Budget, LG-8 (PDF Page 53)</p> <p><b><a href="#">I Know Where I am Going, Part I</a></b> PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43)</p> <p><b><a href="#">PAYA Module 1</a></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 5-8; 6-63)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Budgeting #4 (PDF Page 28)</p> <p>Operation Hope website- <b><a href="#">Youth Financial Literacy</a></b></p>
<p>Can develop a routine for paying monthly expenses.</p>	<ul style="list-style-type: none"> <li>• Identify at least two strategies for paying bills (e.g., automatic deductions, envelope method, online payment).</li> <li>• Describe the pros and cons of each strategy.</li> <li>• Select a strategy for paying monthly bills.</li> <li>• Recognize the consequences of not paying bills on time.</li> <li>• Develop a system for storing receipts and other payment records (e.g., tax returns, warranties).</li> <li>• Identify timeframes for disposing of tax returns, receipts, and warranties.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Make a Money Plan for Being on Your Own, M-8, M-9 (PDF Page 12) &amp; Budgeting Using and Envelope System, M-10 (PDF Page 13)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Budgeting #3 &amp; 8 (PDF Pages 28-29)</p>
<p>Can maintain a spending plan for one month.</p>	<ul style="list-style-type: none"> <li>• Develop a monthly spending plan.</li> <li>• Keep an expense diary for a month to track all expenditures.</li> <li>• Assess spending plan and make changes as needed.</li> <li>• Describe the consequences of overspending.</li> <li>• Describe how to avoid making unnecessary purchases (e.g., prepare and use shopping lists).</li> <li>• Participate in leisure activities while staying in budget.</li> <li>• Describe when, why, and to whom</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Budgeting Using an Envelope System, M-10 (PDF Page 13)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Budgeting #4 (PDF Page 28)</p> <p>Operation Hope website - <b><a href="#">Youth Financial Literacy</a></b></p> <p>Practical Money Skills website - <b><a href="#">Learn</a></b></p>

	one would turn to ask for help with budgeting.	
Knows and understands where to find help if one experiences financial difficulty.	<ul style="list-style-type: none"> <li>Identify two types of financial difficulty (e.g., bankruptcy, credit card debt, paying one's rent).</li> <li>Identify the short- and long-term consequences associated with financial difficulties.</li> <li>Identify the community resources that assist people with financial problems.</li> <li>Explain the services and fees available from each resource.</li> </ul>	<p>Practical Money Skills website - <a href="#">Debt Basics</a></p> <p><a href="#">Permanency Pact</a></p> <ul style="list-style-type: none"> <li>Emergency place to stay/emergency cash</li> <li>Bills and money management assistance</li> <li>Finding community resources</li> </ul>



## Saving Money

Your goals	Steps to get there	Helpful resources
Knows and understands ways to save money.	<ul style="list-style-type: none"> <li>Describe two places to save money (e.g., piggy bank and savings account at a bank).</li> <li>Identify two strategies for saving (e.g., pay-yourself-first, automatic payroll deduction, percentage of one's income).</li> <li>Explain how a savings account provides interest on your money.</li> </ul>	<p><a href="#">I Know Where I am Going, Part I</a> PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Savings #2 &amp;3 (PDF Page 25)</p> <p>Operation Hope website - <a href="#">Youth Financial Literacy</a></p>
<p>Is able to develop a savings plan.</p> <p>Is able to determine what amount they have in savings.</p>	<ul style="list-style-type: none"> <li>Establish a saving goal (e.g., long-term and short-term).</li> <li>Create a savings plan to achieve a goal (e.g., special savings account).</li> </ul>	<p><a href="#">I Know Where I am Going, Part I</a> PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Savings #2 &amp;3 (PDF Page 25)</p> <p>Operation Hope website - <a href="#">Youth Financial Literacy</a></p>
Knows how to open and maintain a savings account.	<ul style="list-style-type: none"> <li>Describe the different types of savings accounts.</li> <li>Explain the good and bad points of different types of savings accounts.</li> <li>List the types of personal identification needed to open an account.</li> <li>Open a savings account.</li> </ul>	<p><a href="#">PAYA Module 1</a> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 5-8; 74-76)</p> <p>Operation Hope website - <a href="#">Youth Financial Literacy</a></p>

	<ul style="list-style-type: none"> <li>• Fill out deposit and withdrawal forms.</li> <li>• Read bank statement.</li> <li>• Balance register with statement monthly.</li> </ul>	<p>Practical Money Skills website - <a href="#">Saving; Financial Institutions</a></p>
<p>Can achieve a short-term savings goal.</p>	<ul style="list-style-type: none"> <li>• Select and use one or more savings strategies.</li> <li>• Assess the effectiveness of each saving strategy in reaching your savings goal.</li> <li>• Tell how much money you have in savings.</li> </ul>	<p><a href="#">I Know Where I am Going, Part I</a> PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43)  <a href="#">Ready, Set, Fly!</a> PDF- Savings #4 (PDF Page 25)</p>
<p>Can achieve a long-term savings goal to help in the transition to self-sufficiency/self-responsibility.</p>	<ul style="list-style-type: none"> <li>• Select and use one or more savings strategies.</li> <li>• Assess the effectiveness of each saving strategy.</li> </ul>	<p><a href="#">I Know Where I am Going, Part I</a> PDF- C. 4, Hard Choices, pp. 26-39 (PDF Pages 30-43)</p>
<p>Knows and understands simple investment strategies.</p>	<ul style="list-style-type: none"> <li>• Describe at least two types of investments (e.g., stocks, bonds, mutual funds, property, etc.)</li> <li>• Describe where one would go to make each type of investment.</li> <li>• Explain common investment terms (e.g., assets, earnings per share, dividend yield, etc.)</li> <li>• Explain the costs associated with investments (e.g., transaction fees, closing costs, account management fees, etc.)</li> <li>• Explain the penalties for early withdrawal of money in a retirement plan.</li> <li>• Explain the opportunities to invest with an employer's retirement program.</li> </ul>	<p>Operation Hope website - <a href="#">Youth Financial Literacy</a></p> <p>Money under 30 website - <a href="#">Asset Allocation for Young Investors</a></p> <p>Forbes website - <a href="#">Personal finance for Young Adults: Stocks vs bonds</a></p> <p>Khan Academy website - <a href="#">Personal finance - Unit: Investments and retirement</a></p>



## Shopping

Your goals	Steps to get there	Helpful resources
Knows how to make a purchase using cash.	<ul style="list-style-type: none"> <li>• Calculate discounts (e.g., how much is a \$10 book after a 15% discount?).</li> <li>• Count money correctly for the purchase.</li> <li>• Count money received in change after purchase.</li> </ul>	<p><b><u>Ready, Set, Fly!</u></b> PDF- Budgeting #1 &amp; 2 (PDF Pages 27-28)</p>
Can make a return.	<ul style="list-style-type: none"> <li>• Explain the appropriate procedure for returning an item.</li> <li>• Return one item with supervision.</li> <li>• Return one item without supervision.</li> </ul>	<p><b><u>PAYA Module 1</u></b> PDF- How to Return Clothing to a Store (PDF Pages 52-56)</p>
Knows how advertising impacts spending decisions.	<ul style="list-style-type: none"> <li>• Identify three forms of advertising (e.g., TV, radio, magazines, internet, newspaper).</li> <li>• Describe two ways that advertising to their age group through mail, credit cards, and television is a lure and often can be misleading or inaccurate.</li> <li>• Identify three products and advertising campaigns that target youth.</li> <li>• Identify advertising language and interpret the “fine print.”</li> <li>• Explain telemarketing solicitation.</li> <li>• Describe what “bait-and-switch” is.</li> </ul>	<p><b><u>I Know Where I am Going, Part II</u></b> PDF- C. 2, I Don't Want to Be a Shopping Fool, pp. 14-25 (PDF Pages 18-29)</p> <p><b><u>PAYA Module 1</u></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 115-118)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Budgeting #11 (PDF Page 29)</p>
Knows and understands the benefits of comparison shopping.	<ul style="list-style-type: none"> <li>• Explain what comparison shopping is and how it is done.</li> <li>• Interpret product label information and explain how this information can be used to make purchasing decisions (e.g., food labels give nutritional information, clothing labels give washing instructions).</li> <li>• Describe differences between brand name and generic products.</li> </ul>	<p><b><u>I Know Where I am Going, Part II</u></b> PDF- C. 2, I Don't Want to Be a Shopping Fool, pp. 14-25 (PDF Pages 18-29)</p> <p><b><u>PAYA Module 1</u></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 29-52)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Budgeting #9 &amp; 11 (PDF Page 29)</p>

	<ul style="list-style-type: none"> <li>• Distinguish between “fads” and necessities when purchasing products.</li> </ul>	
Knows how to comparison shop for a big purchase (e.g., bicycle, computer, stereo, TV).	<ul style="list-style-type: none"> <li>• Identify and prioritize the essential qualities of the item to be purchased (e.g., compare several bicycles).</li> <li>• Collect information about the choices available on the market.</li> <li>• Evaluate pros and cons of each choice.</li> </ul>	Tip: Use the internet to find information on this topic
Knows and understands ways to shop on a budget.	<ul style="list-style-type: none"> <li>• Describe two ways one’s shopping habits impact one’s spending plan.</li> <li>• Identify three alternative shopping options (e.g., flea markets, department stores, newspaper ads, secondhand shops, garage sales, mail order, internet or online shopping, discount outlets, and lay-away).</li> <li>• Explain when and how to look for sales (e.g., summer items go on sale after July 4, white sales offer discounts on sheets and towels).</li> <li>• Explain where to find and how to use coupons to save money.</li> </ul>	<p><b><u>I’m Getting Ready</u></b> PDF- Comparison Shop! LG-9 (PDF Page 54) &amp; Visit a Thrift Shop, LG-10 (PDF Page 55)</p> <p><b><u>I Know Where I am Going, Part II</u></b> PDF- C.2, I Don’t Want to Be a Shopping Fool, pp. 14-25 (PDF Pages 18-29)</p> <p><b><u>PAYA Module 1</u></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 9-63, 112-119)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Budgeting #6 &amp; 9 (PDF Pages 28- 29)</p> <p>Federal Trade Commission PDF- <b><u>Online Shopping</u></b></p>
Can shop economically for everyday items (e.g., personal care products, food, school supplies).	<ul style="list-style-type: none"> <li>• Find and use coupons.</li> <li>• Interpret and use unit pricing information to select the best buy for one’s budget.</li> <li>• Interpret and use product label information to select the best buy.</li> <li>• Compare prices on different brands to get the best price.</li> </ul>	<p><b><u>I Know Where I am Going, Part II</u></b> PDF- C.2, I Don’t Want to Be a Shopping Fool, p. 14-25 (PDF Page 18-29)</p> <p><b><u>PAYA Module 1</u></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 29-54, 112-119)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Personal Hygiene #4 (PDF Page 30)</p>



## Banking & Credit

Your goals	Steps to get there	Helpful resources
<p>Knows and understands the services provided by financial institutions.</p>	<ul style="list-style-type: none"> <li>Identify the financial institutions available in the community (e.g., banks, credit unions, savings and loans).</li> <li>Describe and compare the services available.</li> <li>Identify the financial institutions offering the best deals on fees and interest.</li> </ul>	<p><b><a href="#">I Know Where I am Going, Part I</a></b> PDF- C.5, Taking It to the Bank, pp. 40-61 (PDF Pages 44-65)</p> <p><b><a href="#">I'm Getting Ready</a></b> PDF- Choose a Bank, M-12 (PDF Page 15)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Banking #1 (PDF Page 26)</p>
<p>Knows and understands ways other than banks for cashing checks and borrowing money.</p>	<ul style="list-style-type: none"> <li>Identify places in the community to cash checks (e.g., check cashing store, grocery store).</li> <li>Identify ways to borrow money (e.g., family, friends, pawn shops).</li> <li>Explain the pros and cons of using these ways to cash checks and borrow money.</li> </ul>	<p><b><a href="#">I Know Where I am Going, Part I</a></b> PDF- C.5, Taking It to the Bank, p. 40-61 (PDF Pages 44-65)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Banking #5 &amp; 6 (PDF Pages 26-27)</p> <p>Operation Hope website - <b><a href="#">Youth Financial Literacy</a></b></p>
<p>Knows how to complete a money order.</p>	<ul style="list-style-type: none"> <li>Explain what a money order is and how it is used.</li> <li>Identify two places where a money order can be purchased (e.g., post office, bank).</li> <li>Compare the fees associated with a money order and a checking account.</li> <li>Complete one money order.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Different Ways to Pay Our Bills, M-11 (PDF Page 14)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Banking #3 (PDF Page 26)</p>
<p>Knows how to open and maintain a savings account.</p>	<ul style="list-style-type: none"> <li>Describe the different types of savings accounts.</li> <li>Explain the good and bad points of different types of savings accounts.</li> <li>List the types of personal identification needed to open an account.</li> <li>Open a savings account.</li> <li>Fill out deposit and withdrawal forms.</li> <li>Read bank statement.</li> <li>Balance register with statement monthly.</li> </ul>	<p><b><a href="#">PAYA Module 1</a></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 74-76)</p> <p>Operation Hope website - <b><a href="#">Youth Financial Literacy</a></b></p> <p>Practical Money Skills website - <b><a href="#">Saving; Financial Institutions</a></b></p>

<p>Knows how to open and maintain a checking account.</p>	<ul style="list-style-type: none"> <li>• Describe the different types of checking accounts.</li> <li>• Explain the benefits of the different types of checking accounts.</li> <li>• List personal identification needed to open an account.</li> <li>• Open a checking account.</li> <li>• Write two checks.</li> <li>• Maintain a check register through checkbook and/or online banking.</li> <li>• Explain the consequences of writing checks with insufficient funds.</li> <li>• Balance register with statement monthly.</li> </ul>	<p><b><u>I'm Getting Ready</u></b> PDF- Choose a Bank, M-12 (PDF Page 15), Now You Try It, M-13 (PDF Page 16), Avoid "Bouncing Checks," M-13.1 (PDF Page 17)</p> <p><b><u>I Know Where I am Going, Part I</u></b> PDF- C.5, Taking It to the Bank, pp. 40-46 (PDF Pages 44-50)</p> <p><b><u>PAYA Module 1</u></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 74-89)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Banking #4 (PDF Page 26)</p> <p>Operation Hope website - <b><u>Youth Financial Literacy</u></b></p> <p>Practical Money Skills website - <b><u>Financial Institutions</u></b></p>
<p>Knows how to manage money using online banking services.</p>	<ul style="list-style-type: none"> <li>• Describe the electronic banking services available at a local bank.</li> <li>• Explain the pros and cons of electronic banking (e.g., ATM, online services) and related fees.</li> <li>• Demonstrate how to make deposits, pay bills, transfer funds, and monitor balance electronically.</li> </ul>	<p><b><u>I'm Getting Ready</u></b> PDF- Different Ways to Pay Your Bills, M-11 (PDF Page 14)</p> <p><b><u>I Know Where I am Going, Part I</u></b> PDF- C.5, Taking It to the Bank, pp. 40-61 (PDF Pages 44-50)</p> <p><b><u>PAYA Module 1</u></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 90-91)</p> <p>Operation Hope website - <b><u>Youth Financial Literacy</u></b></p> <p>Practical Money Skills website - <b><u>Electronic Banking</u></b></p>
<p>Knows and understands when and how to borrow money.</p>	<ul style="list-style-type: none"> <li>• Recognize when it is wise to borrow money.</li> <li>• Describe the benefits, risks, and responsibilities related to borrowing money from friends, family, and financial institutions.</li> <li>• Calculate the effect of interest on a loan.</li> </ul>	<p><b><u>Ready, Set, Fly!</u></b> PDF- Banking #6 - #7 (PDF Page 27)</p>
<p>Knows how to apply for a loan.</p>	<ul style="list-style-type: none"> <li>• Identify two or more situations in which loans may be necessary (e.g., education, car, house).</li> <li>• Identify where to apply for a loan.</li> </ul>	<p>Recommend that practitioner or caregiver consult with local banks/credit unions for steps in applying for loans.</p>

	<ul style="list-style-type: none"> <li>• Explain what information is necessary to complete a loan application.</li> <li>• Complete one loan application with supervision.</li> </ul>	
Knows and understands the pros and cons of using credit.	<ul style="list-style-type: none"> <li>▪ Identify three advantages of using credit (e.g., provides cash in emergencies, allows one to make purchases over the phone or internet, is safer than carrying cash).</li> <li>• Identify three disadvantages of using credit (e.g., can lead to debt, high cost of interest payments, can take years to repay, end up paying more than the original price).</li> </ul>	<p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Banking #5 &amp; 6 (PDF Pages 26-27)</p> <p>Operation Hope website - <b><a href="#">Youth Financial Literacy</a></b></p> <p>Practical Money Skills website - <b><a href="#">Financial Institutions</a></b></p>
Knows and understands how credit cards work.	<ul style="list-style-type: none"> <li>• Explain the differences between credit cards, charge cards, debit cards, and the related fees.</li> <li>• Describe the good and bad points of each card.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Different Ways to Pay Your Bills, M-11 (PDF Page 14)</p> <p><b><a href="#">I Know Where I am Going, Part II</a></b> PDF- C.2, pp. 24-25 (PDF Pages 28-29)</p> <p><b><a href="#">PAYA Module 1</a></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 92)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Banking #5.</p> <p>Operation Hope website - <b><a href="#">Youth Financial Literacy</a></b></p> <p>Practical Money Skills website - <b><a href="#">Financial Institutions</a></b></p>
Knows and understands the importance of developing and maintaining a sound credit history and credit rating.	<ul style="list-style-type: none"> <li>• Explain what a “credit history” and a “credit rating or score” are and how they are related and tracked.</li> <li>• Describe how to develop a good credit score.</li> <li>• Describe how to find out about one’s credit score.</li> <li>• Describe how your credit history impacts your ability to make major purchases (e.g., car, house).</li> </ul>	<p>Practical Money Skills website - <b><a href="#">Financial Institutions</a></b></p> <p>Khan Academy website - <b><a href="#">Unit: Interest and Debt- Credit Basics</a></b></p>
Can identify at least one adult who can provide money	<ul style="list-style-type: none"> <li>• Identify at least one supportive adult who may wish to discuss up front their comfort level in supplying financial assistance.</li> <li>• Identify at least one supportive</li> </ul>	<p><b><a href="#">Permanency Pact</a></b></p> <ul style="list-style-type: none"> <li>• Emergency cash</li> <li>• Bills and money management assistance</li> </ul>

<p>management support.</p>	<p>adult who can assist with sorting bills and managing a checkbook</p> <ul style="list-style-type: none"> <li>• Identify at least one supportive adult who can assist the youth in understanding how to maintain and obtain credit, deciphering loan applications, and</li> <li>• budgeting.</li> </ul>	
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## Housing

Your Goals	Steps to Get There	Helpful Resources
<p>Knows and understands the kinds of housing available in one's community.</p>	<ul style="list-style-type: none"> <li>• Identify two types of housing options (e.g., apartments, rooms for rent, houses, mobile homes, public or low-income housing).</li> <li>• Compare each housing option against one's personal needs and financial resources.</li> </ul>	<p><a href="#">PAYA Module 4</a> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 7-9)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Housing #8 (PDF Page 17)</p> <p>Lighthouse Youth and Family Services website - <a href="#">Shelter, Housing Program, and Resources for Homeless Young Adults 18-24</a></p>
<p>Knows how to search for an apartment or other housing option.</p>	<ul style="list-style-type: none"> <li>• Define the terms most commonly used in a housing search (e.g., lease, sublet, studio, security deposit, co-sign, tenant, landlord).</li> <li>• Interpret information contained in housing advertisements.</li> <li>• Describe two or more ways to search for housing (e.g., word of mouth, advertisements, bulletin board ads, drive around neighborhood, internet, realtors).</li> <li>• Identify resources available to help with housing search (e.g., local housing authority).</li> <li>• Create a list of housing needs (e.g., close to bus line, on first floor, pets allowed).</li> <li>• Compare two or more housing</li> </ul>	<p><a href="#">PAYA Module 4</a> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 27-28, 35-38)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Housing #8 (PDF Page 17)</p> <p><a href="#">I'm Getting Ready</a> PDF- Do I Really Need It? PL-1; PL-2; PL-3; PL-4 (PDF Page 20)</p> <p><a href="#">PAYA Module 5</a> PDF- Housing (PDF Pages 5, 14, 20-24)</p>

	<p>choices based on location, condition, costs, safety, accessibility to transportation, job, school, etc.</p> <ul style="list-style-type: none"> <li>• Conduct a housing search.</li> </ul>	
Knows how to inspect an apartment or other housing option.	<ul style="list-style-type: none"> <li>• Develop a checklist for inspection (e.g., cleanliness, smoke detectors, no pests, outlets, locks, railings).</li> <li>• Evaluate the working condition of housing fixtures and appliances (e.g., stove, refrigerator, sink, toilet).</li> <li>• Determine if structural repairs are necessary and who will pay for them.</li> <li>• Conduct two housing inspections using checklist.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Inspect an Apartment PL-7 (PDF Page 24)</p> <p><b><a href="#">PAYA Module 4</a></b> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 35-42)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Housing #9 (PDF Page 17)</p>
Is able to apply for housing.	<ul style="list-style-type: none"> <li>• Explain questions and terms on the application form.</li> <li>• Follow directions on the application.</li> <li>• Identify two references for housing application.</li> <li>• Complete one application without supervision.</li> <li>• Follow-up with landlord on status of application.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Role Play Your Apartment Search, PL-6 (PDF Page 23)</p> <p><b><a href="#">PAYA Module 4</a></b> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 25-26)</p>
Knows how to complete a lease or rental agreement.	<ul style="list-style-type: none"> <li>• Define terms included in the lease (e.g., tenant, landlord, eviction).</li> <li>• Interpret a lease agreement.</li> <li>• Explain the consequences of breaking the terms of the lease.</li> <li>• Explain the rights and responsibilities of both the landlord and tenant under a lease agreement.</li> <li>• Explain the information needed to complete a rental agreement.</li> <li>• Complete a lease or rental agreement correctly.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- What are Some Types of Rental Agreements? PL-5, PL-5.1 (PDF Pages 21-22)</p> <p><b><a href="#">PAYA Module 4</a></b> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 29-34)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Housing #11-13 (PDF Page 18)</p>
Knows and understands the pros and cons of shared living.	<ul style="list-style-type: none"> <li>• Identify two reasons why people share living arrangements.</li> <li>• List at least four advantages and disadvantages of sharing living arrangements.</li> <li>• Identify two traits of roommate compatibility.</li> </ul>	<p><b><a href="#">I'm Getting Ready</a></b> PDF- Compatibility Chart, PL-11 (PDF Page 28) &amp; Informal Roommate Contract, PL-12 (PDF Page 29)</p> <p><b><a href="#">PAYA Module 4</a></b> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF</p>

	<ul style="list-style-type: none"> <li>• Identify at least two personal traits that might bother a roommate.</li> <li>• Write an ad for “roommate wanted.”</li> </ul>	<p>Pages 11-23)  <a href="#">Ready, Set, Fly!</a> PDF- Housing #3 (PDF Page 16)</p>
<p>Knows and understands what community resources are available to help with housing issues.</p>	<ul style="list-style-type: none"> <li>• Identify two or more organizations that help with housing problems.</li> <li>• Describe the types of assistance provided by these organizations.</li> <li>• Identify the community subsidized housing agency.</li> </ul>	<p><a href="#">I’m Getting Ready</a> PDF- What Can I Do if My Landlord Doesn’t Take Care of a Problem for Me? PL-13 (PDF Page 30)  <a href="#">PAYA Module 4</a> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Page 44)                      Tip: Search the internet to obtain this information for your state.</p>
<p>Can develop a plan to move into one’s own living arrangement.</p>	<ul style="list-style-type: none"> <li>• Identify and calculate all start-up costs (e.g., application fee, security deposit, utility deposits, installation fees, first month’s rent, furnishings/household items).</li> <li>• Create a list of necessary items (e.g., furniture, kitchen equipment, towels and linens).</li> <li>• Develop a realistic monthly budget for maintaining the living arrangement.</li> <li>• Identify two personal resources or community agencies to help with the plan.</li> <li>• Create a list of support services in your home community (e.g., medical, dental, emotional support).</li> </ul>	<p><a href="#">I’m Getting Ready</a> PDF- Equipment and Supply Checklist, PL-8-PL-9 (PDF Page 30)  <a href="#">PAYA Module 1</a> PDF- Money, Home, and Food Management: Handbook for Skill Development: Money Management, Personal Budget, p. 9-63 (PDF Pages 8-67), Start-up Costs, p. 64-69 (PDF Pages 68-73), Personal Budget, p. 4 (PDF Pages 4-7), Housing, p 40-41 (PDF Pages 40-41)  <a href="#">Ready, Set, Fly!</a> PDF- Housing 14 (PDF Page 18)</p>
<p>Can maintain one’s own living arrangement.</p>	<ul style="list-style-type: none"> <li>• Arrange for telephone and utilities service.</li> <li>• Follow terms of the lease agreement.</li> <li>• Meet all financial obligations in a timely manner.</li> <li>• Describe two behaviors of a respectful neighbor.</li> <li>• Describe two ways to make your living arrangement safe (e.g., locks, smoke detector).</li> </ul>	<p><a href="#">I’m Getting Ready</a> PDF- Do I Really Need It? PL-1; PL-2; PL-3; PL-4 (PDF Page 20)  <a href="#">PAYA Module 4</a> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 45-53)  <a href="#">PAYA Module 1</a> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 25-32)                      Back to the Youthhood website - <a href="#">the Apartment</a></p>

<p>Knows how to get emergency help for payment of utilities like water, electricity, and gas.</p>	<ul style="list-style-type: none"> <li>• Identify community resources that provide help with payment of utilities (e.g., churches, social service agencies, Chafee aftercare programs, etc.).</li> <li>• Describe the conditions under which help is available.</li> <li>• Demonstrate making a request for emergency help.</li> </ul>	<p>Tip: State/city laws may vary. Can obtain this information for your state using the internet.</p>
<p>Knows and understands homeowner/renter's insurance.</p>	<ul style="list-style-type: none"> <li>• Explain three benefits of having a homeowner/renter's insurance policy.</li> <li>• Explain the different terms in a homeowners/renter's insurance policy (e.g., rider, deductible, replacement value, waiting period, liability).</li> <li>• Identify how to obtain a policy and the related costs.</li> </ul>	<p><b><u>I'm Getting Ready</u></b> PDF- What Insurance Do I Need? M-14 (PDF Page 18)  <b><u>Ready, Set, Fly!</u></b> PDF- Home Safety and Repairs #6 (PDF Page 15)</p>
<p>Can identify at least one adult who can provide emergency housing support</p>	<ul style="list-style-type: none"> <li>• Explain the value of having people in your personal support system that can help if you were at risk of homelessness.</li> <li>• Identify the type of assistance available if you became homeless (e.g., couch to sleep on, occasional meal, laundry facilities, use of phone, place to receive messages, access to computer, etc.)</li> <li>• List at least one adult for each type of assistance identified.</li> </ul>	<p><b><u>Permanency Pact</u></b></p> <ul style="list-style-type: none"> <li>• A home for the holidays</li> <li>• A place to do laundry</li> <li>• Emergency place to stay</li> <li>• Food /occasional meals</li> <li>• A phone to use</li> <li>• A computer to use</li> </ul>
<p>Can identify at least one adult who can provide housing support/assistance.</p>	<ul style="list-style-type: none"> <li>• Explain the value of having people who can help with locating and furnishing a house.</li> <li>• Identify the type of assistance that might be needed when house hunting (e.g., transportation to look at housing, inspecting the house, negotiating the rent, reviewing the lease, etc.).</li> <li>• Name at least one person who can help with housing hunting.</li> <li>• Identify the type of assistance that might be needed with moving into a</li> </ul>	<p><b><u>Permanency Pact</u></b></p> <ul style="list-style-type: none"> <li>• Housing hunt</li> <li>• Apartment move-in</li> </ul>

	<p>new place (e.g., manpower, a truck, used furniture, household items, etc.).</p> <ul style="list-style-type: none"> <li>Name at least one adult to assist with moving into a new place.</li> </ul>	
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## Transportation

Your goals	Steps to get there	Helpful resources
Is able to use public transportation where applicable.	<ul style="list-style-type: none"> <li>Identify the types of public transportation available.</li> <li>Describe the costs of different forms of public transportation (e.g., daily, weekly vs. monthly discount tickets, cabs, bus, trains).</li> <li>Read transportation schedules and maps.</li> <li>Demonstrate using at least one form of public transportation.</li> </ul>	<p><b><u>Making It on Your Own</u></b> book- Public Transportation (p. 57), How Do People Get Where They Are Going? (p. 50)</p> <p><b><u>PAYA Module 4</u></b> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 58-63)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Transportation #3 &amp; 4 (PDF Page 19)</p> <p>Tip: Search the internet for your area's transportation systems for schedules, etc.</p>
Can travel independently.	<ul style="list-style-type: none"> <li>Demonstrate reading a map.</li> <li>Identify the types of transportation available.</li> <li>Describe the costs of different forms of transportation.</li> <li>Read transportation schedules and maps.</li> <li>Select the means of transportation from those available in your community.</li> <li>Explain how to travel safely for various methods of transportation, like biking or public and private transportation (e.g., wears bike helmet, avoids hitchhiking).</li> <li>Demonstrate using one or more means of transportation to travel either within or out of your community (e.g., Amtrak, bus, airline).</li> <li>Give directions to your home.</li> </ul>	<p><b><u>Making It on Your Own</u></b> book - Traveling Long Distance, p. 58</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Transportation #1 &amp; 2 (PDF Pages 18-19)</p>
Can describe the	<ul style="list-style-type: none"> <li>Obtain their state's driving manual.</li> </ul>	<p><b><u>Drivers.com</u></b> pdf- Learning to Drive: A Guide</p>

<p>steps to learning how to drive a car (study manual, safe driving class, etc.).</p>	<ul style="list-style-type: none"> <li>• Register for a defensive driving class.</li> <li>• Understands the conditions of driving with a learners' permit.</li> </ul>	<p>for Parents  <a href="#">PAYA Module 4</a> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 64-66)                      American Automobile Association (AAA) website - <a href="#">Teen Driver Safety</a></p> <p>Tip: Check your local area for training resources.</p>
<p>Is prepared to take a written driver's exam and driving test in their state.</p>	<ul style="list-style-type: none"> <li>• Study the driving manual.</li> <li>• Take a defensive driving class.</li> </ul>	<p><a href="#">Drivers.com</a> pdf- Learning to Drive: A Guide for Parents                      American Automobile Association (AAA) website - <a href="#">Teen Driver Safety</a></p> <p>Tip: Check your state for auto license requirements.</p>
<p>Knows how to get a driver's license.</p>	<ul style="list-style-type: none"> <li>• Explain the legal requirements for obtaining a driver's license in one's state.</li> <li>• Identify the forms of identification necessary to apply for a driver's license.</li> <li>• Describe the costs associated with obtaining a license.</li> <li>• Explain where to go to apply for the license.</li> <li>• Describe how to renew a license.</li> </ul>	<p><a href="#">PAYA Module 4</a> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 64-66)  <a href="#">Drivers.com</a> pdf- Learning to Drive: A Guide for Parents                      American Automobile Association (AAA) website - <a href="#">Teen Driver Safety</a>                      Road Ready Teens website - <a href="#">Contract Creator</a></p>
<p>Knows and understands the consequences of driving without a license.</p>	<ul style="list-style-type: none"> <li>• Explain the laws related to driving in one's state.</li> <li>• Describe the penalty for driving without a license.</li> <li>• Describe the penalty for driving without insurance.</li> </ul>	<p>Tip: State laws may vary. Use the internet to obtain this information for your state.</p>
<p>Knows and understands the costs associated with car ownership.</p>	<ul style="list-style-type: none"> <li>• Describe the types of insurance needed for the type(s) of vehicles discussed and how to get them.</li> <li>• Identify and calculate the costs of car ownership (e.g., registration, tabs, insurance, routine maintenance, safety inspections).</li> </ul>	<p><a href="#">I'm Getting Ready</a>, PDF- What Insurance Do I Need? M-14 (PDF Page 18)  <a href="#">PAYA Module 1</a> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 40-43)</p>

	<ul style="list-style-type: none"> <li>• Recognize the laws associated with car ownership (e.g., insurance requirements).</li> </ul>	<p><b>Ready, Set, Fly!</b> PDF- Transportation #10-13 (PDF Page 20)</p>
<p>Knows how to buy a car.</p>	<ul style="list-style-type: none"> <li>• Identify two or more places to find cars for sale (e.g., new/used car dealerships, newspapers, bulletin boards).</li> <li>• Evaluate the pros and cons of each financing plan.</li> <li>• Identify two or more places to get a car loan (e.g., “buy-here-pay-here car lots,” banks, credit unions).</li> <li>• Identify the pros and cons of leasing vs. buying a new or used car.</li> <li>• Evaluate your financial budget and determine amount of money available for car purchase.</li> <li>• Evaluate the pros and cons of three cars available using resources like Kelly Blue Book and Consumer Reports.</li> <li>• Identify two ways to comparison shop for car insurance.</li> </ul>	<p><b>Ready, Set, Fly!</b> PDF- Transportation #14-16 (PDF Page 21) &amp; Banking #7 (PDF Page 27)</p>

## Work & study skills

\*A “necessary items” checklist is available at the end of this document under the resource checklists section.



### Study Skills

Your goals	Steps to get there	Helpful resources
Knows and understands why and how to do homework.	<ul style="list-style-type: none"> <li>Tell why homework is helpful.</li> <li>Demonstrate how to write down a homework assignment.</li> <li>Outline a plan or list of ideas for accomplishing a given task.</li> <li>Describe the importance of checking work.</li> <li>Explain why it is important to get work done on time.</li> </ul>	<p>Kids Health website - Kids: <a href="#">Feelings: My School</a></p> <p>Kids Health website - Teens: <a href="#">How to Make Homework Less Work</a></p> <p>ADDvisor website - <a href="#">Creating a Homework Plan</a></p> <p>Gifted Guru video - <a href="#">Homework Help</a></p>
Is able to use one or more study techniques to prepare for an exam or presentation.	<ul style="list-style-type: none"> <li>Identify your learning style (e.g., visual, auditory, kinesthetic).</li> <li>Describe two or more study techniques that work best for each learning style (e.g., flash cards, outlining, note taking).</li> <li>Demonstrate the successful use of a study technique when preparing for a test or presentation.</li> </ul>	<p>Kids Health website - Kids: <a href="#">Organize, Focus, Get It Done</a>; <a href="#">Video: Study Break Yoga</a></p> <p><a href="#">PAYA Module 3</a> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Page 8)</p> <p><a href="#">Ready, Set, Fly!</a> PDF- Study Skills #3, 5, 6 (PDF Pages 50-51)</p> <p>Education Planner website - <a href="#">What’s Your Learning Style? 20 Questions Quiz</a></p> <p>CrashCourse video on YouTube - <a href="#">Crash Course on Study Skills</a></p>
Knows how to access resources to improve educational outcomes.	<ul style="list-style-type: none"> <li>Name at least two resources in the community that provide tutoring, after school programs and test preparation courses, as well as the costs associated with them.</li> <li>Name at least three resources in educational settings (e.g., guidance counselors, advisers, student assistance, mentors, tutors).</li> <li>Explain how to access these community resources.</li> </ul>	<p><a href="#">Ready, Set, Fly!</a> PDF- Study Skills #8 (PDF Page 51)</p>

<p>Knows how to use the internet to locate resources.</p>	<ul style="list-style-type: none"> <li>• Locate resources that provide internet access (e.g., library, community center, school).</li> <li>• Identify locations that provide free Wi-Fi.</li> <li>• Describe the functions of a search engine (e.g., Google, Bing).</li> <li>• Use a search engine or cell phone app to find information</li> </ul>	<p><a href="#">Ready, Set, Fly!</a> PDF- Community Resources #1 (PDF Page 21)                  CNET website - <a href="#">How to find free Wi-Fi anywhere in the world</a>                  Education.com website - <a href="#">How do Different Search Engines Work?</a></p>
<p>Can use a computer to complete homework assignments.</p>	<ul style="list-style-type: none"> <li>• Explain when to use word processing, spreadsheet, and presentation software.</li> <li>• Demonstrate the use of the application.</li> <li>• Demonstrate creating, saving, opening, retrieving, printing, and emailing documents.</li> </ul>	<p>Microsoft Office website - <a href="#">Microsoft 365 Training</a>                  Techwalla website - <a href="#">Differences Between Spreadsheets &amp; Word Processing</a></p>



## Employment

Your goals	Steps to get there	Helpful resources
<p>Knows how to find part-time temporary jobs in the community.</p>	<ul style="list-style-type: none"> <li>• Identify three types of part-time, temporary jobs in the community (e.g., babysitting, paper route, mowing lawns).</li> <li>• Describe one or more ways to obtain a part-time, temporary job (e.g., bulletin boards, advertise in community newsletter, create a flyer, and talk to neighbors).</li> <li>• Select a strategy to obtain one's preferred part-time temporary job. (Signing up with a temporary work agency can sometimes lead to full-time work.)</li> <li>• Identify two jobs for which to apply.</li> <li>• Apply for a job, if applicable.</li> <li>• Describe different types of work experiences.</li> <li>• List three ways an adult can earn money and three ways a youth can earn money.</li> </ul>	<p><a href="#">I Know Where I Am Going, Part II</a> PDF- C.3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40)  <a href="#">PAYA Module 3</a> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 44-50)  <a href="#">Ready, Set, Fly!</a> PDF- Employment #1, 3, 5 (PDF Pages 51-52)                  Career One Stop (from the United States Department of Labor) website - <a href="#">Career and Job Training</a></p>

<p>Knows how to search for employment.</p>	<ul style="list-style-type: none"> <li>• Use the internet to locate job openings.</li> <li>• Read and interpret employment information in newspaper ads and other print material.</li> <li>• Describe the importance of personal contacts in the employment search (e.g., the “hidden job market”).</li> <li>• Locate job openings using one or more search method.</li> <li>• Explain what public and private job placement agencies do and the costs associated with each.</li> <li>• Describe services offered by and utilize the local department of employment training.</li> <li>• Apply to at least one job.</li> </ul>	<p><b><a href="#">PAYA Module 3</a></b> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 44-50, 75-80, 82-84)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Employment #5 &amp; 6 (PDF Page 52) Career One Stop (from the United States Department of Labor) website - <b><a href="#">Career and Job Training</a></b></p>
<p>Can complete a job application.</p>	<ul style="list-style-type: none"> <li>• Define the terms commonly used on job applications.</li> <li>• Develop a personal fact sheet to use when completing job applications.</li> <li>• Interpret application questions and provide appropriate responses.</li> <li>• Complete two job applications.</li> <li>• Tell the importance of good job references.</li> </ul>	<p><b><a href="#">PAYA Module 3</a></b> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 68-73, 86-88)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Employment #7 &amp; 8 (PDF Page 52) Goodwill Community Foundation (GCF) Global website - <b><a href="#">Job Applications</a></b></p>
<p>Can develop a resume and cover letter.</p>	<ul style="list-style-type: none"> <li>• Define the term “resume.”</li> <li>• Describe different resume formats (e.g., functional, chronological).</li> <li>• Develop a resume using one of these formats with supervision.</li> <li>• Explain what a cover letter is and what it should contain.</li> <li>• Develop a cover letter to accompany a resume or application with supervision.</li> </ul>	<p><b><a href="#">PAYA Module 3</a></b> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 39-44, 104-112)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Employment #8 &amp; 9 (PDF Pages 52-53) Goodwill Community Foundation (GCF) Global website - <b><a href="#">Cover Letters; Resume Writing</a></b></p>
<p>Can interview for a job.</p>	<ul style="list-style-type: none"> <li>• Describe the role of the interview in the job search process.</li> <li>• Research the company in preparation for the interview. (Read their website, etc.).</li> <li>• Model appropriate grooming, attire, and behavior for a job interview.</li> </ul>	<p><b><a href="#">PAYA Module 3</a></b> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 88-95)</p> <p><b><a href="#">Ready, Set, Fly!</a></b> PDF- Employment #10, 11, 12 (PDF Pages 52-53)</p>

	<ul style="list-style-type: none"> <li>• Identify possible interview questions and develop responses.</li> <li>• Identify legal vs. illegal interview questions.</li> <li>• Describe the verbal and nonverbal communication skills used in an interview.</li> <li>• Identify at least three personal strengths related to the employment opportunity.</li> <li>• Practice a job interview with a friend or older adult.</li> <li>• Conduct a job interview and evaluate personal performance.</li> </ul>	<p>Goodwill Community Foundation (GCF) Global website - <a href="#">Interviewing</a></p>
<p>Knows and understands the importance of following up after a job interview.</p>	<ul style="list-style-type: none"> <li>• Explain two ways to follow up, (e.g., phone call, thank you letter, e-mail).</li> <li>• Describe what to say in follow-up contact.</li> </ul>	<p><a href="#">PAYA Module 3</a> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 100-103) <a href="#">Ready, Set, Fly!</a> PDF- Employment #13 (PDF Page 53)</p>
<p>Knows and understands employee wage deductions and benefits.</p>	<ul style="list-style-type: none"> <li>• Explain the wage deduction information contained on the pay stub.</li> <li>• Identify employee benefits (e.g., health insurance, educational leave, vacation, disability, and pension plans).</li> <li>• Tell where you would find information about employee benefits (e.g., personnel policies, company website).</li> <li>• Describe how to get employee benefits.</li> </ul>	<p><a href="#">I Know Where I Am Going, Part II</a> PDF- C.3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40) <a href="#">PAYA Module 3</a> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 39-44, 118-124) <a href="#">Ready, Set, Fly!</a> PDF- Employment #14 &amp; 15 (PDF Page 53)</p>
<p>Knows and understands what the employer expects for a good worker.</p>	<ul style="list-style-type: none"> <li>• Describe proper workplace attire.</li> <li>• Identify the positive behaviors and attitudes (e.g., being on time, following directions, assuming responsibility, work cooperatively, resolve conflicts, complete tasks, meet deadlines) that affect job retention and advancement.</li> </ul>	

<p>Knows and understand employee rights.</p>	<ul style="list-style-type: none"> <li>• Describe one’s rights regarding sexual harassment.</li> <li>• Explain what a grievance is and how to use the grievance procedures to resolve disputes.</li> <li>• Explain child labor laws (e.g., number of work hours, equipment operation).</li> </ul>	<p>US Department of Labor website - <a href="#"><u>Youth Rules: Preparing Today’s Youth for a Safe and Secure Tomorrow</u></a></p>
<p>Knows how to effectively respond to prejudice and discrimination.</p>	<ul style="list-style-type: none"> <li>• Define racism, stereotyping, prejudice, and discrimination.</li> <li>• Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and in the community.</li> </ul>	<p><a href="#"><u>Ready, Set, Fly!</u></a> PDF- Cultural Awareness #11-14 (PDF Pages 41-42)                  Learning for Justice website - <a href="#"><u>Standing Up Against Discrimination</u></a>; <a href="#"><u>Recognizing Discrimination</u></a></p>
<p>Knows and understands the role of the supervisor.</p>	<ul style="list-style-type: none"> <li>• Explain what the “chain of command” is and how it works.</li> <li>• Describe the importance of supervision.</li> <li>• Describe two situations where a worker should go to his/her supervisor for assistance.</li> </ul>	<p><a href="#"><u>Easy Small Business HR</u></a> PDF- Qualities of a Good Supervisor</p>
<p>Knows and understands how to advance on the job.</p>	<ul style="list-style-type: none"> <li>• Identify additional work skills that would improve your performance on the job.</li> <li>• Identify ways to obtain these work skills (e.g., employment training programs, higher education, self-study).</li> </ul>	
<p>Knows how to change jobs.</p>	<ul style="list-style-type: none"> <li>• Recognize how job endings can impact future job opportunities.</li> <li>• Explain why it is important to give adequate notice to the employer.</li> <li>• Demonstrate a positive exit interview with a company.</li> </ul>	<p><a href="#"><u>Ready, Set, Fly!</u></a> PDF- Employment #19 (PDF Page 54)</p>



## Time Management

Your goals	Steps to get there	Helpful resources
Knows and understands the importance of time management.	<ul style="list-style-type: none"> <li>Explain how the lack of time management affects a person's work life and school life.</li> <li>Identify two personal situations where time management is necessary.</li> </ul>	Dartmouth University website - <a href="#">Time Management Tips</a>
Knows the tools and techniques associated with time management.	<ul style="list-style-type: none"> <li>List three time management tools (e.g., calendar, alarm clock, watch, cell phone).</li> <li>List three time management techniques (e.g., make lists, prioritize tasks).</li> </ul>	Dartmouth University website - <a href="#">Time Management Tips</a>
Knows how to use at least one time management tool to get tasks turned in on time and to be on time.	<ul style="list-style-type: none"> <li>Demonstrate how to use one time management tool to get to school or work on time.</li> <li>Demonstrate how to use one time management technique to get tasks turned in on time.</li> </ul>	Dartmouth University website - <a href="#">Time Management Tips</a>



## Personal Development

Your goals	Steps to get there	Helpful resources
Knows how to ask for help at school or work.	<ul style="list-style-type: none"> <li>Describe two situations when it may be necessary to ask for help at school or work.</li> <li>Explain how choice of words, tone of voice, and body language can impact a request for help.</li> <li>Using the situation described, demonstrate asking for help using both positive and negative words, tone of voice, and body language.</li> </ul>	<a href="#">Ready, Set, Fly!</a> PDF- Communication #11, 15, 16 (PDF Pages 44-45) Kids Health website - Kids: <a href="#">What to Do if You Don't Like School</a> Kids Health website - Teens: <a href="#">Getting (and Giving) Help</a>
Knows how to use a problem-solving process to negotiate problems in a	<ul style="list-style-type: none"> <li>Identify a problem related to work. (e.g., you don't have a way to get to work, your work schedule conflicts with your school activities).</li> <li>Identify multiple solutions to the</li> </ul>	Ohioline (from Ohio State University) website- <a href="#">Decision Making/Problem Solving with Teens</a>

<p>work or school situation.</p>	<p>problem.</p> <ul style="list-style-type: none"> <li>• Describe the criteria for selecting the best solution.</li> <li>• Select a solution and tell why you selected it.</li> <li>• Evaluate the solution after implementation.</li> </ul>	
<p>Knows how to receive constructive criticism at school or work.</p>	<ul style="list-style-type: none"> <li>• Identify at least two benefits of constructive criticism you may have received at work or at school.</li> <li>• Identify the feelings that are often associated with criticism.</li> <li>• Describe four strategies that can be used to accept criticism. (e.g., listen, delay reaction, agree when you can, explain what you have learned.)</li> <li>• Demonstrate four strategies to accept criticism.</li> </ul>	<p>Tip: Search online for sites such as Mind Tools.</p>
<p>Knows how and when to be assertive when communicating at school and work.</p>	<ul style="list-style-type: none"> <li>• Explain the differences between passive, aggressive, and assertive styles of communication.</li> <li>• Describe how to communicate assertively.</li> <li>• Recognize that people have the right to express different opinions.</li> <li>• Demonstrate assertive communication in three situations.</li> </ul>	<p><b><u>Ready, Set, Fly!</u></b> PDF- Communication #15 &amp; 16 (PDF Page 45)</p>
<p>Knows how to set measurable and achievable goals for work or study.</p>	<ul style="list-style-type: none"> <li>• Describe a process for setting thoughtful goals.</li> <li>• Follow the process to set two measurable, time-specific goals.</li> <li>• Describe the possible negative side effects of a specific goal.</li> <li>• Describe the positive side effects of a specific goal.</li> <li>• Break down one or more goals into steps.</li> </ul>	<p>Tip: Search for SMART goals online on sites such as Mind Tools.</p>
<p>Knows and understands a process for making thoughtful</p>	<ul style="list-style-type: none"> <li>• Recognize the difference between impulsive and thoughtful decisions.</li> <li>• Describe and explain the steps used in a thoughtful decision-making</li> </ul>	<p><b><u>PAYA Module 2</u></b> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 111-119)  <b><u>Ready, Set, Fly!</u></b> PDF- Decision Making #2</p>

<p>decisions at work and school.</p>	<p>process (e.g., identify the goals and values involved, identify the options, evaluate the pros and cons, narrow unacceptable choices and select an option).</p> <ul style="list-style-type: none"> <li>• Describe why it is important to gather information when not sure about a decision.</li> </ul>	<p>&amp; 4 (PDF Page 55) Decision Education Foundation website - <a href="#"><u><b>Making Good Choices</b></u></a></p>
<p>Can use a thoughtful decision-making process at work and school.</p>	<ul style="list-style-type: none"> <li>• Describe a work situation that requires a decision (e.g., you are late for work, you see your co-worker make a mistake, you think of a better way to do something).</li> <li>• Apply a thoughtful decision-making process to a work situation. Tell why some choices are good and some are bad.</li> <li>• Tell what the consequences of the choices might be for yourself and others.</li> <li>• Evaluate the outcome of the decision (e.g., how my choices affect others).</li> </ul>	<p><a href="#"><u><b>PAYA Module 2</b></u></a> PDF- Personal Care, Health, Social Skills, and Safety: Handbook for Skill Development (PDF Pages 118-119) <a href="#"><u><b>Ready, Set, Fly!</b></u></a> PDF- Decision Making #3 &amp; 4 (PDF Page 55) Decision Education Foundation website - <a href="#"><u><b>Making Good Choices</b></u></a></p>
<p>Knows how to work cooperatively with others.</p>	<ul style="list-style-type: none"> <li>• Explain the benefits of working cooperatively.</li> <li>• Identify the skills needed to work cooperatively with others (e.g., listening, giving and receiving feedback, sharing resources, communicating ideas).</li> <li>• Demonstrate using cooperative working skills (e.g., listening, giving and receiving feedback, sharing resources, communicating ideas).</li> </ul>	<p>Tip: Search the internet for sites such as Mind Tools</p>
<p>Can identify at least one adult who cares about how I am doing at school and/or work.</p>	<ul style="list-style-type: none"> <li>• Explain the value of having someone provide school or work support.</li> <li>• Identify the type of support that might be needed (e.g., someone to share school or work successes with and to talk over school or work problems).</li> <li>• Name at least one adult who I can talk to about school or work.</li> </ul>	<p><a href="#"><u><b>Permanency Pact</b></u></a></p> <ul style="list-style-type: none"> <li>• Someone to talk to/discuss problems</li> <li>• Mentor</li> <li>• Educational assistance</li> </ul>



## Income Tax

Your goals	Steps to get there	Helpful resources
<p>Know how to read a pay stub.</p>	<ul style="list-style-type: none"> <li>• Explain the terms on a pay stub (e.g., gross pay, net pay).</li> <li>• Describe the information on the pay stub (e.g., withholding tax, gross pay, net pay, FICA, health insurance).</li> </ul>	<p><b><a href="#">I Know Where I Am Going, Part II</a></b>                      PDF- C.3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40)  <b><a href="#">PAYA Module 1</a></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Pages 96-97)  <b><a href="#">Ready, Set, Fly!</a></b> PDF- Taxes #2 (PDF Page 25)</p>
<p>Knows and understands one's responsibility for filing income taxes.</p>	<ul style="list-style-type: none"> <li>• Explain why people pay taxes.</li> <li>• Explain that income earned whether paid in cash or by check is taxable and must be reported.</li> <li>• Identify all types of income tax required in one's locality (e.g., federal, state, city, county).</li> <li>• Tell when and how often a person needs to file tax forms and make tax payments.</li> <li>• Explain the consequences for failing to file timely tax forms and payments.</li> </ul>	<p><b><a href="#">PAYA Module 1</a></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Page 98)  <b><a href="#">Ready, Set, Fly!</a></b> PDF- Taxes #3 (PDF Page 25)                      Internal Revenue Service website - <b><a href="#">Understanding Taxes Student Site</a></b>                      Economics &amp; Personal Finance Resources for K-12 (EconoEdLink) website - <b><a href="#">Resources for All Grades</a></b></p>
<p>Know how to file taxes.</p>	<ul style="list-style-type: none"> <li>• Explain the documents and information required for filing taxes.</li> <li>• Identify places where tax forms are available.</li> <li>• Describe where in the community one can get help in completing tax returns.</li> <li>• Compare the fees associated with different methods of tax preparation (e.g., paper, with software, by an accountant).</li> <li>• Determine the best ways to have tax forms completed and filed (e.g., do it yourself, pay for the service, find a free service, electronic filing).</li> <li>• Describe the pros and cons of rapid refund.</li> </ul>	<p><b><a href="#">PAYA Module 1</a></b> PDF- Money, Home, and Food Management: Handbook for Skill Development (PDF Page 98)  <b><a href="#">Ready, Set, Fly!</a></b> PDF- Taxes #3 (PDF Page 25)                      Internal Revenue Service website - <b><a href="#">Understanding Taxes Student Site</a></b></p>

<p>Can complete the appropriate tax form(s).</p>	<ul style="list-style-type: none"> <li>• Identify the documents necessary for completing the tax form (local, state and federal).</li> <li>• Explain the terms on the tax form.</li> <li>• Complete the tax form with supervision.</li> <li>• Complete the tax form without supervision.</li> <li>• File the tax form.</li> </ul>	<p><b><u>Ready, Set, Fly!</u></b> PDF- Taxes #3 (PDF Page 25)                  Internal Revenue Service website - <b><u>Understanding Taxes Student Site</u></b>                  Bank Rate website - <b><u>Tax forms and publications</u></b></p>
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## Legal

Your goals	Steps to get there	Helpful resources
<p>Knows and understands rights and responsibilities of foster care placement.</p>	<ul style="list-style-type: none"> <li>• Explain the rights of youth in foster care placement.</li> <li>• Explain how to use legal representation.</li> <li>• Describe the steps to access help when dealing with problems in placement.</li> </ul>	<p>National Center for Youth Law (NCYL) website - <b><u>Home Page</u></b>                  Back to the Youthhood website - <b><u>Knowing Your Rights and Responsibilities</u></b></p>
<p>Knows how to view foster care or juvenile justice records.</p>	<ul style="list-style-type: none"> <li>• Explain who has access to open and closed foster care and juvenile justice records.</li> <li>• Describe state/tribal policies regarding closed foster care and juvenile justice records.</li> <li>• Explain how one goes about viewing their own record.</li> </ul>	<p>Contact individual state's child welfare system for policies and procedures.</p>
<p>Knows how to obtain legal documents necessary to go to work.</p>	<ul style="list-style-type: none"> <li>• Explain the two types of documents that are necessary to obtain employment. (e.g., (1) Driver's license, or official photo ID card, or Native American tribal document, (2) Social Security card, or original birth certificate, or Native American tribal document).</li> <li>• Describe how to obtain an official photo ID.</li> <li>• Describe how to obtain an original birth certificate.</li> </ul>	<p>Contact individual state's child welfare system for policies and procedures.</p>

	<ul style="list-style-type: none"> <li>Describe how to obtain an original Social Security card.</li> </ul>	
Knows and understands the legal documents needed to apply for a federal higher education grant (Pell Grant).	<ul style="list-style-type: none"> <li>Describe the types of legal documents that will be required when applying for the Pell Grant (e.g., official photo ID card, tax records from the previous year, Social Security number, FASFA form).</li> </ul>	
Knows and understands when and how to access legal resources.	<ul style="list-style-type: none"> <li>Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics).</li> <li>Describe two situations that require legal assistance.</li> <li>Describe whom to call and what to do if one is a victim of a crime.</li> <li>Describe the basic workings of the court system.</li> </ul>	<p><b><u><a href="#">A Future Near Me/ The Path Before Me</a></u></b> book - Page 94.</p> <p>American Bar Association website - <b><u><a href="#">Find Legal Help</a></u></b></p> <p>National Juvenile Defender Center website - <b><u><a href="#">Juvenile Court Terminology</a></u></b></p> <p>Law Help.org website - <b><u><a href="#">Home Page</a></u></b></p>
Knows and understands the legal consequences of unlawful behaviors.	<ul style="list-style-type: none"> <li>Explain legal terms (e.g., felony, misdemeanor, civil action, bail).</li> <li>Name at least five unlawful behaviors.</li> <li>Compare and contrast unlawful behaviors by age, action, and potential consequences.</li> <li>Describe what to do if ever questioned by the police or arrested.</li> <li>Tell what age it is legal to drink.</li> <li>Tell what age one can legally marry.</li> <li>Describe what forms need to be completed before marrying.</li> <li>Describe how long one must stay in school.</li> <li>State at least two reasons why it is important to thoroughly read and understand before signing legal documents.</li> </ul>	<p><b><u><a href="#">PAYA Module 4</a></u></b> PDF- Housing, Transportation, Community Resources, Understanding the Law, and Recreation: Handbook for Skill Development (PDF Pages 80-84)</p> <p>American Bar Association website - <b><u><a href="#">Find Legal Help</a></u></b></p>



## Education Planning

Your goals	Steps to get there	Helpful resources
Understands the importance of education and its relationship to employment.	<ul style="list-style-type: none"> <li>Identify personal values related to education.</li> <li>Compare how individual needs and wants relate to education.</li> <li>Explain the level of education/vocational training needed to achieve your employment goals.</li> </ul>	<p><b>PAYA Module 3</b> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 9-13)</p> <p><b>PAYA Module 5</b> PDF- Education and Career Planning for Teen Parents (PDF Page 4)</p>
Knows and understands the educational institutions that can help me achieve my career goal.	<ul style="list-style-type: none"> <li>Identify educational/training programs that focus on my career goal.</li> <li>Describe the programs at select educational/ training institutions that focus on my career goal.</li> </ul>	National Council of Higher Education Resources website - <a href="#">going2college</a>
Is able to develop an educational plan.	<ul style="list-style-type: none"> <li>Match knowledge, strengths, and abilities to educational opportunities.</li> <li>Explain the qualifications necessary to achieve your educational goal.</li> <li>Create an educational plan, which includes timeframes, goals, and resources needed.</li> </ul>	<p><b>PAYA Module 3</b> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Page 26)</p> <p><b>PAYA Module 5</b> PDF- Education and Career Planning for Teen Parents (PDF Pages 8-11)</p>
Can identify at least one adult to talk to about an education plan.	<ul style="list-style-type: none"> <li>Explain the value of having at least one supportive adult who can provide advice when needed about educational planning.</li> <li>Identify a supportive adult who has knowledge of the youth's educational interests and with whom the youth is comfortable talking.</li> </ul>	<p><b>Permanency Pact</b></p> <ul style="list-style-type: none"> <li>Educational assistance</li> </ul>
Knows how to obtain financial assistance to help pay for education/training.	<ul style="list-style-type: none"> <li>Identify the general financial assistance that is available (e.g., ETV, Pell Grant, etc.).</li> <li>Identify specific financial assistance that may be available through the school or other groups. (e.g., regional scholarships, scholarship for special student populations, etc.)</li> <li>Demonstrate steps necessary to apply for financial assistance available.</li> </ul>	National Council of Higher Education Resources website- <a href="#">going2college</a> US Department of Education website- <a href="#">Federal Student Aid resources</a>
Knows how to apply for	<ul style="list-style-type: none"> <li>Identify the steps involved in making an application.</li> </ul>	U.S. Department of Education website - <a href="#">Federal Student Aid resources</a>

<p>educational and training programs.</p>	<ul style="list-style-type: none"> <li>List the documents needed to complete an application.</li> <li>Demonstrate the completion of an application for at least one educational or training program.</li> </ul>	<p>Fostering Success Michigan website - <a href="#">Campus Support</a>                  Tip: Search the internet for resources in your area.</p>
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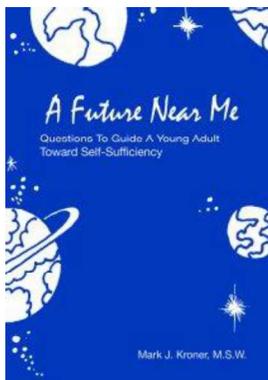
## Career Planning

Your goals	Steps to get there	Helpful resources
<p>Is able to identify careers of interest.</p>	<ul style="list-style-type: none"> <li>Explain what different people in different jobs do.</li> <li>Explain the difference between a job and a career.</li> <li>Identify personal skills, abilities, likes, and dislikes related to work.</li> <li>Find career fields that match skills, abilities, likes, and dislikes.</li> </ul>	<p><a href="#">PAYA Module 3</a> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 14-22, 57-67)  <a href="#">PAYA Module 5</a> PDF- Education and Career Planning for Teen Parents (PDF Page 6)  <a href="#">Ready, Set, Fly!</a> PDF- Career Planning #4 (PDF Page 50)                      CareerShip by Mapping Your Future website- <a href="#">An online career exploration adventure</a>                      NERIS Analytics Limited website- <a href="#">16 Different Personalities Test</a></p>
<p>Knows how to find career related internship, apprenticeship, or volunteer opportunity.</p>	<ul style="list-style-type: none"> <li>Describe one or more ways to obtain an internship, apprenticeship, or volunteer opportunity.</li> <li>Select a strategy to obtain an internship, apprenticeship, or volunteer opportunity.</li> </ul>	<p><a href="#">PAYA Module 3</a> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 14-22, 57-67)  <a href="#">PAYA Module 5</a> PDF- Education and Career Planning for Teen Parents (PDF Page 6)                      CareerShip by Mapping Your Future website- <a href="#">An online career exploration adventure</a></p>
<p>Is able to make an informed career decision.</p>	<ul style="list-style-type: none"> <li>Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education, and training required).</li> <li>Describe the benefits of volunteering, job shadowing, and paid internships to gain information about career fields.</li> <li>Determine career options.</li> <li>Match career interest with personal</li> </ul>	<p><a href="#">I Know Where I Am Going, Part II</a> PDF- C.3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40)  <a href="#">I'm Getting Ready</a> PDF- I Need a Job to Support Myself, M-6 (PDF Page 10)  <a href="#">PAYA Module 3</a> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 51-56)  <a href="#">PAYA Module 5</a> PDF- Education and Career Planning for Teen Parents (PDF</p>

	<p>skills, abilities, and career objective.</p> <ul style="list-style-type: none"> <li>• Evaluate each career option and select a realistic career field that best meets one’s career goal.</li> <li>• Identify resources that facilitate career choice (e.g., Department of Labor programs, job corps, military services).</li> </ul>	<p>Pages 6-7)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Career Planning #4 &amp; 5 (PDF Page 50)</p> <p>CareerShip by Mapping Your Future website- <b><u>An online career exploration adventure</u></b></p> <p>Public Broadcasting System (PBS) website - <b><u>Paying for College</u></b> (Special) video from 2019</p> <p>Public Broadcasting System (PBS) website - <b><u>Ways to pay for College</u></b> 2019-20 (Special) video</p>
<p>Is able to develop a career plan.</p>	<ul style="list-style-type: none"> <li>• Describe the education needed to pursue a chosen career.</li> <li>• Determine the resources needed to obtain the education, training, and apprenticeship required.</li> <li>• Develop a written career plan with action steps, resources, and timeframes.</li> <li>• Explain the difference between an educational grant and loan.</li> <li>• Identify scholarships, grants, and financial aid available.</li> <li>• Explain how, when, and where to apply for financial aid.</li> <li>• Apply for financial aid to pay for training, if applicable.</li> </ul>	<p><b><u>I Know Where I Am Going, Part II</u></b> PDF- C. 3, Do I Get a Job or Bank on the Lottery? (PDF Pages 30-40)</p> <p><b><u>PAYA Module 3</u></b> PDF- Education, Job Seeking Skills, and Job Maintenance Skills: Handbook for Skill Development (PDF Pages 29-44)</p> <p><b><u>PAYA Module 5</u></b> PDF- Education and Career Planning for Teen Parents (PDF Pages 8-11)</p> <p><b><u>Ready, Set, Fly!</u></b> PDF- Career Planning #9 (PDF Page 51)</p> <p>Public Broadcasting System (PBS) website- <b><u>Paying for College</u></b> (Special) video from 2019</p> <p>Public Broadcasting System (PBS) website- <b><u>Ways to pay for College</u></b> 2019-20 (Special) video</p> <p>Back to the Youthhood website- <b><u>Understanding Graduation Options</u></b></p> <p>U.S. Department of Education website- <b><u>Federal Student Aid resources</u></b></p>
<p>Can identify at least one adult who will provide career planning support.</p>	<ul style="list-style-type: none"> <li>• Explain the value of having someone provide career planning support.</li> <li>• Identify the type of support that might be needed (e.g., job shadowing, internships, recommendations, introductions to professional in the youth’s field of interest, provide a reference, etc.).</li> <li>• Name at least one adult who can provide career planning support.</li> </ul>	<p><b><u>Permanency Pact</u></b></p> <ul style="list-style-type: none"> <li>• Career counseling</li> <li>• Job search assistance</li> <li>• Employment opportunity</li> </ul>

## List of resources

Free or low-cost life skills training resources to inspire learning



### A Future Near Me/The Path Before Me (FUTURE/PATH)

A Future Near Me contains questions to guide a young adult towards self-sufficiency. The Path Before Me is designed to help American Indian Youth learn tribal ways and skills that will enable them to move into their own place. It contains questions to guide American Indian Youth towards responsible living. Both pocket guide resources, designed by Mark Kroner, can be used by the learner on their own or with an adult. The books can be used with families, schools, youth groups, life skills classes, sharing circles and elders. Self-teaching tool.

**Provided by:** National Resource Center for Youth Services

**Link Location:** Call to purchase at 1-800-274-2687 or order via this [website link](#)

**Cost:** \$6 each plus shipping



### Back to the Youthhood

The Youthhood website is a dynamic, curriculum-based tool that can help young adults plan for life after high school. It was designed by a talented group of staff at the National Center on Secondary Education and Transition, which is located at the University of Minnesota. The National Center on Secondary Education and Transition (NCSET) helps organizations and people working with youth help young people like you move from high school to "whatever comes after high school" — whether it be college, technical school, community living, etc.

**Provided by:** National Center on Secondary Education and Transition

**Link Location:** [Back to the Youthhood Home Page](#)

**Cost:** Free



## CNET

CNET tells you what's new in tech, culture and science, why it matters, how it works and what you need. Our global team works 24/7 to explore and explain the changing world around us. You can depend on CNET for news, commentary, analysis, features, FAQs, advice, hands-on reviews, buying guides, amazing photography and fun and informative videos.

Our audience is part of the CNET family, and the strength of our relationship with you is the ultimate test of our success. We encourage you to let us know when you find an error, spot a gap in our coverage, want more questions answered or have suggestions for how we can improve.

**Provided by:** CNET, a Red Ventures

**Link Location:** [CNET Home Page](#)

**Cost:** Free



## Connect Safely

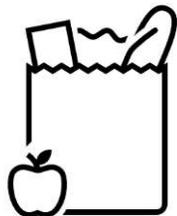
ConnectSafely is a Silicon Valley, California-based nonprofit organization dedicated to educating people about safety, privacy, security and digital wellness. Our resources include research-based safety tips, parents' guidebooks, advice, news and commentary on all aspects of tech use and policy. We offer in-depth guides and "quick-guides" for parents, educators, youth and policymakers along with resources for seniors and other adults. We also produce the twice-weekly ConnectSafely Report for CBS News Radio along with webcasts, podcasts and special events.

Whether it's social media, mobile technology or the "Internet of Things," connected technologies bring us enormous advantages, along with some challenges. ConnectSafely's job is to help users get the most from their technology while managing the risks and help decision-makers craft sensible policies that encourage both innovation and responsible use. ConnectSafely has been a leading voice for rational, research-informed policies — not "moral panics" — when it comes to dealing with challenges brought about by emerging technologies.

**Provided by:** Larry Magid and Anne Collier

**Link Location:** [Connect Safely Home Page](#)

**Cost:** Free



## The Cook's Thesaurus

The **Cook's Thesaurus** is a cooking encyclopedia that covers thousands of ingredients and kitchen tools. Entries include pictures, descriptions, synonyms, pronunciations, and suggested substitutions.

**Provided by:** Lori Alden

**Link Location:** [The Cook's Thesaurus Home Page](#) **Cost:** Free



## CrashCourse

At Crash Course, we believe that high quality educational videos should be available to everyone for free! The Crash Course team has produced more than 32 courses on a wide variety of subjects, including organic chemistry, literature, world history, biology, philosophy, theater, ecology, and many more!

**Provided by:** CrashCourse

**Link Location:** [CrashCourse Youtube Channel](#) **Cost:** Free



## FAFSA (Free Application for Federal Student Aid)

Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid in the nation. At the office of Federal Student Aid, our more than 1,300 employees help make college education possible for more than 13 million students each year.

**Provided by:** U.S. Department of Education

**Link Location:** [Federal Student Aid Home Page](#) **Cost:** Free



## Girls Health.gov

**Girlshealth.gov** offers girls reliable, useful information on health and well-being.

We cover hundreds of topics, from **getting your period** to **stopping bullies**, and from **getting fit** to preventing **sexually transmitted infections**. We make our pages clear and fun, and we make sure to answer key questions girls ask. Girlshealth.gov is committed to empowering girls to create strong, positive relationships and happy, healthy futures.

**Provided by:** **Office on Women's Health** in the **Office of the Assistant Secretary for Health** at the **U.S. Department of Health and Human Services**.

**Link Location:** [girlshealth.gov Home Page](https://girlshealth.gov)

**Cost:** Free



## going2college

The National Council of Higher Education Resources (NCHER) is the nation's oldest and largest higher education finance trade association. NCHER's membership includes state, nonprofit, and for-profit higher education service organizations, including lenders, servicers, guaranty agencies, collection agencies, financial literacy providers, and schools, interested and involved in increasing college access and success. It assists its members in shaping policies governing federal and private student loan and state grant programs on behalf of students, parents, borrowers, and families.

NCHER represents its members on public policy initiatives within the legislative and executive branches of the federal government, and brings together the higher education community to strengthen all federal and private student loan and state grant programs through its ongoing involvement with Congress, the U.S. Department of Education, the U.S. Department of Treasury, the Consumer Financial Protection Bureau, the Federal Communications Commission, and other federal agencies, associations, and organizations engaged in student financing and policy.

The NCHER's mission is to enhance its member organizations' abilities to help families and students develop, pay for, and attain their educational goals so they can pursue meaningful and rewarding work and become contributing members of society. Our members care whether the individual has attained his or her educational goals, not just whether he or she simply accessed a degree program.

**Provided by:** National Council of Higher Education Resources

**Link Location:** [going2college Home Page](https://going2college.org)

**Cost:** Free



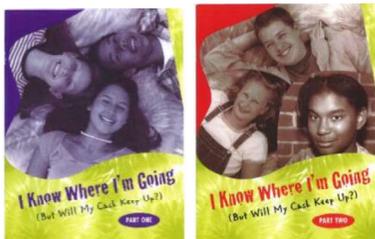
## Goodwill Community Foundation

Offers free training to support skill development in areas of career planning, money management, work and job development and daily living. Offers Spanish language website and lessons with auditory component.

**Provided by:** Goodwill Community Foundation

**Link Location:** [Goodwill Home Page](#)

**Cost:** Free



## I Know Where I'm Going (But Will My Cash Keep Up?) Part 1 and 2

A free two-part workbook for youth ages 12 and older focusing on all aspects of money management. Developed specifically for youth in out-of-home care, it is applicable to all. It includes a section on career development. Self-teaching tool or use with adult supervision.

**Provided by:** The Annie E. Casey Foundation (AECF)

**Link Location:**

**Cost:** Free

[I Know Where I'm Going: Part One;](#)

[I Know Where I'm Going: Part Two](#)



## I'm Getting Ready. I CAN DO IT!

I'm Getting Ready is designed as an interactive workbook. Its activities are created to motivate learning. The "lessons" encourage involvement of friends, groups, family, community, and individual. It can be used by the learner or with the help of teachers, mentors, friends, parents/grandparents, foster parents and social workers. It covers topics like apartment searches, legal issues, safety, nutrition, consumer issues, money management and goal setting.

**Written by:** Marian B. Latzko

**Link Location:** [I'm Getting Ready PDF](#)

**Cost:** Free



## Khan Academy

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computing, history, art history, economics, and more, including K-14 and test preparation (SAT, Praxis, LSAT) content. We focus on skill mastery to help learners establish strong foundations, so there's no limit to what they can learn next!

**Provided by:** Khan Academy

**Link Location:** [Khan Academy Home Page](#)

**Cost:** Free



## Kids Health

One of the most comprehensive websites covering health, fitness, food, drugs, alcohol, disease, infection, safety, sexual health, and mental health for children, teens and young adults.

**Provided by:** The Nemours Foundation

**Link Location:** [Kids Health Home Page](#)

**Cost:** Free



## Mapping Your Future

Mapping Your Future is a nonprofit organization committed to helping students, families, and schools navigate the higher education and student loan processes through trusted career, college, and financial aid counseling and resources. Mapping Your Future's student-minded information portal and person-to-person financial loan counseling provides unbiased financial aid education to help students understand the student loan process, educational institutions enhance default prevention plans, and members find beneficial opportunities to guide students to financial success, while supporting the mission of the organization.

**Provided by:** Mapping Your Future

**Link Location:** [Mapping Your Future Home Page](#)

**Cost:** Free



## Medicaid

The Center for Medicaid and CHIP Services (CMCS) is one of six Centers within the [Centers for Medicare & Medicaid Services \(CMS\)](#), an agency of the [U.S. Department of Health and Human Services \(HHS\)](#). CMCS serves as the focal point for all the national program policies and operations for three important, state-based health coverage programs:

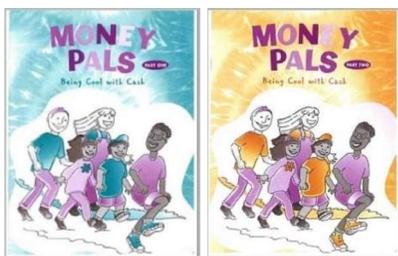
- [Medicaid](#) provides health coverage to low-income people and is one of the largest payers for health care in the United States.
- The [Children's Health Insurance Program \(CHIP\)](#) provides federal matching funds to states to provide health coverage to children in families with incomes too high to qualify for Medicaid, but who can't afford private coverage.
- The [Basic Health Program \(BHP\)](#) allows states an option to provide affordable coverage and better continuity of care for people whose income fluctuates above and below Medicaid and CHIP eligibility levels.

Together, these three programs provide an important foundation for maintaining the health of our nation.

**Provided by:** U.S. Department of Health and Human Services (HHS)

**Link Location:** [Medicaid Home Page](#)

**Cost:** Free



## Money Pals: Being Cool with Cash

A free two-part workbook for youth ages 8-10 focusing on all aspects of money management. Developed specifically for youth in out-of-home care. Includes a section on career development. Self-teaching tool or use with adult supervision.

**Provided by:** The Annie E. Casey Foundation (AECF)

**Link Location:**

**Cost:** Free

[Money Pals: Part One;](#)

[Money Pals: Part Two](#)



## Navigation Tips

Resources to help you navigate using maps and GPS

**Provided by:** Various

**Link Location:**

**Cost:** Free

[How to Use a Compass](#)

[How to Navigate with a Map and Compass \(with video\)](#)

[How to Navigate With a Map and Compass](#)

[How to use a compass and map](#)

[How to Use GPS](#)

**The New  
Making It  
On  
Your  
Own**



## The New Making It On Your Own

This youth workbook contains 92 pages of life skill exercises that will help youth make it on their own. The New Making It On Your Own tests a youth's knowledge and challenges them to seek out new information. The workbook covers employment, housing, home management, health, leisure time, and money management. Designed for older youth working alone or with an adult.

**Provided by:** National Resource Center for Youth Services

**Link Location:** Call to purchase at 1-800-274-2687 or order via this [website link](#)

**Cost:** \$8.95 plus shipping. Quantity discounts available.



## OASH (Office of Population Affairs) from the U.S. Department of Health and Human Services

Up-to-date information on major aspects of adolescent health, including physical and mental health, substance abuse, sexual behavior, pregnancy prevention, and healthy relationships. The website provides both new information and existing federal resources geared to meet the adolescent health information needs of diverse stakeholders.

**Provided by:** Office of Population Affairs from the U.S. Department of Health and Human Services

**Link Location:** [Office of Population Affairs Home Page](#) **Cost:** Free



## Permanency Pact

A Permanency Pact creates a formalized, facilitated process to connect youth in foster care with a supportive adult. The process of bringing the supportive adult together with youth and developing a pledge or “Permanency Pact” has proven successful in clarifying the relationship and identifying mutual expectations. A committed, caring adult may provide a lifeline for a youth, particularly those who are preparing to transition out of foster care to life on their own.

**Provided by:** FosterClub

**Link Location:** [Permanency Pact](#) PDF **Cost:** Free



## Practical Money Skills

Visa believes that greater financial knowledge can empower people to better manage their money and improve their quality of life. Through partnerships with state and national governments, leading consumer advocates, educators and financial institutions, Visa has developed an award-winning global program. Practical Money Skills offers interactive tools and educational resources to help individuals and communities build stronger financial futures.

**Provided by:** Visa

**Link Location:** [Practical Money Skills Home Page](#) **Cost:** Free



## Preparing Adolescents for Young Adulthood (PAYA) Modules

A workbook series created by Massachusetts Department of Social Services. PAYA can be used by the learner alone, or with an adult. Topic areas and brief assessments match the learning goals and expectations of the Guidebook. The Activity/Resource Workbook contains information and exercises by topic area to help develop or strengthen the skills of the learner.

**Provided by:** Massachusetts Department of Social Services



### PAYA Module 1

**Money, Home, and Food Management Workbook**



### PAYA Module 2

**Personal Care, Health, Social Skills, and Safety Workbook**



### PAYA Module 3

**Education, Job Seeking Skills, and Job Maintenance Skills Workbook**



### PAYA Module 4

**Housing, Transportation, Community Resources, Understanding the Law, and Recreation Workbook**



### PAYA Module 5

Young Parents Guide (Broken into Sections)

- **Sexuality, STD and Pregnancy Prevention**
- **Unplanned Pregnancy**
- **Pregnancy and Health Skills**
- **Health Care**
- **Safety**
- **Infancy**
- **Older Babies and Toddlers**
- **Children Ages 2-5**
- **Making the World a Better Place/Environment**
- **Education and Career Planning for Teen Parents**
- **Housing**
- **Making Ends Meet**



## Ready, Set, Fly! A Parent's Guide to Teaching Life Skills

This resource was developed by foster parents for other parents to use when teaching life skills. It contains a series of activities and suggestions that may be used in one-to-one instruction. For parents use with youth ages 8 and older.

**Provided by:** Casey Family Programs

**Link Location:** [Ready, Set, Fly! PDF](#)

**Cost:** Free



## Self-Care Resources

List of self-care links that include yoga and mindfulness activities

**Provided by:** Various

**Link Location:**

**Cost:** Free

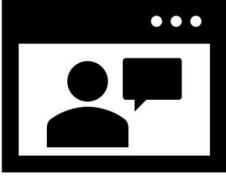
[Yoga For Beginners At Home \(20 Minute Class\) Easy Yoga Poses For Flexibility](#)

[Beginners Yoga Series: 10 Most Important Yoga Poses for Beginners](#)

[Getting Started with Mindfulness](#)

[Mindfulness exercises](#)

[Mindfulness](#)



## Self Defense/Basic Personal Safety Links and Videos

Here is a list of links and videos to learn how to defend yourself if you are attacked

Provided by: Various

Link Location:

Cost: Free

[Simple Self Defense Moves You Should Know Video](#)

[3 Simple Self Defense Moves You Must Know Video](#)

[5 Common Attacks and How to Stop Them Video](#)

[5 Self-Defense Moves Every Woman Should Know Video](#)

[National Center on Safe Supportive Learning Environments- Physical Safety Page](#)



## SNAP/EBT Card

The Supplemental Nutrition Assistance Program (SNAP) is the largest federal nutrition assistance program. SNAP provides benefits to eligible low-income individuals and families via an Electronic Benefits Transfer card. This card can be used like a debit card to purchase eligible food in authorized retail food stores.

Provided by: USDA (U.S. Department of Agriculture)

Link Location: [SNAP Eligibility Info Page](#) Cost: Free



## TANF

The Temporary Assistance for Needy Families (TANF) program provides states and territories with flexibility in operating programs designed to help low-income families with children achieve economic self-sufficiency. States use TANF to fund monthly cash assistance payments to low-income families with children, as well as a wide range of services.

**Provided by:** U.S. Department of Health and Human Services- Office of Family Assistance

**Link Location:** [TANF Eligibility Info Page](#) **Cost:** Free



## Think of Us

Think of Us operates as a Research and Development Lab for child welfare, transforming the system so that people with Lived Experience are at the center of designing, imagining, and building.

The Child Welfare system is failing, causing greater trauma for the youth and families it is meant to serve. More than 70% of siblings are separated, 20,000+ youth age out of foster care each year, and 36%+ of aged out youth experience homelessness. Riddled with systemic racism, private interest money, and the criminalization of poverty, there is a devastating human cost to the gap between the goals of child welfare and its outcomes.

We envision a world where every person has the conditions they need to Heal, Develop, and Thrive. Think of Us strategically engages projects across tech, participatory research, and state and federal partnerships, driving system-wide solutions that bridge the gap between policy, practice, and people.

**Provided by:** Think of Us

**Link Location:** [Think of Us Youth Support Page](#) **Cost:** Free



## Think of Us Virtual Support Services

Personal assistants who support young people and caregivers to get resources, fast.

**Provided by:** Think of Us

**Link Location:** [Virtual Support Page](#)

**Cost:** Free



## Time Management Skills/Tips

Time management refers to managing time effectively so that the right time is allocated to the right activity.

Effective time management allows individuals to assign specific time slots to activities as per their importance.

Time management refers to making the best use of time as time is always limited.

**Provided by:** Various

**Link Location:**

**Cost:** Free

[7 Time Management Tips for Students](#)

[18 Best Time Management Apps and Tools \(2021 Updated\)](#)

[Time Management](#)

[Time Management - Meaning and its Importance](#)



## Youth.gov

Youth.gov is the U.S. government website that helps you create, maintain, and strengthen effective youth programs. Included are youth facts, funding information, and tools to help you assess community assets, generate maps of local and federal resources, search for evidence-based youth programs, and keep up-to-date on the latest, youth-related news.

**Provided by:** U.S. Government

**Link Location:** [Youth.gov Home Page](#)

**Cost:** Free

## Resource checklists

### DAILY LIVING SKILLS CHECKLIST

#### KITCHEN

- Cups, plates, and bowls
- Cutlery (forks, knives, spoons)
- Cooking utensils (e.g., peeler for peeling fruits or vegetables, spatula for flipping hamburgers, tongs, wooden stirring spoon)
- Pots & pans (e.g., frying pan, large pot, and smaller pot)
- Can opener
- Kitchen knife
- Cutting board
- Mixing bowls
- Dish soap
- Kitchen cloth
- Sponges
- Broom, dustpan, mop
- Paper towels
- Water pitcher with ice filter

#### LAUNDRY

- Laundry basket
- Laundry detergent and dryer sheets
- Iron
- Ironing board

#### BEDROOM

- Bed frame
- Mattress
- Pillows
- Comforter / blanket
- Bed linens: sheets & pillowcases [check the bed size!]
- Mirror
- Alarm clock
- Curtains / blinds
- Hangers

#### TECHNOLOGY

- Wi-Fi router
- Computer/laptop
- Smart phone
- TV
- Streaming service

#### BATHROOM

- Bath towel
- Hand towels
- Bathmat
- Shower curtains
- Shampoo & conditioner
- Soap
- Bathing sponge/Washcloths
- Hairbrush/comb
- Menstrual pads/tampons
- Nail clippers
- Razors
- Shaving gel/cream
- Toilet paper
- Toothbrush & toothpaste
- Deodorant
- Toilet plunger

#### MISC. HOUSEHOLD

- First aid kit
- Vacuum
- Screwdriver, hammer, and other basic tools
- Garbage bags
- Garbage bin
- Extension cord

## SELF CARE SKILLS CHECKLIST

### PERSONAL INFORMATION

- Driver license/state ID
- Car insurance and registration
- Original or official copies of birth certificate
- Original or official copies of Social Security card
- Health insurance ID
- Health records, including vaccination proof
- Information of emergency contact
- Public transportation pass (e.g., bus/train pass)

## HOUSING & MONEY MANAGEMENT CHECKLIST

### EVALUATING SAFE HOUSING

*\*Make sure to check the conditions of:*

- Floors
- Walls/coverings
- Doors & windows
- Locks
- Lighting
- Electric outlets
- Kitchen equipment
- Fire alarms
- Switches & outlets

## WORK & STUDY SKILLS CHECKLIST

### HOW TO PREPARE FOR A JOB INTERVIEW

- Dress professionally (check the dress code of the company)
- Prepare to arrive 10-15 minutes early
- Bring copies of your resume
- Take a paper & pen
- Take legal documentation with you (e.g., driver's license, state ID, work permit, Social Security card)
- Practice answering questions
- Prepare question to ask the employer
- Send thank you notes to all interviewers
- Follow up if you have not heard back within the timeframe discussed in the interview



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