

# SANTA CLARA COUNTY

## Education-focused Child & Family Teams

GUIDANCE AND CHECKLISTS



**August 2021**

# ACKNOWLEDGEMENTS

This resource was developed by John Burton Advocates for Youth, Santa Clara County Social Services Agency, Pivotal and the Santa Clara County Office of Education to support implementation of SB 12 and increase postsecondary attainment of foster youth throughout Santa Clara County.



# WHAT IS THE PURPOSE OF AN EDUCATION-FOCUSED CHILD & FAMILY TEAM?

**Under Senate Bill 12 (2017) and ACL 18-104, Child Welfare Agencies must provide assistance to foster youth 16 years of age or older and non-minor dependents who express interest in pursuing postsecondary education, including career and technical education programs. Specifically, social workers must document in the court-ordered case plan the individual or individuals who will assist the youth with enrollment, scholarship, and financial aid applications.**

A post-secondary credential, whether a degree or a career-focused certificate, is essential in today's economy. Every young person should fully understand the benefits of training and education after high school to help them achieve their career goals. While some foster youth may initially express reluctance to continue schooling, it is vital that the Social Worker or someone in the foster youth's circle of support discuss the benefits of higher education and ensure that every foster youth has accurate information about the range of post-secondary options and the availability of financial aid and support.

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Per the ACIN 1-71-18, Social Workers are encouraged to utilize the Child & Family Team (CFT) meetings as a best practice to provide an opportunity for foster youth to explore the possibility of postsecondary education or career and technical education as a goal, create an education plan, assign who will support the foster youth with achieving tasks outlined in the plan and identify supports/ services needed.

The Education CFT is focused on supporting foster youth who express interest or have a goal of pursuing postsecondary education or career and technical education or who are exploring whether postsecondary education is the path for them. An Education CFT meeting should be held at least annually beginning in 8th grade. Foster youth who are closer to matriculation (i.e., 11th and 12th graders) may benefit from more frequent meetings to address time-sensitive deadlines and tasks. Community partners that should be invited include caregivers, educational rights holders, court-appointed special advocates (CASA), school counselors, foster youth liaisons, transitional housing case managers, college support staff and counselors, and WRAP team members.

The Education CFT is a perfect opportunity for the Social Worker to complete the Transitional Independent Living Plan (TILP) with the educational goals the youth has identified. In addition to completing the TILP, the Social Worker should document the Postsecondary Education Support Person(s) in the youth's CWS/CMS case (details on how to document this information can be found in ACL 18-104).



# EDUCATION CHILD & FAMILY TEAM

It's important to remember that CFTs are not just periodic meetings, but rather a team of supporters who work with and on behalf of youth towards goal completion. Each CFT member has their own unique roles and responsibilities as detailed below. In addition, each team member has tasks they must complete alongside the youth depending on their grade level and education-related goals (see checklists for more information).

## ROLES AND RESPONSIBILITIES

### Child & Family Team

#### Facilitator

The role of the facilitator is to ensure that all the appropriate support people are invited to the meeting (e.g., education rights holder, CASA, WRAP team members, family members, natural community supports, and professional staff). The facilitator actively supports the agenda, makes sure the youth's voice and choice are heard, and that a thoughtful and effective plan is crafted to achieve the goals decided upon by the team.

### Social Worker

The role of the Social Worker is to provide updates on case status, including information relevant to placement, education rights, the dependency process, and court-ordered case plan updates. They also make referrals for necessary services. In addition, for youth who are 16 and older, the Social Worker is responsible for utilizing the Transitional Independent Living Plan (TILP) to identify goals as they relate to postsecondary education.

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**Santa Clara  
County Office  
of Education  
(SCCOE)  
Education  
Manager**

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The Foster Youth Services Coordinating Program (FYSCP) at the Santa Clara County Office of Education (SCCOE) is responsible for ensuring that Local Educational Agencies (LEAs) within its jurisdiction are providing supportive educational services to foster youth with the purpose of ensuring positive educational outcomes. The role of the COE Education Manager in the CFT is to provide education-related updates and guidance in areas such as grades, attendance, special education, required coursework and testing, and graduation status.

**Pivotal Coach**

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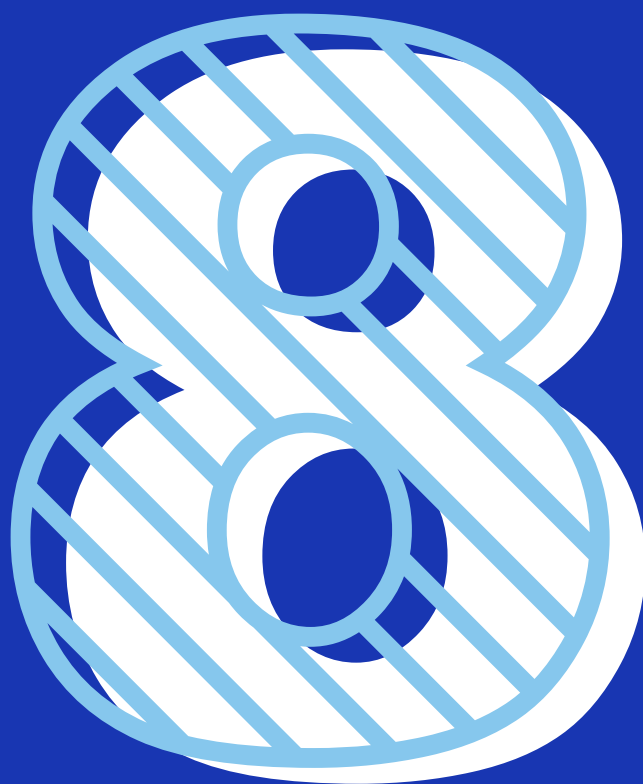
The role of the Pivotal coach is to support the foster youth with exploring their career interests through enrichment activities, completing aptitude assessments, exploring degrees and certificate programs, and identifying potential postsecondary, career and technical institutions. In addition, the coach supports the foster youth with completing financial aid, scholarships, enrollment applications, and other tasks recommended by the CFT facilitator or team during an Education CFT.

**Independent  
Living  
Program  
(ILP) Case  
Manager**

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Foster youth ages 16 and older are referred to ILP for support with daily living skills in areas such as financial literacy, wellness, permanency, housing, education, and employment. The ILP case manager provides information regarding ILP/ Hub services and supports the youth with accomplishing the goals outlined in their TILP.

# EDUCATION PLANNING CHECKLIST FOR 8TH GRADERS





## CFT Facilitator

**Ensure the following items are discussed during the meeting, as applicable:**

- Creating or updating the student's High School Planner at [californiacolleges.edu](http://californiacolleges.edu). This should be updated every semester, and if the student decides to apply to a CSU, course information will automatically transfer to their college application, making the application process much easier!
- Helping the student learn how to manage their schedule and time.
- Recordkeeping regarding the student's education and career goals and progress. This includes grade reports, honors or awards, test scores, and a record of extracurricular activities. If the student transfers to a new school, this should also include a copy of their record from the prior school.
- Setting up a meeting with their middle school guidance counselor to discuss high school options based on the student's individual strengths and interests (e.g., creative and performance arts, science, engineering, and math, etc.).
- Meeting with the 9th-grade counselors when they visit the middle school campus.
- Visiting a college campus or attending a college fair.
- Participating in a summer activity program to support the transition to high school (e.g., The California Student Opportunity and Access Program [Cal-SOAP]).
- Exploring the student's feelings about transferring to high school and desires to participate in extracurricular activities, clubs, or sports.

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## SCCOE Education Manager

**Ensure completion of and/or assist the student with the following:**

- Meeting with a guidance counselor and developing a tentative schedule for grades 9-12 that includes the required college preparatory "a-g" coursework\*. This includes:
  - Algebra I or Geometry, college prep English, and a foreign language.
  - Elective courses that meet college admission standards

\*Learn more about what classes to take by visiting <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>



## SCCOE Education Manager (continued)

**Ensure completion of and/or assist the student with the following:**

- Enrolling in academic enrichment programs like Advancement Via Individual Determination (AVID) or Mathematics, Engineering, Science Achievement (MESA) to help them prepare for college.
- Referring the student to tutoring as needed through the school district or the Educational Services Unit at the Department of Family and Children's Services if tutoring is not available through the district.

**Ensure completion of and/or assist the student with the following testing:**

- Registering for and taking the 8th grade ACT Aspire assessment test to develop baseline metrics and benchmarks for postsecondary academic readiness (optional). The student should receive a fee waiver from the school counselor, so be sure to ask!

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## Pivotal Coach

**Support the student with college and career planning and exploration, including:**

- Participating in a community project.
- Participating in career awareness activities.
- Taking or updating career interest and aptitude assessments available online (see examples below).
  - [careered.cccco.edu/explore-careers](https://careered.cccco.edu/explore-careers)
  - [cccmypath.org](https://cccmypath.org)
  - [salarysurfer.cccco.edu](https://salarysurfer.cccco.edu)
  - [cacareerzone.org](https://cacareerzone.org)
  - [livingwage.mit.edu](https://livingwage.mit.edu)
  - [collegeboard.com](https://collegeboard.com)

## DFCS Resources Social Worker

**Ensure completion of and/or assist the student with the following:**

- Accessing and utilizing the Education CFT as an ongoing mechanism to support college and career goals.
- Addressing any school of origin or transportation-related issues.
- Completing the Transitional Independent Living Plan (TILP) and outlining goals identified in the Education CFT, including who will support the student in meeting the goals (for youth ages 16 and older).
- Connecting the youth to the Hub (for youth ages 15-24).

# EDUCATION PLANNING CHECKLIST FOR 9TH GRADERS



## CFT Facilitator

**Ensure the following items are discussed during the meeting, as applicable:**

- The student's attendance at orientation and regular appointments (at least once per semester) with their high school counselor.
- Creating or updating the student's High School Planner at [californiacolleges.edu](http://californiacolleges.edu). This should be updated every semester, and if the student decides to apply to a CSU, course information will automatically transfer to their college application, making the application process much easier!
- Tracking of the student's percentage per grade for current courses. The percentage per grade is a metric that will enable the student to predict their grade in any given class based on the weight of assignments (e.g., a midterm that comprises 40% of an overall grade) and current progress.
- Recordkeeping of the student's education and career goals and progress. This includes grade reports, honors or awards, test scores, and a record of extracurricular activities. If the student transfers to a new school, this should also include a copy of their record from the prior school.
- Visiting a college campus or attending a college fair.
- Exploring extracurricular activities, clubs, or sports.
- On-going one-on-one support from a Pivotal Coach to engage the student in college and career exploration

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## SCCOE Education Manager

**Ensure completion of and/or assist the student with the following:**

- Taking the required college preparatory "a-g" coursework\*. This includes:
  - Algebra I or Geometry, college prep English, and a foreign language.
  - Elective courses that meet college admission standards
- Aiming for A's, B's, C's in all their classes to meet qualification for 4-year universities.
- Developing good study habits and routines.
- Registering for AP (Advanced Placement) and honors courses for 10th grade, if available.

\*Learn more about what classes to take by visiting <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

## SCCOE Education Manager (continued)

**Ensure completion of and/or assist the student with the following:**

- Enrolling in academic enrichment programs like Advancement Via Individual Determination (AVID), Early Academic Outreach Program (EAOP), Puente, Mathematics Engineering Science Achievement (MESA), and Upward Bound to help them prepare for college.
- Referring the student to tutoring as needed through the school district or the Educational Services Unit at the Department of Family and Children's Services if tutoring is not available through the district.

**Ensure completion of and/or assist the student with the following testing:**

- Registering for and taking the 9th grade ACT Aspire or PSAT assessment test to develop baseline metrics and benchmarks for postsecondary academic readiness (optional). The student should receive a fee waiver from the school counselor, so be sure to ask!

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## Pivotal Coach

**Support the student with college and career planning and exploration, including:**

- Participating in a community project.
- Participating in career awareness activities.
- Taking or updating career interest and aptitude assessments available online (see examples below).
  - [careered.cccco.edu/explore-careers](http://careered.cccco.edu/explore-careers)
  - [cccmypath.org](http://cccmypath.org)
  - [salarysurfer.cccco.edu](http://salarysurfer.cccco.edu)
  - [cacareerzone.org](http://cacareerzone.org)
  - [livingwage.mit.edu](http://livingwage.mit.edu)
  - [collegeboard.com](http://collegeboard.com)

## DFCS Resources Social Worker

**Ensure completion of and/or assist the student with the following:**

- Accessing and utilizing the Education CFT as an ongoing mechanism to support college and career goals.
- Addressing any school of origin or transportation-related issues.
- Completing the Transitional Independent Living Plan (TILP) and outlining goals identified in the Education CFT, including who will support the student in meeting the goals (for youth ages 16 and older).
- Updating the court-ordered case plan, including identifying a designated support person(s) to assist the student with completing the FAFSA/CADAA, scholarship, and college/vocational applications (for youth ages 16 and older).
- Connecting the youth to the Hub (for youth ages 15-24).
- Connecting with ILP/Pivotal about college tours or activities.
- Accessing the Career Development Unit for the Intern/Earn program.
- Attending orientation and meeting with their high school counselor at least once per semester.
- Accessing funding to support participation in extracurricular or academic enrichment activities, clubs, or sports.

**EDUCATION PLANNING  
CHECKLIST FOR 10TH  
GRADERS**





## CFT Facilitator

**Ensure the following items are discussed during the meeting, as applicable:**

- The student meeting with their high school counselor each semester to review their courseload and ensure they are satisfying high school graduation and college entrance requirements.
- Creating or updating the student's High School Planner at [californiacolleges.edu](http://californiacolleges.edu). This should be updated every semester, and if the student decides to apply to a CSU, course information will automatically transfer to their college application, making the application process much easier!
- Tracking of the student's percentage per grade for current courses. The percentage per grade is a metric that will enable the student to predict their grade in any given class based on the weight of assignments (e.g., a midterm that comprises 40% of an overall grade) and current progress.
- Recordkeeping of the student's education and career goals and progress. This includes grade reports, honors or awards, test scores, and a record of extracurricular activities. If the student transfers to a new school, this should also include a copy of their record from the prior school.
- Visiting a college campus or attending a college fair.
- Exploring extracurricular activities, clubs, or sports.
- On-going one-on-one support from a Pivotal Coach to engage the student in college and career exploration.

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## SCCOE Education Manager

**Ensure completion of and/or assist the student with the following:**

- Taking the required college preparatory “a-g” coursework\*. This includes:
  - Algebra I or Geometry, college prep English, and a foreign language.
  - Elective courses that meet college admission standards
- Aiming for A's, B's, C's in all their classes to meet qualification for 4-year universities.
- Developing good study habits and routines.
- Registering for AP (Advanced Placement) and honors courses for 10th grade, if available.

\*Learn more about what classes to take by visiting <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

## SCCOE Education Manager (continued)

**Ensure completion of and/or assist the student with the following:**

- Enrolling in academic enrichment programs like Advancement Via Individual Determination (AVID), Early Academic Outreach Program (EAOP), Puente, Mathematics Engineering Science Achievement (MESA), and Upward Bound to help them prepare for college.
- Enrolling in a community college class or dual enrollment program to support postsecondary readiness and earn college credits.
- Referring the student to tutoring as needed through the school district or the Educational Services Unit at the Department of Family and Children's Services if tutoring is not available through the district.
- Making up courses and/or credits, if needed.

**Ensure completion of and/or assist the student with the following testing:**

- Registering for and taking the 10th grade ACT Aspire assessment test to develop baseline metrics and benchmarks for postsecondary academic readiness (optional).
- October: Registering for and taking the PSAT if they plan to attend a CSU.
- March: Registering for and taking Advanced Placement (AP) exams, if applicable. \*The student should receive a fee waiver from the school counselor for test-related fees, so be sure to ask!

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## Pivotal Coach

**Support the student with college and career planning and exploration, including:**

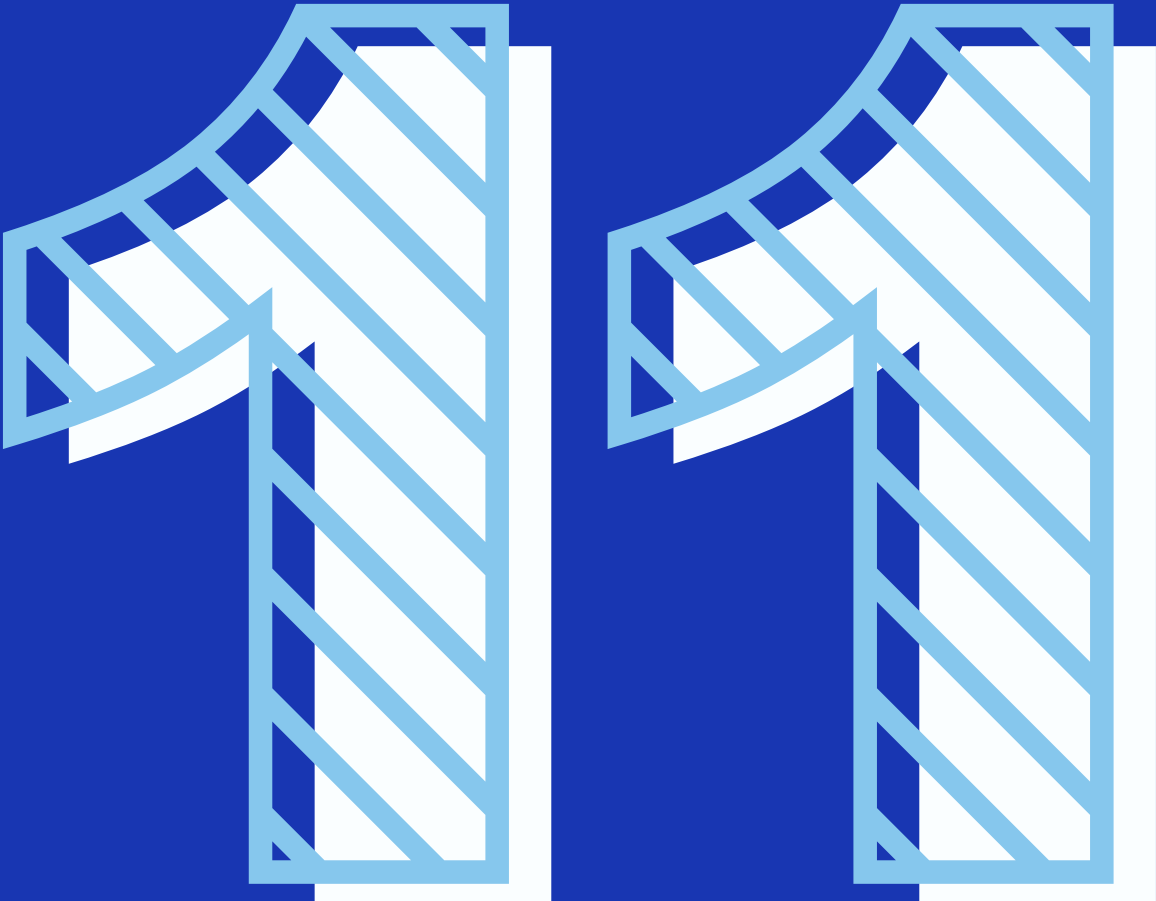
- Participating in a community project.
- Participating in career awareness activities.
- Taking or updating career interest and aptitude assessments available online (see examples below).
  - [careered.cccco.edu/explore-careers](http://careered.cccco.edu/explore-careers)
  - [cccmypath.org](http://cccmypath.org)
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  - [cacareerzone.org](http://cacareerzone.org)
  - [livingwage.mit.edu](http://livingwage.mit.edu)
  - [collegeboard.com](http://collegeboard.com)

## DFCS Resources Social Worker

**Ensure completion of and/or assist the student with the following:**

- Accessing and utilizing the Education CFT as an ongoing mechanism to support college and career goals.
- Addressing any school of origin or transportation-related issues.
- Completing the Transitional Independent Living Plan (TILP) and outlining goals identified in the Education CFT, including who will support the student in meeting the goals (for youth ages 16 and older).
- Updating the court-ordered case plan, including identifying a designated support person(s) to assist the student with completing the FAFSA/CADAA, scholarship, and college/vocational applications (for youth ages 16 and older).
- Connecting the youth to the Hub (for youth ages 15-24).
- Connecting with ILP/Pivotal about college tours or activities.
- Accessing the Career Development Unit for the Intern/Earn program.
- Attending orientation and meeting with their high school counselor at least once per semester.
- Accessing funding to support participation in extracurricular or academic enrichment activities, clubs, or sports.
- Supporting the youth in gathering all vital documents (e.g., CA ID, birth certificate, SS card, MediCal card, etc.) and uploading them securely to an electronic storage system such as ifoster.org or google.drive.com.

# EDUCATION PLANNING CHECKLIST FOR 11TH GRADERS



## CFT Facilitator

**Ensure the following items are discussed during the meeting, as applicable:**

- The student meeting with their high school counselor each semester to review their courseload and ensure they are satisfying high school graduation and college entrance requirements with specific emphasis on Algebra II or advanced mathematics and English, including writing and critical reading.
- Creating or updating the student's High School Planner at [californiacolleges.edu](http://californiacolleges.edu). This should be updated every semester, and if the student decides to apply to a CSU, course information will automatically transfer to their college application, making the application process much easier!
- Tracking of the student's percentage per grade for current courses. The percentage per grade is a metric that will enable the student to predict their grade in any given class based on the weight of assignments (e.g., a midterm that comprises 40% of an overall grade) and current progress.
- Recordkeeping of the student's education and career goals and progress. This includes grade reports, honors or awards, and a record of extracurricular activities. If the student transfers to a new school, this should also include a copy of their record from the prior school.
- Visiting a college campus or attending a college fair.
- Exploring extracurricular activities, clubs, or sports with an emphasis on opportunities where the student can gain community service hours.
- Crafting the student's personal statement, which they should start early to ensure adequate time to review and revise as needed.
- On-going one-on-one support from a Pivotal Coach to engage the student in college and career exploration.

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## SCCOE Education Manager

**Ensure completion of and/or assist the student with the following:**

- Taking the required college preparatory "a-g" coursework\*.
- Aiming for A's, B's, C's in all their classes to meet qualification for 4-year universities.
- Developing good study habits and routines.

\*Learn more about what classes to take by visiting <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

## SCCOE Education Manager (continued)

### Ensure completion of and/or assist the student with the following:

- Registering for AP (Advanced Placement) and honors courses for 10th grade, if available.
- Enrolling in academic enrichment programs like Advancement Via Individual Determination (AVID), Early Academic Outreach Program (EAOP), Puente, Mathematics Engineering Science Achievement (MESA), and Upward Bound to help them prepare for college.
- Selecting courses for their senior year that strengthen their academic record.
- Registering for Advanced Placement (AP) and honors courses for 12th grade, if available.
- Meeting with their academic counselor to review college programs, including college and career technical education options.
- Enrolling in a community college class or dual enrollment program to support postsecondary readiness and earn college credits.
- Referring the student to tutoring as needed through the school district or the Educational Services Unit at the Department of Family and Children's Services if tutoring is not available through the district.
- Making up courses and/or credits, if needed.
- Verifying AB 176 status.

### Ensure completion of and/or assist the student with the following testing:

- If the student plans to attend a CSU, registering for and taking the ACT or the SAT. The student will need to register at least two months before the exam. If the student takes the exam in the spring or summer, they will receive results in time to see if they need to retake it in the fall of 12th grade.
- March: Registering and taking Advanced Placement (AP) exams, if applicable. \*The student should receive a fee waiver for these exams, so be sure to ask the school counselor!
- Taking the CAASPP exam and marking the release button at the end of each exam to ensure that the CSU campus(es) they apply to receive EAP (Early Assessment Program) results. Once the score is received, confirming the student is enrolled in the appropriate English class for their senior year.

## Pivotal Coach

**Support the student with college and career planning and exploration, including:**

- Preparing for and participating in a summer internship, work experience, or community project.
- Participating in career awareness, career exploration, and career preparation activities.
- Identifying and exploring educational goals, academic programs, and requirements consistent with careers of interest.
- Determining if colleges of interest have a foster youth support program by researching campuses at <https://cacollegepathways.org/search-foster-youth-programs/>.
- Registering for ACT or SAT prep courses and tutoring.
- Exploring scholarships that pertain to educational programs and careers of interest.
- Taking or updating career interest and aptitude assessments available online (see examples below).
  - [careered.cccco.edu/explore-careers](http://careered.cccco.edu/explore-careers)
  - [cccmypath.org](http://cccmypath.org)
  - [salarysurfer.cccco.edu](http://salarysurfer.cccco.edu)
  - [cacareerzone.org](http://cacareerzone.org)
  - [livingwage.mit.edu](http://livingwage.mit.edu)
  - [collegeboard.com](http://collegeboard.com)

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## DFCS Resources Social Worker

**Ensure completion of and/or assist the student with the following:**

- Accessing and utilizing the Education CFT as an ongoing mechanism to support college and career goals.
- Addressing any school of origin or transportation-related issues.
- Completing the Transitional Independent Living Plan (TILP) and outlining goals identified in the Education CFT, including who will support the student in meeting the goals (for youth ages 16 and older).
- Updating the court-ordered case plan, including identifying a designated support person(s) to assist the student with completing the FAFSA/CADAA, scholarship, and college/vocational applications (for youth ages 16 and older).



## DFCS Resources Social Worker (continued)

**Ensure completion of and/or assist the student with the following:**

- Connecting the youth to the Hub (for youth ages 15-24).
- Connecting with ILP/Pivotal about college tours or activities.
- Accessing the Career Development Unit for the Intern/Earn program.
- Accessing funding to support participation in extracurricular or academic enrichment activities, clubs, or sports.
- Supporting the youth in gathering all vital documents (e.g., CA ID, birth certificate, SS card, MediCal card, etc.) and uploading them securely to an electronic storage system such as ifoster.org or google.drive.com.

**EDUCATION PLANNING  
CHECKLIST FOR 12TH  
GRADERS:  
FALL SEMESTER**



## CFT Facilitator

**Ensure the following items are discussed during the meeting, as applicable:**

- The student meeting with their high school counselor each semester to review their courseload and ensure they are satisfying high school graduation and college entrance requirements with specific emphasis on Algebra II or advanced mathematics and English, including writing and critical reading.
- Searching for scholarship opportunities using the scholarship search function at [californiacolleges.edu](http://californiacolleges.edu) and other scholarship sites.
- The student visiting college campuses and participating in college planning activities that align with their credentials and careers of interest. The student should be encouraged to apply to 3-5 different schools: “their “dream” school, their “safety” school, and two or three other choices. For foster youth, applying to up to four UC and four CSU campuses is free.
- If planning to attend a California Community College with the intent to transfer to a CSU, visiting [calstate.edu/transfer/](http://calstate.edu/transfer/) for transfer pathways.
- Creating or updating the student's High School Planner at [californiacolleges.edu](http://californiacolleges.edu). This should be updated every semester, and if the student decides to apply to a CSU, course information will automatically transfer to their college application, making the application process much easier!
- Gathering all vital documents, such as birth certificate, social security card, and California ID, and storing in a secure location.
- Attending college fairs, tours, and planning sessions at campuses of interest.
- Exploring extracurricular activities, clubs, or sports with an emphasis on opportunities where the student can gain community service hours.
- Crafting the student's personal statement, which they should start early to ensure adequate time to review and revise as needed.
- Accessing on-going emotional and mental health supports throughout the transition from high school to postsecondary education with emphasis on ensuring continuity of current support network.

## SCCOE Education Manager

### Ensure completion of and/or assist the student with the following:

- Enrolling in and completing the required college preparatory “a-g” coursework\*, including:
  - An English or math course to keep their skills strong for their first year of college.
- Enrolling in academic enrichment programs like Advancement Via Individual Determination (AVID), Early Academic Outreach Program (EAOP), Puente, Mathematics Engineering Science Achievement (MESA), and Upward Bound to help them prepare for college.
- Meeting with their academic counselor to review college programs, including college and career technical education options.
- Enrolling in a community college class or dual enrollment program to support postsecondary readiness and earn college credits.
- Referring the student to tutoring as needed through the school district or the Educational Services Unit at the Department of Family and Children’s Services if tutoring is not available through the district.
- Making up courses and/or credits, if needed.

### Ensure completion of and/or assist the student with the following testing:

- If the student plans to attend a CSU, registering for and taking the ACT or the SAT. The student will need to register at least two months before the exam, which is held in October and December.
- March: Registering and taking Advanced Placement (AP) exams, if applicable. \*The student should receive a fee waiver for these exams, so be sure to ask the school counselor!

\*Learn more about what classes to take by visiting <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

## Pivotal Coach

**Support the student with college and career planning and exploration, including:**

- Exploring careers by taking a summer job or job shadowing in fields of interest.
- Participating in career awareness, career exploration, and career preparation activities.
- Identifying and exploring educational goals, academic programs, and requirements consistent with careers of interest.
- Determining if colleges of interest have a foster youth support program by researching campuses at <https://cacollegepathways.org/search/>
- Contacting the foster youth liaison at the college of their choice to find out about eligibility for foster youth and EOPS (Extended Opportunity Programs & Services) or EOP (Educational Opportunity Programs) support and important dates and application procedures. For info, visit <https://cacollegepathways.org/search-foster-youth-programs/>.
- Exploring scholarships that pertain to educational programs and careers of interest.
- Creating and routinely checking an email account that is strictly for college and financial aid application information.
- Applying for scholarships and ensuring the student obtains any required documentation, such as transcripts.
- Researching housing options and campus support services (e.g., Disabled Student Services, counseling, parenting student programs, etc.).
- Creating or updating the student's High School Planner at [californiacolleges.edu](http://californiacolleges.edu). This should be updated every semester, and if the student decides to apply to a CSU, course information will automatically transfer to their college application, making the application process much easier!
- Taking or updating career interest and aptitude assessments available online (see examples below).
  - [careered.cccco.edu/explore-careers](http://careered.cccco.edu/explore-careers)
  - [cccmypath.org](http://cccmypath.org)
  - [salarysurfer.cccco.edu](http://salarysurfer.cccco.edu)
  - [cacareerzone.org](http://cacareerzone.org)
  - [livingwage.mit.edu](http://livingwage.mit.edu)
  - [collegeboard.com](http://collegeboard.com)

## Pivotal Coach (continued)

### Support the student with financial aid applications, including:

- Getting the Financial Aid Guide for California Foster Youth at <https://jbay.org/resources/financial-aid-guide/>.
- Applying for financial aid by completing the FAFSA at [fafsa.gov](https://fafsa.gov) or the California Dream Act Application at [dream.csac.ca.gov](https://dream.csac.ca.gov) by March 2nd to receive the maximum award possible. The application opens on October 1st and the student should be encouraged to apply as early as possible. Eligible foster youth don't have to report parental/caregiver financial information.
- Applying for the Chafee Grant at [chafee.csac.ca.gov](https://chafee.csac.ca.gov) for up to \$5,000.
- Creating a Web Grants account at [mygrantinfo.csac.ca.gov](https://mygrantinfo.csac.ca.gov) once their FAFSA has successfully processed (typically within 2 weeks after submission).
- Verifying that the high school sent the student's Cal Grant GPA to the California Student Aid Commission (CSAC).
- Encouraging the student to apply for additional private scholarships at [californiacolleges.edu](https://californiacolleges.edu).
- Obtaining and safely storing a letter that verifies that student was/is in foster care from a social worker or Post-Secondary Social Service Analyst. The student will need this to qualify for certain benefits available only to foster youth. If the student exited foster care and no longer has a social worker, they can obtain a letter verifying that were previously in foster care by calling the Foster Care Ombudsman's office at 877-846-1602 or from the DFCS Post-Secondary Social Service Analyst.
- Completing any financial aid verification steps, if needed.

### If the student plans to attend a CSU or UC, support them with the following:

- Writing and revising a personal essay for college admission. The essay will be used to complete college and scholarship applications. Ensure the student receives coaching and feedback on their essay from their high school counselor.
- Requesting at least 3 letters of recommendation by November 15 for EOP and scholarship applications.

## Pivotal Coach (continued)

**If the student plans to attend a CSU or UC, support them with the following:**

- Applying to CSU ([calstate.edu/apply](http://calstate.edu/apply)) and/or UC ([universityofcalifornia.edu/admissions](http://universityofcalifornia.edu/admissions)).<sup>\*</sup> The application deadline is November 30, unless otherwise noted. <sup>\*</sup>For foster youth, up to four CSU and four UC applications are free.
- Ensuring transcripts are sent to requesting colleges and that all the information is correct. The student should save one copy for themselves. If the transcripts require a fee, contact the social worker for support.
- Applying for on-campus housing (“dorms” or “residence halls”) for each college campus they applied to and placing their name on a waitlist if needed. As a foster youth, they may have priority access to on-campus housing.
- Checking about the payments and deposits for college. Some colleges require an upfront deposit for on-campus housing and only accept checks or credit cards. Ask for assistance from the social worker to pay these, if needed.
- Applying for the EOP (Educational Opportunity Program) when a student submits CSU application.
- Applying for the foster youth campus support program.

**If the student plans to attend a community college, support them with the following:**

- Completing the college application at [cccapply.org](http://cccapply.org) and ensuring they identify as a foster youth on the application. Students can attend community college without a high school diploma or GED. For students without a high school diploma or GED, assist the student with talking to their high school counselor or local community college to learn more about their options.
- Meeting with a college counselor to create an education plan that maps out the appropriate sequence of courses needed to complete their selected program. If the student is enrolled in EOPS or NextUp, the student should receive academic counseling through those programs.
- Enrolling in an orientation course or event to learn about their college and available services.
- Exploring campus and community housing programs and support.



## Pivotal Coach (continued)

If the student plans to attend a community college, support them with the following:

- Contacting the foster youth liaison at the college to find out about eligibility for foster youth and EOPS support programs, important dates, application procedures, and orientations. For info, visit <https://cacollegepathways.org/search/>
- Determining placement requirements and recommendations. The EAP test the student took in 11th grade will determine whether they need to attend a summer Early Start Program. If the student disagrees with the college's placement recommendation, they have the right to enroll directly in transfer-level courses and/or concurrent enrollment. Visit [csstudentsuccess.org](https://csstudentsuccess.org) for more information or speak with a college counselor.
- Ensuring the final high school transcript, including any dual credit course(s), is provided to the college the student will attend.

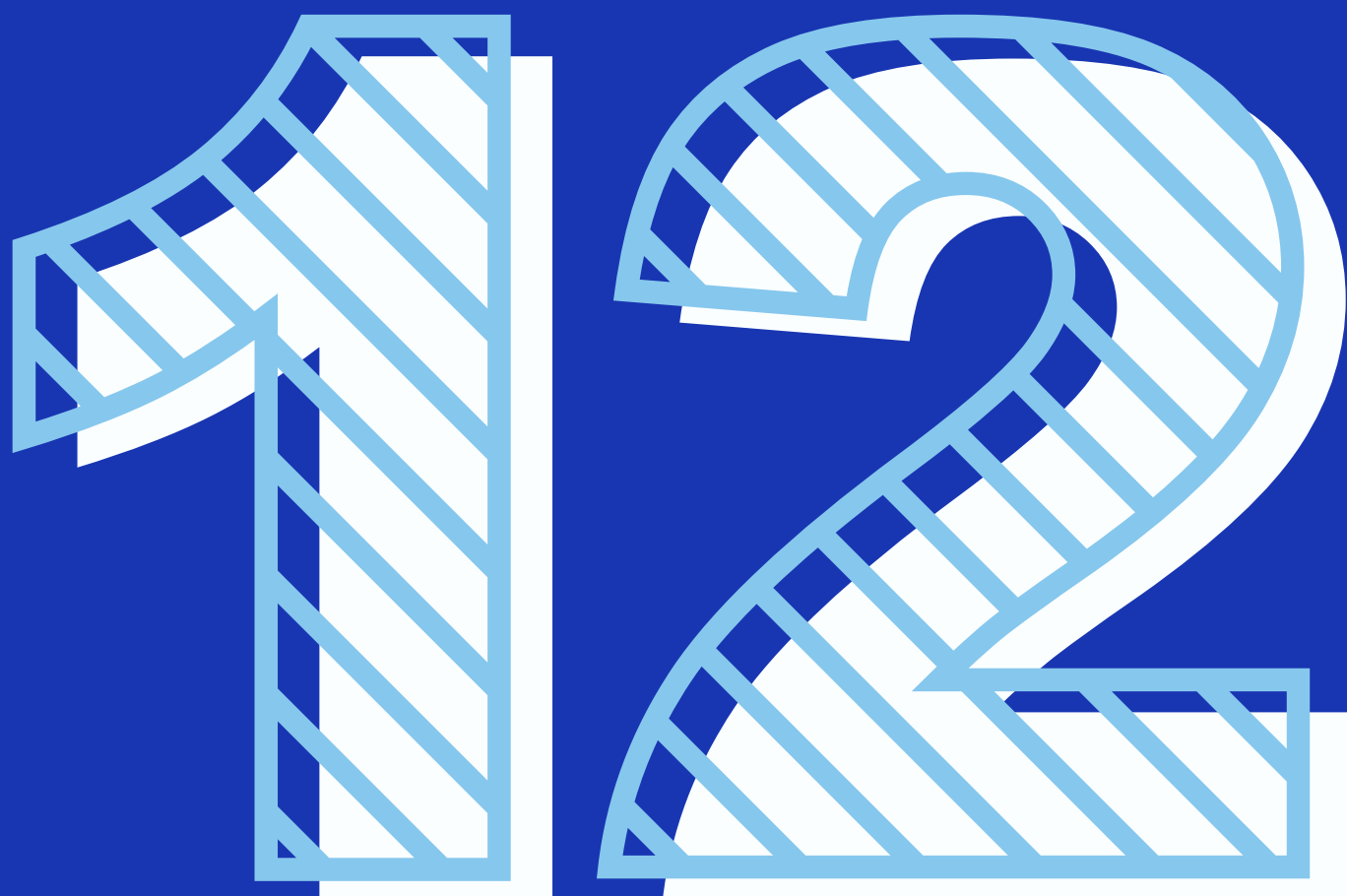
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## DFCS Resources Social Worker

Ensure completion of and/or assist the student with the following:

- Connecting the youth to the Hub (for youth ages 15-24).
- Connecting with ILP/Pivotal about college tours or activities.
- Accessing the Career Development Unit for the Intern/Earn program.
- Accessing funding to support participation in extracurricular or academic enrichment activities, clubs, or sports.
- Supporting the youth in gathering all vital documents (e.g., CA ID, birth certificate, SS card, MediCal card, etc.) and uploading them securely to an electronic storage system such as [ifoster.org](https://ifoster.org) or [google.drive.com](https://drive.google.com).

**EDUCATION PLANNING  
CHECKLIST FOR 12TH  
GRADERS:  
SPRING SEMESTER**



## SCCOE Education Manager

**Ensure completion of and/or assist the student with the following testing:**

- March: Registering and taking Advanced Placement (AP) exams, if applicable, and ensure the scores are sent to the schools where they are applying. \* The student should receive a fee waiver for these exams, so be sure to ask the school counselor!
- If the student plans to attend a community college, talking with a counselor to find out about the steps required at the college the student plans to attend for assessment of skills in math and English, or English as a Second Language (ESL), to determine appropriate placement in those subjects. Campuses may use student's high school course grades, GPA, or a placement test to determine placement.
- If the student plans to attend a CSU, the CAASPP/Early Assessment Program (EAP) exam test taken in 11th grade will determine whether the student needs to attend a summer Early Start Program (ESP).

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## Pivotal Coach

**Support the student with college and career planning and exploration, including:**

- If the student is attending a community college, applying for EOPS and NextUp (also known as CAFYES & only available at certain colleges).
- Determining if the college has a foster youth support program at <https://cacollegepathways.org/search/>
- Utilizing free campus resources like tutoring, mental health counseling, health and/or resources for parenting youth.
- Applying for EOPS and NextUp (also known as CAFYES) by contacting the EOPS office at the school to which you are applying for information about application requirements and deadlines. NextUp is only available at certain colleges.
- Applying for DSPS (Disabled Student Programs and Services), which provides support if the student has a disability, including a physical, psychological, or learning disability. Bring copies of transcripts IEP.
- If the student plans to attend a CSU or UC, applying to participate in campus support programs for foster youth like Guardian Scholars and Renaissance Scholars. Programs can be found at <https://cacollegepathways.org/search/>
- Participating in Summer Bridge Program, if available.

## Pivotal Coach (continued)

### Support the student with enrolling and paying fees, including:

- Registering for classes ASAP: as a current or former foster youth, student may be entitled to register prior to the general registration period. Classes fill up fast, and getting into the classes student wants is important in keeping with education plan, as well as financial aid, on track. Determine in advance if the student is eligible and take advantage of this option. Students must complete orientation, assessment, and an education plan to qualify for priority enrollment. Visit the website with the student of the school they plan to attend for more information.
- Ensuring the student pays enrollment fees and any nominal health and/or student activity fees, due at the time of registration. Check in advance with the Admissions Office for acceptable forms of payment; many can be made online.
- The student may qualify for a waiver of certain fees. Check with the foster youth liaison at the college they plan to attend and make sure the student applied for a CA College Promise Grant to have course enrollment fees waived.

**Warning!** Dis-enrollment may occur after registration if fees have not been paid within a certain time frame. Check with the college Admissions Office for deadlines. The CA College Promise Grant does not cover health and activity fees so these will need to be paid.

### If the student plans to attend a CSU or UC, support them with the following:

- Paying the nonrefundable deposit for freshmen tuition to the college they plan to attend, if required, to hold their spot.
- Determining if the student is eligible for priority registration as a foster youth. Ask the school they plan to attend for more information.
- Registering for classes ASAP. As a current or former foster youth, the student may be entitled to register prior to the general registration period. Classes fill up fast, and getting into the classes the student wants is important in keeping their education plan, as well as financial aid, on track. Determine in advance if the student is eligible and take advantage of this option.
- Paying any required housing deposit. Check if a waiver or fee reduction (based on the student aid report from FAFSA) can be applied.
- Declaring their intention to attend by May 1st.

## Pivotal Coach (continued)

**If the student plans to attend a community college, support them with the following:**

- Paying enrollment fees and any nominal health and/or student activity fees, due at the time of registration.

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## DFCS Resources Social Worker

**Ensure completion of and/or assist the student with the following:**

- Accessing and utilizing the Education CFT as an ongoing mechanism to support college and career goals.
- Addressing any school of origin or transportation-related issues.
- Completing the Transitional Independent Living Plan (TILP) and outlining goals identified in the Education CFT, including who will support the student in meeting the goals (for youth ages 16 and older).
- Updating the court-ordered case plan, including identifying a designated support person(s) to assist the student with completing the FAFSA/CADAA, scholarship, and college/vocational applications (for youth ages 16 and older).
- Supporting the student in obtaining a dependency verification letter from the DFCS Post-Secondary Social Service Analyst.
- Ensuring the student attends the DFCS High School Graduation Celebration.
- Connecting the youth to the Hub (for youth ages 15-24).
- Connecting with ILP/Pivotal about college tours or activities.
- Accessing the Career Development Unit for the Intern/Earn program.
- If the student needs a laptop and/or phone, making an iFoster request through the ILP Social Work Analyst or checking in with their chosen post-secondary institution to see what resources are available.
- If the youth is attending an education institution outside of California, referring to the local Medicaid or Welfare Office to apply for medical coverage.
- If the student is attending an education institution outside of Santa Clara County, completing necessary documents to have Medi-Cal transferred to the new county.

## **DFCS Resources Social Worker (continued)**

**Ensure completion of and/or assist the student with the following:**

- Approving campus housing as a SILP, if applicable.
- Connecting the student to CalFresh and other food resources.
- Completing and filing their annual tax return, if applicable.

# **EDUCATION PLANNING CHECKLIST AND RESOURCES FOR COLLEGE STUDENTS**





## CFT Facilitator

**Ensure the following items are discussed during the meeting, as applicable:**

- For matriculating students, ensuring they complete the necessary steps required for priority registration, including attending orientation, completing placement tests (if applicable), and meeting with a counselor to develop an academic plan.
- Meeting with their academic counselor or coach each term to review their course load and identify any concerns regarding academic progress.
- Checking the status of their Chafee and Cal Grant applications through WebGrants4Students to verify the correct college is listed in their profile and that there are no verification holds\* preventing financial aid receipt.  
\*Verification holds or “flags” typically require the student to submit documentation to verify eligibility for certain forms of financial aid and on-campus resources. As an example, a student may be requested to produce their letter of dependency to confirm that they were a dependent or ward of the court and are eligible to receive services and supports available only to foster youth.
- Reviewing the available on-campus services and supports and determining which may be most helpful for the student (e.g., disabled student services, tutoring, etc.).
- Developing a class schedule that sets the student up for success and helps them balance their other demands (e.g., does the student do well with morning or night classes? Do they have a weekly therapy appointment they need to accommodate? Do they have reliable transportation or a plan to get to campus on time?).
- Acquiring required course materials and supplies, including books and required reading, a laptop or tablet, test materials, and other necessities.

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## SCCOE Education Manager

**Ensure completion of and/or assist the student with the following:**

- Cross-sharing information on the student's grades, financial aid standing, college enrollment, and degree/certificate status (requires FERPA consent).
- Obtaining a copy of their high school diploma and final high school transcript.

## SCCOE Education Manager (continued)

**Ensure completion of and/or assist the student with the following:**

- Connecting to a Pivotal Coach and applying for the Pivotal Scholarship.
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### Pivotal Coach

**Ensure completion of and/or assist the student with:**

- Signing the FERPA consent form to share educational information with other CFT members (optional).
- Setting up and routinely accessing their college e-mail account to check for important updates and financial aid status.
- Logging into WebGrants4Students to check the status of their Chafee and Cal Grant applications (be sure to verify that the correct college of enrollment is listed in the student's profile and that there are no verification holds preventing the student from receiving financial aid).
- Connecting with the Extended Opportunity Programs and Services (EOPS), Guardian Scholar, FYSI or Next Up programs.
- Verifying the college of enrollment has the student's correct address on file.
- Confirming the student does not have any verification holds impacting their ability to receive on-campus resources, including priority registration.
- Meeting with a disabled student services/accessibility support center counselor, if applicable.
- Meeting with an academic counselor to help the student develop an academic plan, confirm their major, and ensure their program of choice is financial aid eligible.
- Staying organized and developing a routine (e.g., using an electronic or paper calendar to make sure they know when they have class).
- Paying all school-related fees, such as their health fee, housing deposit, and parking permit.
- Exploring the student's experiences with school and strategies for studying (e.g., does the student struggle with certain subjects and may need tutoring? When do they tend to study and how much time do they dedicate to studying?).

## Pivotal Coach (continued)

### Ensure completion of and/or assist the student with:

- Reviewing the campus' Satisfactory Academic Progress (SAP), financial aid, and general academic standards and policies to understand the requirements and avoid financial aid and/or academic probation and disqualification.
- Setting up direct deposit to receive their financial aid and developing a plan on how to spend and/or save the money for the duration of the academic term. Note: If the student drops classes, they might have to pay back part of their financial aid refund and registration fees.
- Applying for scholarships, including those that are campus-specific. Search for scholarships at <https://cacollegepathways.org/scholarships/>

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## DFCS Resources Social Worker

### Ensure completion of and/or assist the student with the following:

- Accessing and utilizing the Education CFT as an ongoing mechanism to support college and career goals.
- Completing the Transitional Independent Living Plan (TILP) and outlining goals identified in the Education CFT, including who will support the student in meeting the goals (for youth ages 16 and older).
- Updating the court-ordered case plan, including identifying a designated support person(s) to assist the student with completing the FAFSA/CADAA, scholarship, and college/vocational applications (for youth ages 16 and older).
- Supporting the student in obtaining a dependency verification letter from the DFCS Post-Secondary Social Service Analyst.
- Connecting the youth to the Hub (for youth ages 15-24).
- Connecting with ILP/Pivotal about college tours or activities.
- Accessing the Career Development Unit for the Intern/Earn program.
- If the student needs a laptop and/or phone, making an iFoster request through the ILP Social Work Analyst or checking in with their chosen post-secondary institution to see what resources are available.
- If the youth is attending an education institution outside of California, referring to the local Medicaid or Welfare Office to apply for medical coverage.

## DFCS Resources Social Worker (continued)

**Ensure completion of and/or assist the student with the following:**

- If the student is attending an education institution outside of Santa Clara County, completing necessary documents to have Medi-Cal transferred to the new county.
- Referring the student to the THP+ waitlist as soon as they turn 18.
- Approving campus housing as a SILP, if applicable.
- Connecting the student to CalFresh and other food resources.
- Completing and filing their annual tax return, if applicable.
- Supporting the student in gathering all vital documents (e.g. CA ID, birth certificate, SS card, Medi-Calcard, and letter of dependency) and uploading securely to an electronic storage system (e.g. ifoster.org, google.drive.com).

## College Resources

### Community Colleges:

- California College Promise Grant (formerly the BOG Fee Waiver)
- California Community Colleges Extended Opportunity Programs and Services (EOPS)
- Campus Support Programs (CSP) for Foster Youth
- Cooperative Agencies Resources for Education (CARE) and CalWORKs
- Disabled Student Programs and Services (DSPS)
- Foster Youth Success Initiative (FYSI) Liaisons
- Physical and Mental Health Services
- Priority Registration for Foster Youth

### CSU and UC:

- Campus Support Programs (CSP) for Foster Youth
- Educational Opportunity Program (EOP)
- Students with Priority Housing
- Disabilities Service
- Priority Registration for Foster Youth

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## Important Dates

- **Sept 2nd:** Final deadline for community college students to submit a FAFSA or CADAA for consideration for any Cal Grant at community colleges.
- **October 1st:** The FAFSA & CADAA become available for applying for financial aid for the next academic year.
- **November:** Priority registration occurs for the spring
- **December:** Fall Semester Ends
- **January/February:** Spring semester begins, depending on the school and whether they have a winter intersession.
- **March 2nd:** Priority deadline to submit the FAFSA or CADAA for the upcoming academic year and to submit the Chafee application
- **Late March/Early April:** Spring Break
- **March/April/May:** Priority registration occurs for the fall semester, depending on the school.
- **June/July/May:** Summer Bridge Programs

## Tips for Helping Students Manage Financial Aid

- Assist students in developing a budget that incorporates the financial aid they will be receiving, and any school tuition, fees and other school-related expenses. Most service providers have an existing template for helping youth develop a monthly budget. Consider amending a version of this template for youth enrolled in college.
- Dates for financial aid disbursements vary. Be aware and help students plan. Inquire with the individual school(s) about their disbursement dates and consider scheduling a check-in with the students on your caseload on the day (or soon after) they get their disbursement to help them stick to or revise their budget. Help students establish checking accounts (if they do not already have one) for receiving financial aid. It is important to remind students to think carefully about how and when they spend their disbursements.
- If a student drops classes, they may end up owing financial aid back. If a student drops enough units to change their status (i.e., full-time,  $\frac{3}{4}$ -time,  $\frac{1}{2}$ -time) after the add/drop deadline for their school, they may end up owing financial aid back. If they withdraw entirely from school (drop all classes) before 60 percent of the term is completed, they will likely owe financial aid back. If they owe back financial aid and they have already spent their disbursement, they will incur financial aid debt.
- If a student incurs financial aid debt, assist them in addressing the problem immediately. If a student should incur financial aid debt, they need to meet with the financial aid office immediately to see if they are able to make satisfactory arrangements (i.e., a payment plan or other arrangements to alleviate the debt) with the school before the debt is transferred to the Department of Education for collection. Most schools will make arrangements directly. Attend this meeting with the student and help brainstorm potential sources of funding to help the student pay the debt. Once satisfactory arrangements have been made, any hold placed on the student's enrollment can be lifted.

# Conversation Starters to Check-In with Students throughout the Academic Term

## Week 1

- Have you reviewed the course syllabi for your classes and have copies of them / access to them online?
- Have you put all the assignments into your personal master calendar?
- (If not complete prior to the start of classes) Do you have the books or other required reading for your courses? If you can't get the books right away because you don't have your financial aid yet, do you know how to get access to the books in the library?
- Have you introduced yourself to your professors?
- Are there any on-campus clubs, groups, or activities that you are interested in getting connected to?

## Week 2 (or week immediately before the school's drop deadline)

- Are there any classes you're having serious second thoughts about? Do you feel like your course load is realistic for you? Are there any particular classes you're struggling in? Generally, for a full semester course, the second or third week of classes is the deadline to drop without a "W" on the transcript.

## Week 3

- Have you been attending all of your classes consistently? If not, what are the obstacles or reasons and what is the plan to address them?
- Are you actively engaged in your classes (i.e. asking questions, participating in group exercises, turning in assignments)?
- Are you accessing any tutoring or other support for any of your classes? If not, would you like tutoring? Do you know where/how to access it?
- Are you getting the support you need on campus? Have you spent any time with [the FYSI Liaison] / [homeless youth liaison] / [coordinator of the campus support program at your school]?
- Have you made a personal connection and traded contact information with at least one other student in each of your classes so you can help each other with assignments or to catch up if you have to miss a class?

## Conversation Starters to Check-In with Students throughout the Academic Term (continued)

### Week 4 or 5 (2 weeks prior to midterms)

- Have you been attending all of your classes consistently? If not, what are the obstacles or reasons and what is the plan to address them?
- Are you having any difficulties completing assignments or tests in any of your classes?
- Have you been to your professors' office hours to ask questions and get more information about your current grades and how to succeed in the class?
- Are you prepared for your midterm exam(s) or project(s) for your classes?
- Are you accessing any tutoring or other support for any of your classes? If not, would you like tutoring? Do you know where/how to access it?
- Are you participating in any study groups? Considered starting one if no one else has?

### Week 6 (or week when mid-term grades come out)

- How has the first half of the semester been for you?
- How do your midterm grades look? (For any low grades discuss helping student getting assistance).

### Week 14 or 15 (2 weeks prior to finals)

- Have you been attending your classes consistently? If not, what are the obstacles or reasons and what is the plan to address them?
- Are you actively engaged in your classes (i.e. asking questions, participating in group exercises, turning in assignments)?
- Are you prepared for your final exam(s) or project(s) for your classes?
- Are you accessing any tutoring or other support for any of your classes? If not, would you like tutoring? Do you know where/how to access it?
- Are you participating in any study groups?



## Conversation Starters to Check-In with Students throughout the Academic Term (continued)

### When final grades are posted

- How did the semester go for you? Are there things you would do differently next semester?
- Do you think your final grade accurately reflects your ability and understanding of the material? If not, what did you learn about how to succeed in your classes that you want to apply next semester?
- Students who earn a D/F course grade, who receive an “Incomplete,” or who drop/withdraw from one or more courses should meet with a counselor to discuss academic progress and make appropriate adjustments to their spring semester course schedule.

