

John Burton Advocates for Youth Presents

TEAMING FOR COLLEGE

SUCCESS:

**Supporting Foster Youth with
Postsecondary Matriculation**

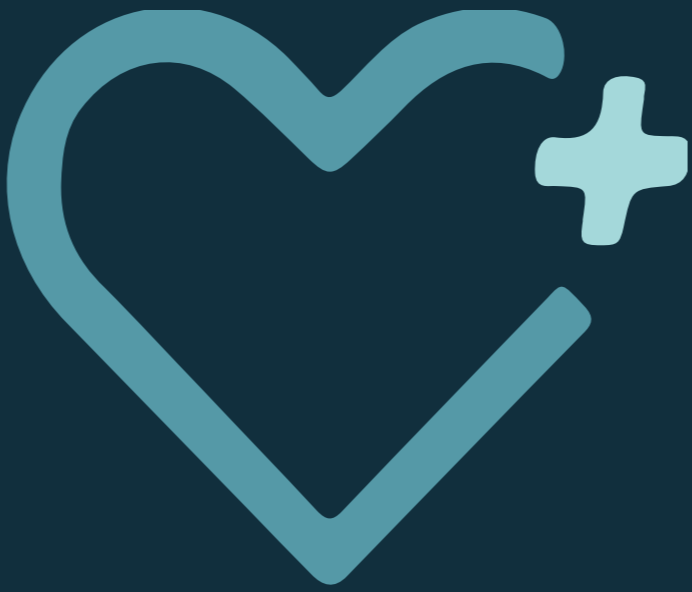


March 2022

John Burton Advocates for Youth



Education



Health



Housing

Direct Services



Technical Assistance and training



Advocacy and Policy

Today's Presenters



Sarah Pauter, JBAY



Elizabeth Clews, JBAY



Carla Macias, County of Santal Clara DFCS



Jessica Petrass, JBAY



Deborah Keyser, Los Angeles County DCFS



Dana Koga, County of Santa Clara DCFS

Agenda

Today's Webinar will Cover:

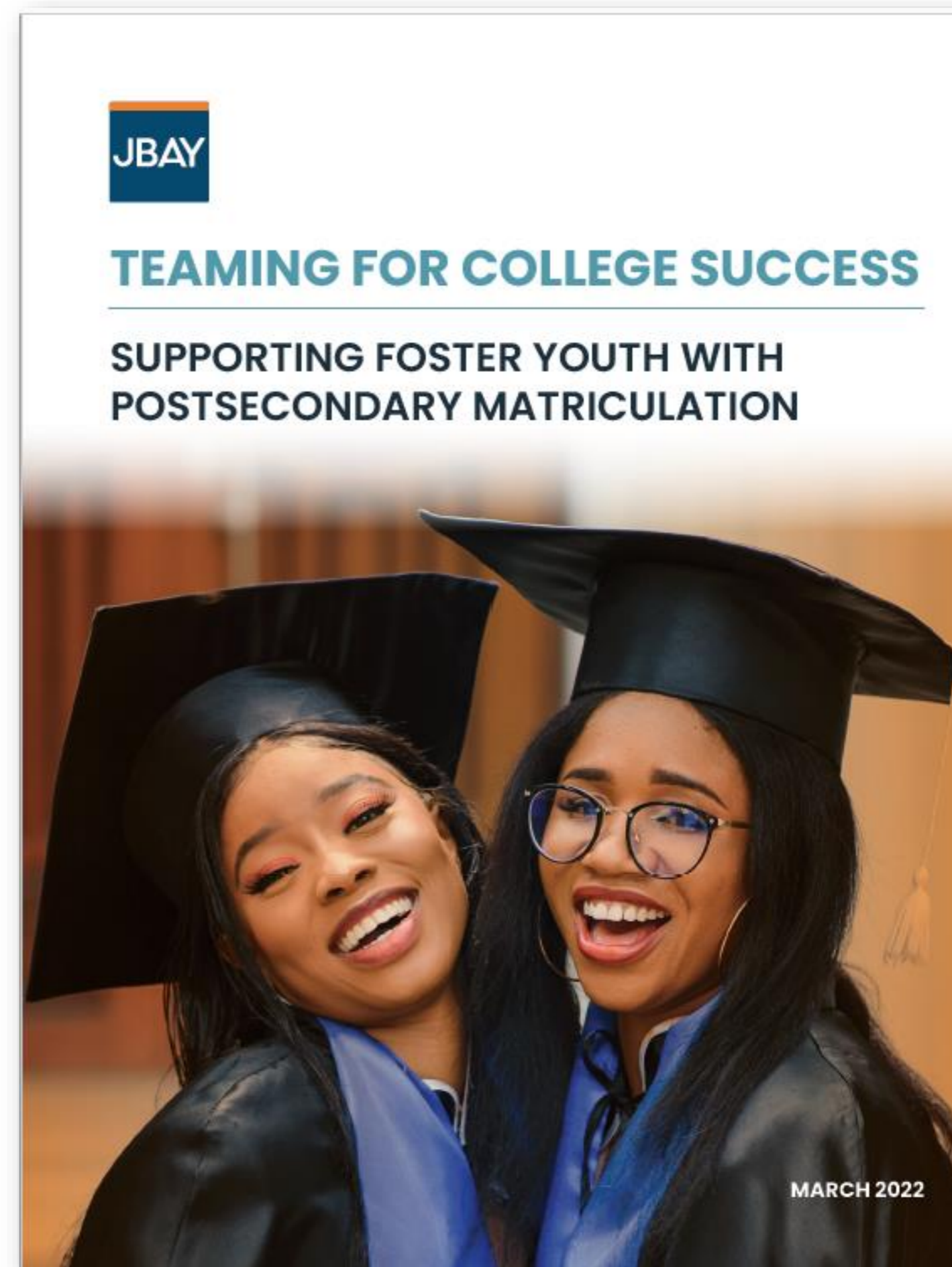
- Background information on foster youth and postsecondary education
- SB 12 requirements and Learning Community
- Best practices for SB 12 implementation
- Administrative and statutory recommendations



Teaming for College Success Publication

The publication and corresponding resources can be found here:

<https://jbay.org/resources/sb12-toolkit/>



Senate Bill (SB 12):

Identifying a postsecondary education support person

Education Pays Off



Increased earnings and lower unemployment rates



Improved health outcomes



Increased civic participation (e.g., higher voting and lower incarceration rates)



Greater likelihood of one's children attending college



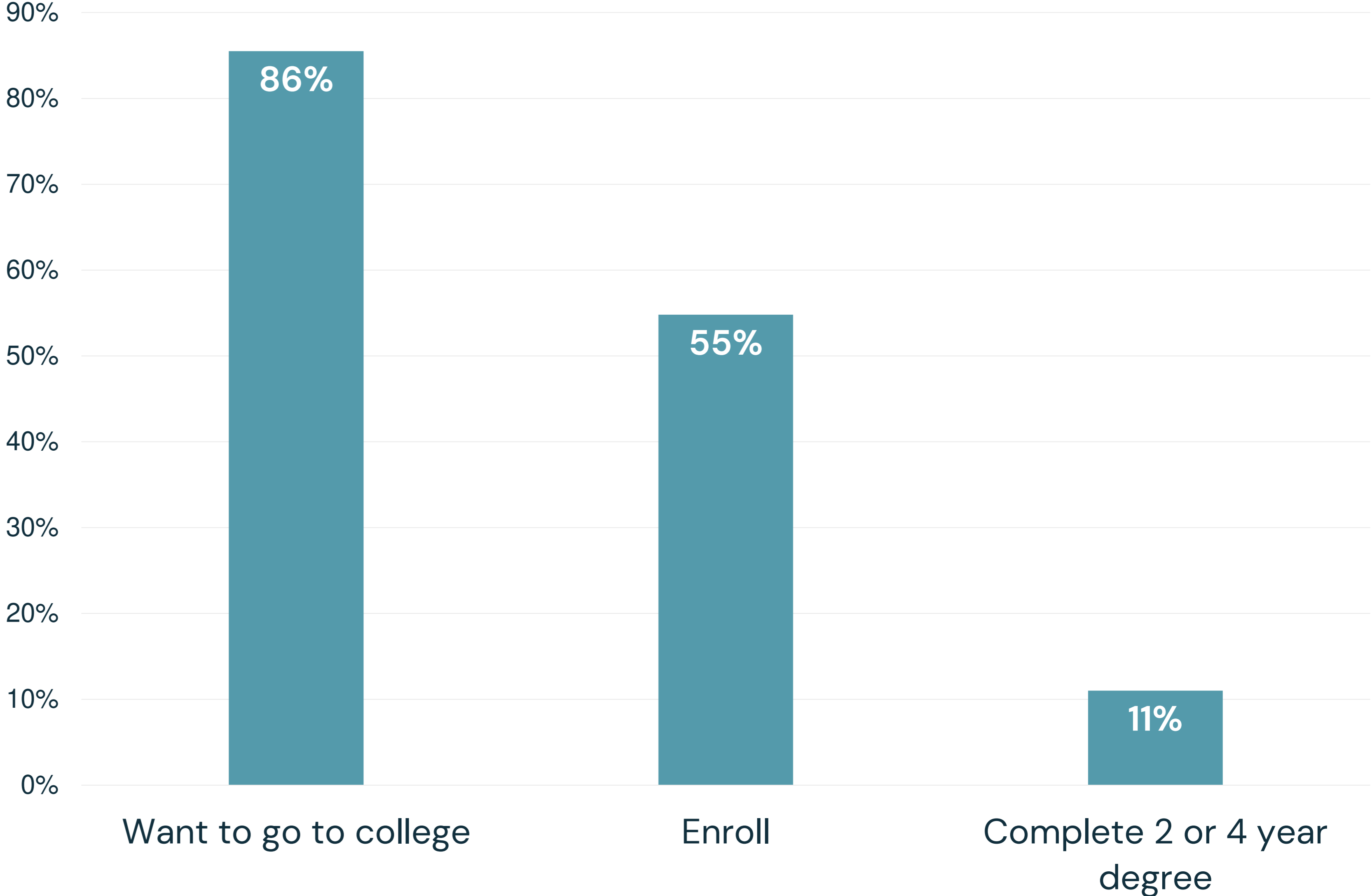
Increased career satisfaction



Decreased risk of certain traumatic experiences and adversities



FOSTER YOUTH COLLEGE ASPIRATIONS VS. COLLEGE REALITIES



Factors that Impact Foster Youth Postsecondary Success

- **Program selection**

The estimated odds of completing a college degree were about **four times higher** for youth who first enrolled in a 4-year college than for youth who first enrolled in a 2-year college.

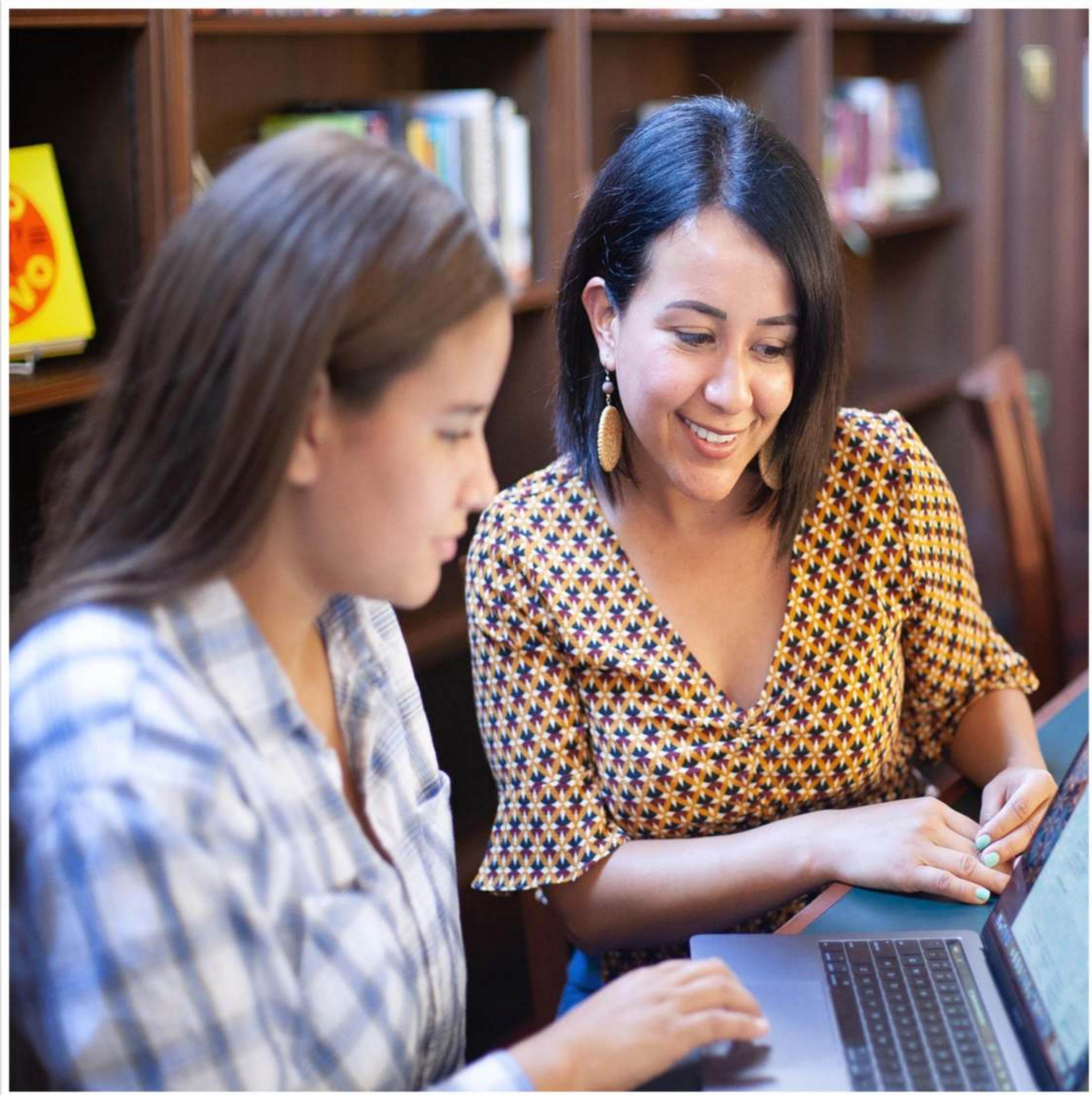
- **Financial Aid**

Youth who received the Chafee ETV were almost **2.4 times more likely** to complete a degree.

- **Support**

Youth who reported receiving “**a lot**” of encouragement to continue their education beyond high school had a **greater likelihood** of completing college.

Identify a postsecondary support person



- SB 12 requires social workers and probation officers to identify a postsecondary support person(s) to assist youth ages 16 or older with their college, including career and technical education, and financial aid applications.
- This person(s) must be documented in the case plan (**see ACL No. 18-104**).
- As of 1/1/2022 (per AB 153), the court must determine if this has been completed. By 1/1/2023 Judicial Council shall adopt rules of court and develop appropriate forms to ensure implementation.
- Revisit this conversation often!



Helpful Tip

Leverage the CFT and TILP process to identify an appropriate person and make a plan

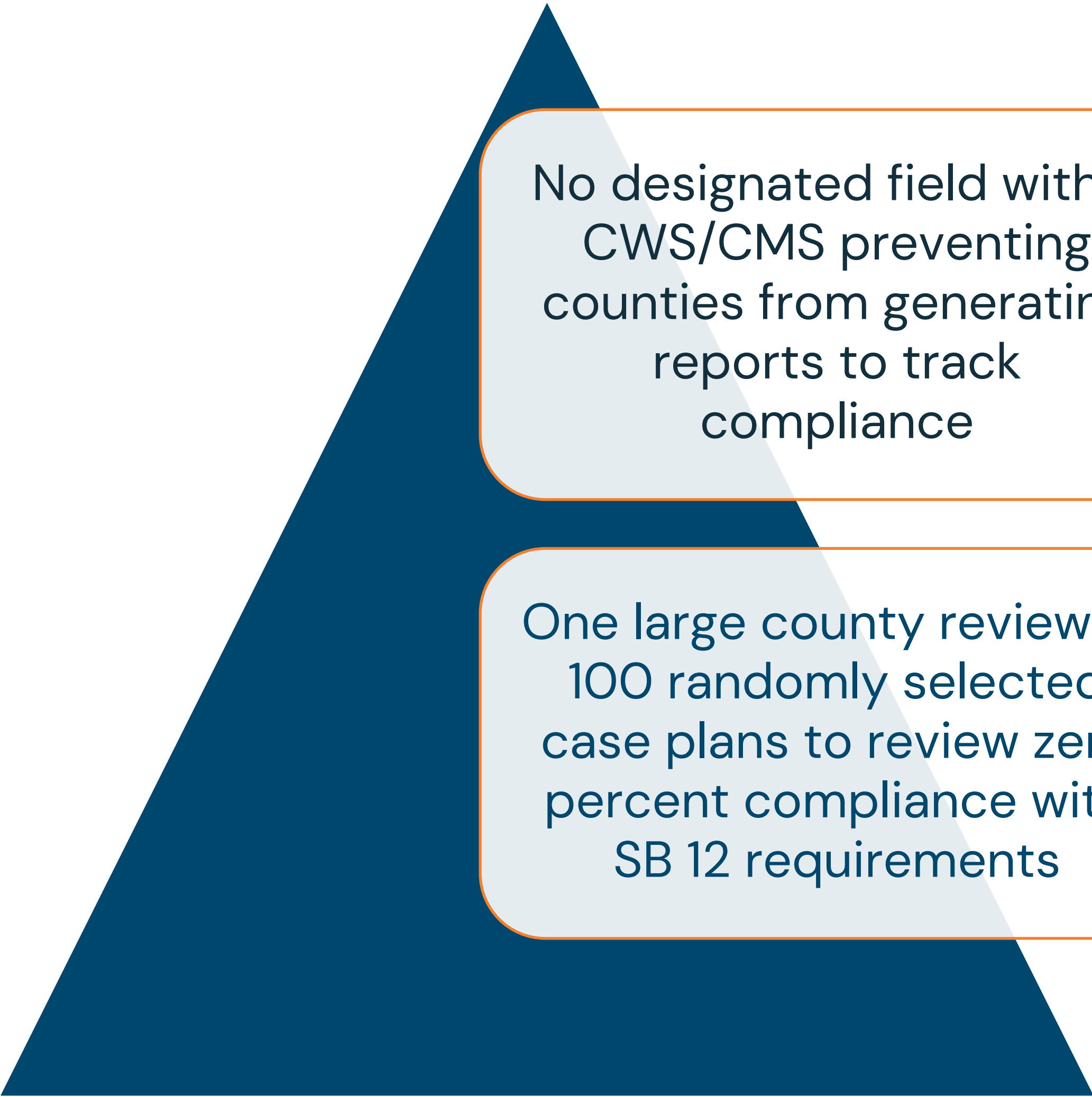


Meet Elizabeth!

1. What was your experience like in high school? What type of support did you receive to prepare for college?
2. What was it like transitioning to college?
3. How would a designated postsecondary educational support person have made the transition to college easier?
4. When did you decide to go back to college? What challenges did you face and what resources helped?



Challenges with Implementation



No designated field within CWS/CMS preventing counties from generating reports to track compliance

One large county reviewed 100 randomly selected case plans to review zero percent compliance with SB 12 requirements

Senate Bill (SB 12):

Learning Community overview

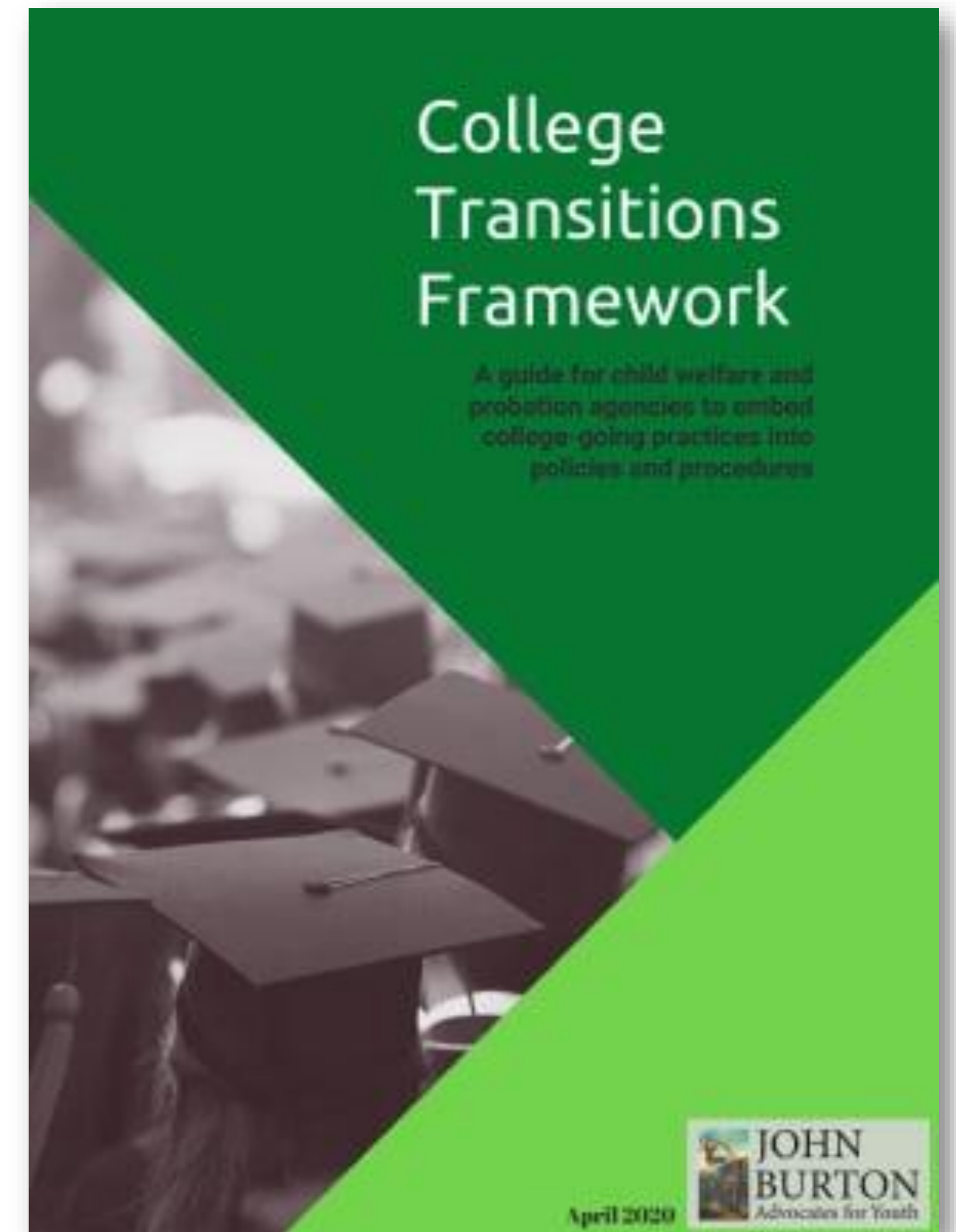
SB 12 Learning Community Overview

- Convened from March 2020–December 2021
- Peer learning
- Technical assistance using the College Transitions Framework
- Best practices and recommendations



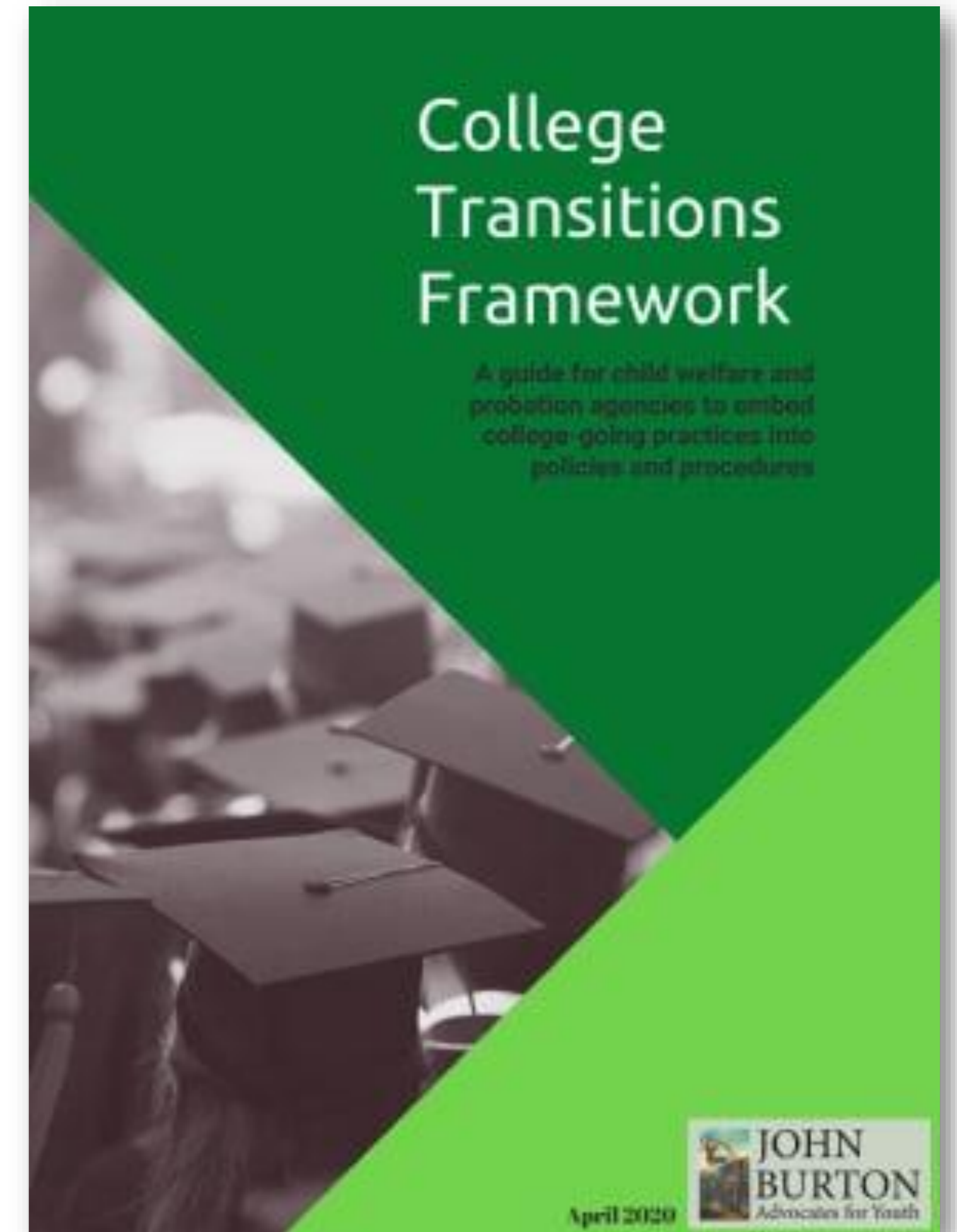
College Transitions Framework

1. Ensure consistent implementation of Senate Bill 12 requirements.
2. Implement protocols to ensure social workers and probation officers are trained on college planning and postsecondary matriculation processes.
3. Ensure the postsecondary educational support person(s) have the necessary support and resources.
4. Develop training, compliance, and review processes with dependency judges and attorneys.



College Transitions Framework (continued)

5. Strengthen Independent Living Program (ILP) referral processes and partnerships.
6. Provide caregiver training on college and career planning, financial aid, and college matriculation processes.
7. Engage in long-term college and career planning with youth.
8. Engage Local Education Agencies and college programs to support college planning and college matriculation processes.



Best Practice:

Update Case Planning Policies and Templates to Reflect SB 12 Requirements

Spotlight: Los Angeles County

- Embed language within existing policies or create a new policy to help institutionalize postsecondary matriculation and achievement as an organizational priority.
- Reinforce new policies with ongoing communication and reminders to bridge policy into practice.
- Include sample case plan templates with prompts and reminders when training or a reference tools

Example of Case Plan Education Services:

Youth A will work with Counselor/Collateral X on applications for postsecondary education, including financial aid, etc. [WIC 16501.1(g)(22)]. (Only if age 16+ or NMD).

Best Practice:

Leverage Child and Family Teams (CFTs)



Child and Family Team (CFT)

The CFT can be used to:

- Make a plan to support foster youth in reaching their college and career goals;
- Identify supports and services needed; and
- Assign who will support the youth with achieving tasks in the plan.

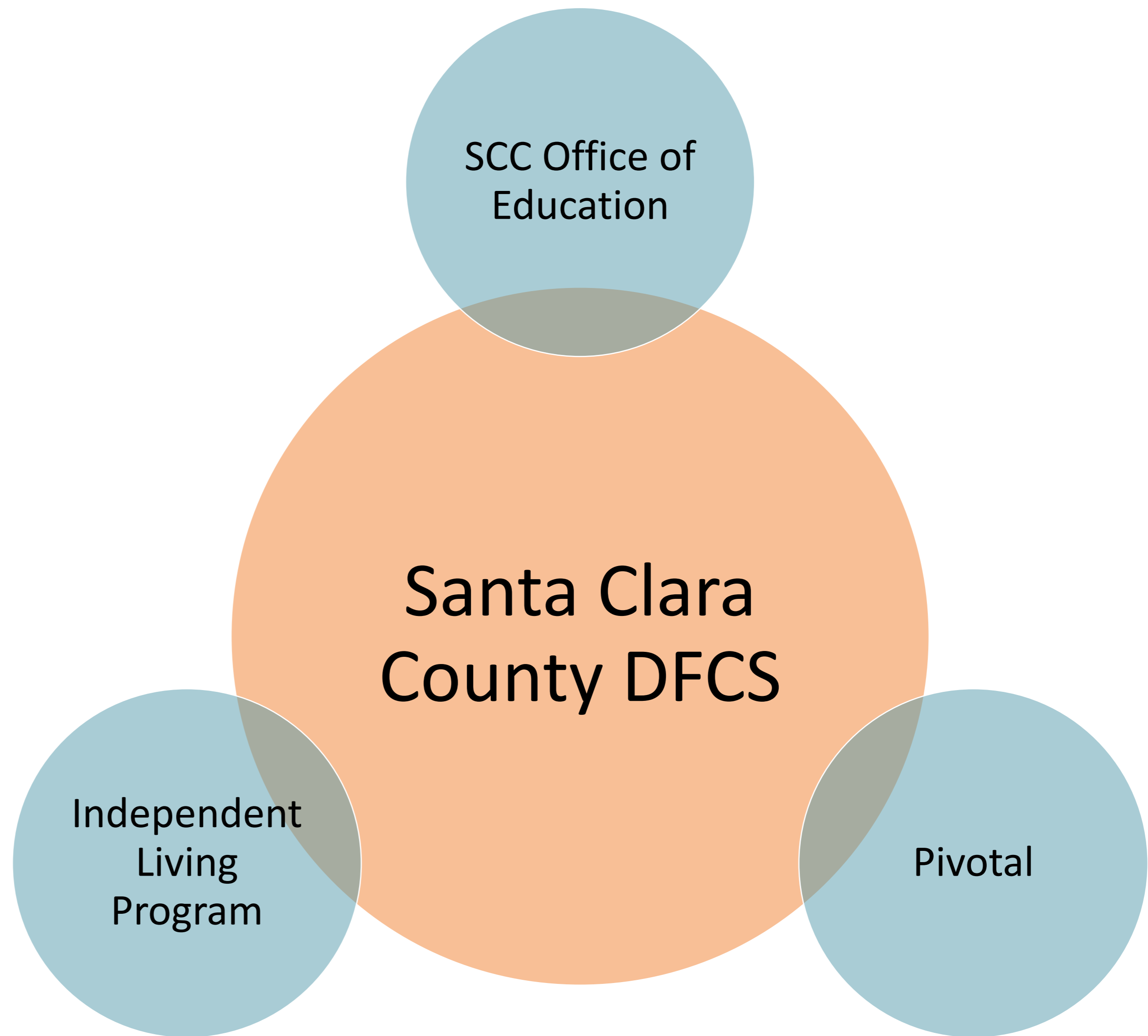
Benefits of an Education-Focused CFT

- Creates a culture that **values that youth's overall well-being** and communicates to the student that **they have the potential** to reach their college and career goals
- Ensures **shared education goals** amongst all stakeholders
- **Helps the education system** to be better prepared and informed to meet the needs of their foster youth students
- **Ensures that students succeed** not just in the home, but in the community and in their school
- **Increases awareness for students** about the resources available at a college campus
- **Helps youth stay on track** to a college and career pathway

Why an Education CFT?

- Helps with SB 12 implementation
- Documentation of a Postsecondary Education Support Person(s) shall be identified in the youth's case plan in CWS/CMS, unless the youth states that postsecondary education will not be pursued (ACL 18-104).
- For best practices, social workers may encourage youth to use Child and Family Team (CFT) meetings as a method to develop an appropriate plan for postsecondary education support (ACIN 1-71-18).

Partnerships Make it Happen!

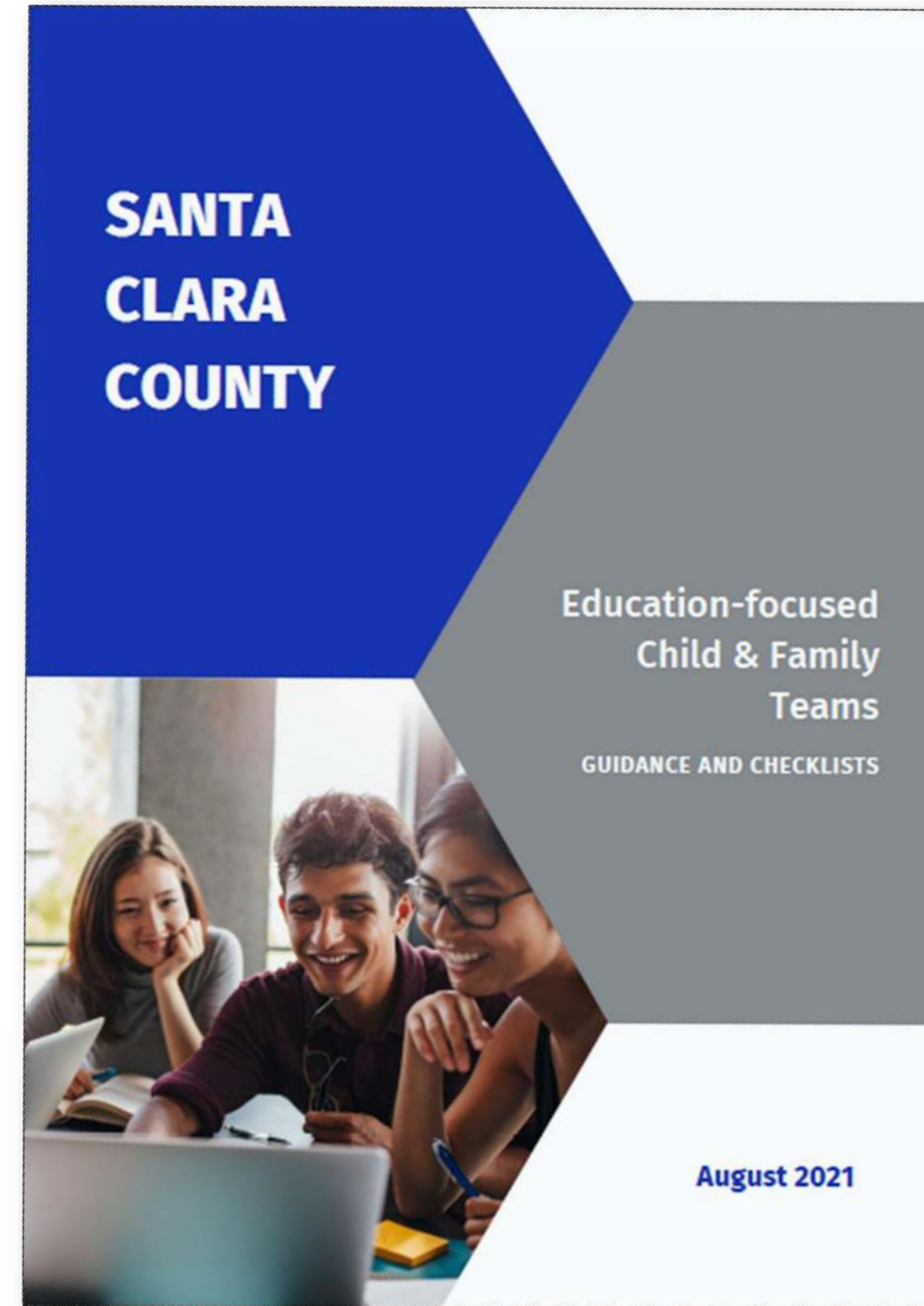


Education CFT Roles and Responsibilities

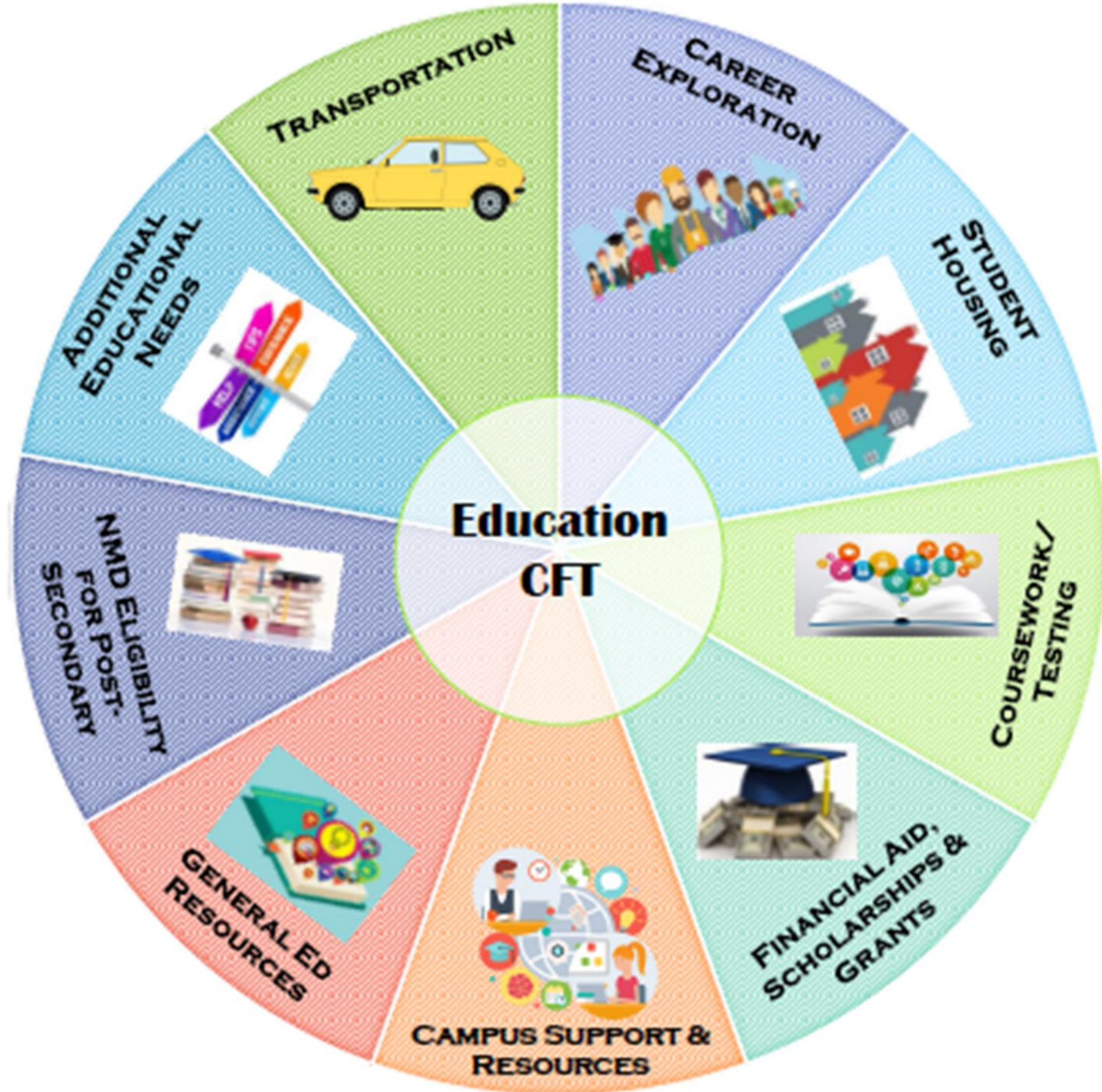
CFT Facilitator	Social Worker	SCCOE Education Case Manager	Pivotal Coach
Guide the CFT per the advising highlights on the grade specific checklist	Social submit referral based on COE recommendation	COE identify youth on caseload who would benefit from developing plan for post-secondary/ vocational program	Assign Pivotal Coach to CFT to support foster youth in degree/certificate exploration
	Social Worker use TILP as a tool for college planning; Identify goals, activities, responsible party and completion date.	Attend CFT provide update on youth's academic status; grades, attendance, behavior, special education, extracurricular activities	Support the youth in career/education planning with tasks outlined on the grade specific checklist
	ACL 18-104 provides step-by-step instructions for where to record the required information in the CWS/CMS case plan	Support youth with completing the coursework and testing requirements with tasks outlined on grade specific checklists	Provide updates on youth's progress with activities and assessments to SW/ COE ED Manager
	Refer youth to the resources identified in the grade specific checklist		Help youth to envision their future

Education- focused CFT Guidance and Checklists

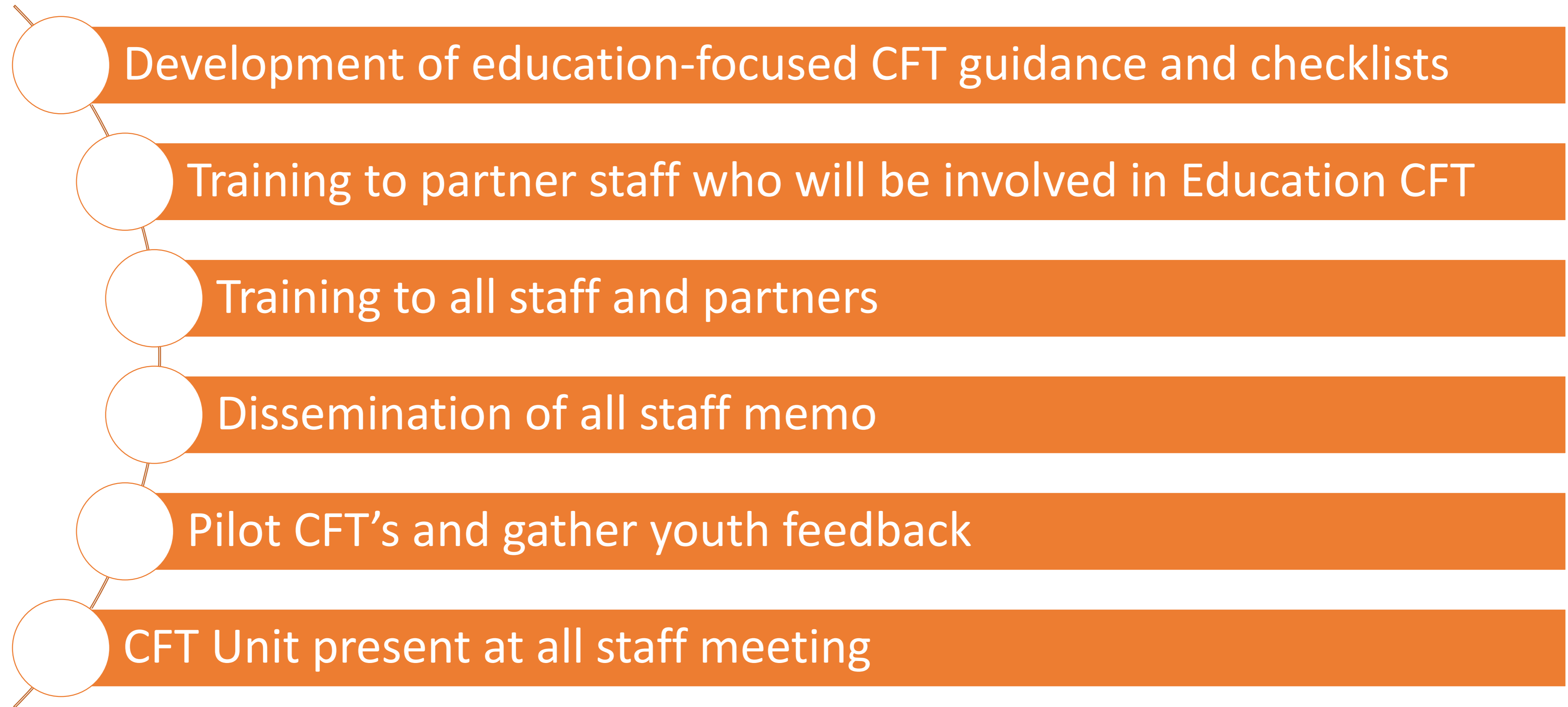
JBAY developed our publication that incorporated JBAY's current checklist and input from our county partners..



Youth Engagement Tool: Pie Chart for Education CFT



Implementation Activities

- 
- Development of education-focused CFT guidance and checklists
 - Training to partner staff who will be involved in Education CFT
 - Training to all staff and partners
 - Dissemination of all staff memo
 - Pilot CFT's and gather youth feedback
 - CFT Unit present at all staff meeting

Considerations

- Communicate about issues/concerns before the Education CFT
 - e.g. academic standing, IEP/testing, # of credits
- Arrive on time and stay for duration of meeting
- Be prepared with educational resources



Best Practice:

Provide Training to Social Workers, Probation Officers,
and Caregivers

College Bound Antelope Valley Pilot

Goal: Increase social workers ability to support youth into postsecondary education

Participants: Cohort of social workers & supervisors across the LA County DCFS Lancaster and Palmdale Office with youth on their case loads in 8th grade and above

Core Interventions:

4-hour
comprehensive
training on
postsecondary
education

Nine follow-
up case
consultations

LA DCFS-
specific
Educational
Planning
Checklist

Turning Dreams Into Degrees for Social Workers and Probation Officers Learning Objectives

By the end of this training, participants will be able to:

1. Recognize the role of trauma on educational outcomes
2. Deconstruct the common misconceptions that perpetuate implicit biases
3. Describe the different postsecondary education pathways including Career and Technical Education (CTE), 2-year, and 4-year programs
4. Demonstrate how to engage and motivate young people around college and career exploration
5. Identify key educational planning milestones in middle school and high school and resources available to assist them

Turning Dreams Into Degrees for Social Workers and Probation Officers Learning Objectives (cont.)

By the end of this training, participants will be able to:

6. Demonstrate a broad understanding of the financial aid process and key considerations for foster youth
7. Identify educational resources and supports across K-12 and higher education
8. Utilize teaming to successfully implement SB 12 and create a cross-system college-going culture
9. Integrate college and career planning into core social work practices, such as the CFTM, TILP and Court Report

Turning Dreams into Degrees for Social Workers and Probation Officers

- **Audience:** Adapted by JBAY for use statewide for social workers and probation officers
- **Duration:** 4.5 hours virtual or in-person
- **Materials:** Includes PowerPoint slides, presenter's notes, accompanying handouts and Trainer's Guide (coming soon in mid-April!)
- **Trainers:** Consider leveraging expertise across child welfare, COE FYSCP's, and local community colleges to deliver this training.

Acknowledgements:

Developed by JBAY, UNITE-LA and LA County Department of Children and Family Services (DCFS) for LA and modified with the assistance of the Ventura County Office of Education and Santa Clara County Department of Social Services to support statewide implementation of SB 12

College Bound Antelope Valley: Evaluation Findings & Recommendations

- Multiple sources of positive feedback document the attainment of new knowledge and practical strategies
- Social workers and supervisors report a benefit from attending trainings together as a unit.
- Deliver the content on a single day with relief from case management responsibilities. Schedule caseload coverage to support each unit to attend together
- Positive feedback was reported for the educational checklist
- Incorporate the training into monthly unit meetings to increase consistent integration into routine social work practices

Turning Dreams into Degrees:

A training to empower and equip California caregivers to support youth in foster care into postsecondary education pathways

- **Education Course 1: Supporting Foster Youth through Early College Awareness and Preparation**

Target audience: Caregivers with foster youth in their care between 6th-10th grade, or below

Duration: 3 hours

Course Materials: www.jbay.org/resources/education-course-1/

- **Education Course 2: Supporting Successful Transitions from High School to College**

Target audience: Caregivers with foster youth in their care between 11th - 12th grade

Duration: 3 hours

Course Materials: www.jbay.org/resources/education-course-2/

Created by JBAY with support from UNITE-LA, the Foster and Kinship Care Education Programs of LA County, LA County Department of Children and Family Services, Foster Parent College and the LA Opportunity Youth Collaborative

Course Materials Overview

- Trainer's Guide
- PowerPoints (English and Spanish) with detailed presenter's notes
- Special Considerations for Facilitating in Spanish
- Pre-recorded train-the-trainer webinar
- Supplemental Handouts for Caregivers (English & Spanish)

Foster Parent College offers Education Course 1 in English: *“Preparing Teens for Postsecondary Education”*

91% of
caregivers
nationwide
reported that it
added to their
knowledge.

www.fosterparentcollege.com



Available 24/7 and free for California caregivers

Best Practice:

Increase Cross-System Collaboration

Spotlight: Monterey County

- Launched a planning committee to host an in-person event for transition-age foster youth to learn about career and college options
- Partners included Monterey County DSS, CASA of Monterey County, Monterey County Office of Education, Hartnell College, Peacock Acres
- Provided caregivers with two hours toward annual RFA training requirements



Fast Track to Success

Join us for a day of fun, learn what to expect for your last year of high school, and the specific resources available for foster students!

.....

What's in it for students?

- Backpack
- Swag
- Gift Cards
- Information for your future

What's in it for caregivers?

*If caregivers join their students, they will receive **two hours** toward annual RFA training requirements.*

Topics Include:

- Career Exploration
- Volunteer/Internship Opportunities
- College Pathways
- Financial Aid & Scholarships
- Housing

SAVE THE DATE!

 Hartnell College Plaza
411 Central Ave., Salinas, CA 93901
Saturday, July 24, 2021
1:00pm-3:00pm

To RSVP: Visit link below or Scan Code 
<https://forms.gle/eng6WsdylFBYqpCM6>

Please RSVP by July 10, 2021
Questions? Please contact your Social Worker

This event is in collaboration with:

Please note: This event will be held outdoors and staff will be following current CDC COVID-19 Guidelines. Masks are required.

Spotlight: Santa Clara County

- SCCOE- Education Manager Program
 - ACL
- Pivotal
 - MOU
- Independent Living Program

CONTRACTOR (PIVOTAL) RESPONSIBILITIES

- ✔ Complete aptitude assessments through the [CACareerZone website](#).
- ✔ Explore degree/certificate programs.
- ✔ Identify potential post-secondary careers and technical institutions.
- ✔ Support college-bound foster youth to complete applications for financial aid, scholarships, and enrollment, and other academic tasks recommended to youth during an educational Child and Family Team (CFT).
- ✔ Support foster youth with enrichment activities to support ongoing development, including building skills that promote academic success such as organization, time management, accessing and utilizing resources, communication, and self-advocacy.

Administrative Recommendations

Administrative Recommendations



- Track SB 12 compliance in CWS/CMS through a special projects code & develop a system within CWS-CARES.
- Modify templates for state and local court reports and Judicial Council forms to enhance court oversight of SB 12 compliance.
- Update the Transitional Independent Living Plan and Agreement (TILP) form to include legal rights related to SB 12, information on the designated postsecondary education support person, and the youth's Educational Rights Holder (ERH).

Sample Modified TILP with SB 12

TRANSITIONAL INDEPENDENT LIVING PLAN & AGREEMENT

Youth: _____ Date of Birth: _____ Age: _____ Ethnicity: _____
 Address: _____
 Phone Number: _____ Text OK? Email Address: _____

Instructions To Youth: The purpose of this agreement is to capture the goals you are agreeing to achieve over the next 6 months. It is a good organizing tool to help you stay focused and keep track of your progress toward accomplishing each goal. Your Social Worker/Probation Officer and caregiver will also have copies of this agreement and will help you achieve your goals.

Instructions to Caregiver: You are agreeing to assist the youth in the development of their ILP goals and to support the youth in completing the activities.

Instructions to Social Worker/Probation Officer: You are agreeing to assist the youth and the caregiver in completing this form, and develop Planned Services that will assist the youth in meeting his/her goals. Document the Planned Services and Delivered Services in CWS/CMS. Probation officers: use manual documentation procedures.

Service goals and activities to be addressed in the plan:

Goals are individualized based on your assessment and may include examples such as:

- develop a life-long connection to a supportive adult
- graduate from high school
- obtain a part-time job
- invest savings from part-time job
- obtain a scholarship to attend college
- develop competency in the life skill of _____

Activities are individualized to help meet a specific goal. Example – if high school graduation is a goal, the youth directed activity might be to attend classes regularly with no tardies for the next 6 months.

For youth participating in ILP services, activities are reportable as ILP Delivered Services in CWS/CMS. The social worker shall select from one or more of the following ILP Service Types that an individualized completed activity fits in:

- Received ILP Needs Assessment
- ILP Mentoring
- ILP Education
- ILP Education Post-Secondary
- ILP Education Financial Assistance
- ILP Career/Job Guidance
- ILP Employment/Vocational Training
- ILP Money Management
- ILP Consumer Skills
- ILP Health Care
- ILP Room and Board Financial Assistance
- ILP Transitional Housing, THP, THP Plus
- ILP Home Management
- ILP Time Management
- ILP Parenting Skills
- ILP Interpersonal/Social Skills
- ILP Financial Assistance Other
- ILP Transportation
- ILP Other (Stipends/Incentives)

- I understand that if I am employed as part of this plan, my earned income will be disregarded, as the purpose of my employment is to gain knowledge of needed work skills, habits and responsibilities to maintain employment. (WIC 11008.15)
- I understand that I can retain cash savings up to \$10,000 under this plan in an insured savings account and any withdrawal requires the written approval of my social worker/probation officer and must be used for purposes directly related to my transitional goals. (WIC 11155.5)
- I understand that I will receive assistance to obtain my personal documents and information about financial aid for postsecondary education/training. (WIC 16001.9)
- I understand that if I am 16 years or older and interested in college, my social worker/probation officer must assist me to identify a postsecondary education support person(s) to help me apply for college, including career and technical education, and financial aid. (WIC 16501.1)

Youth: _____ Date of Birth: _____ Age: _____
 Case Worker Name: _____ Case Worker Phone: _____
 Case Worker Email Address: _____
 TILP 6-month timeline: _____ to _____
 Date Independent Living Needs Assessment completed: _____

- Based on the assessment of my level of functioning, the following transitional goals and activities meet my current needs.
- I will participate in Independent Living Program (ILP) services to help meet my goals.

Goal	Activity	Responsible Parties	Planned Completion Date	Progress Date
Goal #1:				<input type="radio"/> Met Goal Date: _____ <input type="radio"/> Satisfactory Progress. <input type="radio"/> Needs more time/assistance. <input type="radio"/> Goal needs modification.
Goal #2:				<input type="radio"/> Met Goal Date: _____ <input type="radio"/> Satisfactory Progress. <input type="radio"/> Needs more time/assistance. <input type="radio"/> Goal needs modification.
Goal #3:				<input type="radio"/> Met Goal Date: _____ <input type="radio"/> Satisfactory Progress. <input type="radio"/> Needs more time/assistance. <input type="radio"/> Goal needs modification.
Goal #4:				<input type="radio"/> Met Goal Date: _____ <input type="radio"/> Satisfactory Progress. <input type="radio"/> Needs more time/assistance. <input type="radio"/> Goal needs modification.

Comments:

Youth: _____ Date of Birth: _____ Age: _____
 Case Worker Name: _____ Case Worker Phone: _____
 Case Worker Email Address: _____

Education Rights Holder (Name): _____ Relationship to Youth: _____
Telephone Number: _____ **Email Address:** _____

Postsecondary Education Support Person (at least one person must be listed, if applicable):
Name: _____ Relationship to Youth: _____
Will assist with (check all that apply): college applications financial aid applications
Telephone Number: _____ **Email Address:** _____

Name: _____ Relationship to Youth: _____
Will assist with (check all that apply): college applications financial aid applications
Telephone Number: _____ **Email Address:** _____

This Agreement will be updated on: _____ Update #: _____

Signing this agreement means we will all work to complete the steps necessary to help the youth reach his/her goals.

Youth's Signature _____ Date _____

Caregiver's Signature _____ Date _____

Social Worker/Probation Officer Signature _____ Date _____

Supervisor of Social Worker/Probation Officer Signature _____ **Date** _____

Voter Registration Info:
 Secretary of State Voter Registration
www.sos.ca.gov/elections/voter-registration
 Secretary of State Voter Information Contact
www.sos.ca.gov/elections/contact/email-elections-division

Secretary of State Voter Hotline
 (800) 345-VOTE(8883)

Copies to: Youth
 Caregiver
 Case File
 ILP

Legislative Recommendations

Legislative Recommendations



- Mandate Education-Focused Child and Family Team (CFT) meetings for all foster youth in 8th grade and above.
- Require social workers and probation officers to complete training on postsecondary planning and matriculation.
- Integrate training on postsecondary planning and matriculation into statewide annual training requirements for caregivers.
- Create sustainable public funding source dedicated to providing all foster youth in California with the support they need to pursue postsecondary pathways.

**What questions do you
have?**

Resources

**Teaming for
Success
Report and SB
12 Toolkit
Resource Page:**
<https://jbay.org/resources/sb12-toolkit/>


EDUCATION
SB 12 Toolkit
Last updated Mar 29, 2022

classiq Nurturing Young Minds

Foster youth have long endured myriad challenges reaching their postsecondary educational goals. While nearly 88 percent of foster youth indicate a desire to attend college, more than half report not receiving enough assistance with college planning. To address this concern and the low rate of college completion, the California legislature adopted Senate Bill 12 (SB 12), which went into effect on January 1, 2018.

SB 12 requires child welfare and juvenile probation agencies to indicate in the case plans of all foster youth ages 16 and older at least one designated support person who will assist them with college and financial aid applications. This publication and corresponding resources provide child welfare and probation agencies with practical strategies to implement SB 12 requirements and increase foster youth postsecondary success. Many of the strategies and resources

JBAY
TEAMING FOR COLLEGE SUCCESS
SUPPORTING FOSTER YOUTH WITH POSTSECONDARY MATRICULATION



MARCH 2022

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THANK YOU

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2022