



TEAMING FOR COLLEGE SUCCESS

**SUPPORTING FOSTER YOUTH WITH
POSTSECONDARY MATRICULATION**



MARCH 2022

ACKNOWLEDGEMENTS

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This report and corresponding materials can be found online at:

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

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Introduction

The Georgetown University Center on Education and the Workforce predicts that 70 percent of all jobs will require at least some postsecondary education by 2027.¹ In addition to higher wages and job stability, postsecondary education, including career and technical programs, has been linked to increased career satisfaction, improved health outcomes, and a greater likelihood that one's children will also attend college. Despite these predictions and well-documented benefits, only 11 percent of foster youth in California attain a two- or four-year degree by age 23 compared to 36 percent of their non-foster youth peers.²

California foster youth are 29% less likely than their peers to persist at least one year in community college.

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.³ 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

“As a parent in high school, there wasn’t a lot of support. It was difficult to consider even going to college because the lack of help I had whether it was babysitting or tutoring.”

—CHRISTINA T., FORMER FOSTER YOUTH

college and financial aid applications unless the youth explicitly states that they do not want to pursue postsecondary education. The law further stipulates that if a youth expresses that they do not wish to pursue postsecondary education but later changes their mind, the case plan must be updated to include an adult individual responsible for supporting them with applications for postsecondary education and financial aid. The intention of SB 12 is to ensure that foster youth have the support they need to navigate the matriculation process and are engaged in college and career planning conversations early and routinely.

This publication was created in response to a recognition that these requirements are not consistently implemented, and is intended to 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 outlined throughout the publication were developed and piloted in partnership with child welfare and probation agencies across California and can be modified to meet local needs.

1 Carnevale, A.P. & Cheah, B. (2018). *Five Rules of the College and Career Game*. Georgetown University Center on Education and the Workforce. <https://lgyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/Fiverules.pdf>

2 Courtney, M. E., Okpych, N. J., Harty, J. S., Feng, H., Park, S., Powers, J., Nadon, M., Ditto, D. J., & Park, K. (2020). *Findings from the California Youth Transitions to Adulthood Study (CalYOUTH): Conditions of youth at age 23*. Chicago, IL: Chapin Hall at the University of Chicago. https://www.chapinhall.org/wp-content/uploads/CY_YT_REIO20.pdf

3 Courtney, M. E., Okpych, N. J., Charles, P., Mikell, D., Stevenson, B., Park, K., Kindel, B., Harty, J., & Feng, H. (2016). *Findings from the California Youth Transitions to Adulthood Study (CalYOUTH): Conditions of Youth at Age 19*. Chicago, IL: Chapin Hall at the University of Chicago.

Background

The California Department of Social Services (CDSS) issued [All County Letter \(ACL\) 18-104](#) on September 1, 2018, to provide guidance and case plan instructions relevant to SB 12 implementation. In addition to detailing the requirements of SB 12, the ACL provided instructions for caseworkers and probation officers on how to document the postsecondary education support person(s) in the youth's case plan in the collateral section of Child Welfare Services Case Management System (CWS/CMS). Unfortunately, as detailed in the ACL, there is no designated field for inputting the postsecondary education support person(s) in CWS/CMS, preventing counties from generating reports to track compliance with SB 12 requirements and raising concerns that counties are not adequately ensuring that youth receive the assistance they need to complete college and financial aid applications. These concerns increased when one large county's review of 100 randomly selected case plans revealed zero percent compliance with SB 12 requirements.

In light of these implementation challenges, JBAY launched a statewide SB 12 Learning Community focused on identifying best practices. The SB 12 Learning Community began in March 2020 and included nine child welfare and probation agencies in seven counties: Los Angeles, Monterey, Placer, Plumas, San Diego, Santa Clara, and Ventura. Catholic Charities of Santa Clara County, a Bay Area nonprofit that provides foster care services for unaccompanied refugee minors, also participated. The Learning Community consisted of four quarterly group calls and ongoing one-on-one technical assistance sessions to advance local priorities focused on

SB 12 implementation and overall foster youth postsecondary matriculation. JBAY worked with the Learning Community participants to advance the following policy and practice recommendations detailed in JBAY's [College Transitions Framework](#) guide for child welfare and probation agencies:

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.
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.

Each county established teams composed of relevant stakeholders, such as local Court Appointed Special Advocates (CASA) organizations, County Offices of Education, and community colleges. The county-level teams then worked to identify goals and develop strategies for local implementation.

Best Practices

Using the lessons learned from the SB 12 Learning Community, the following best practice recommendations for child welfare and juvenile probation agencies range from updating standardized forms and templates to leveraging existing Child and Family Teams to address postsecondary planning. Many of the strategies highlighted in this section can be modified to reflect local resources and needs.

1 Update Case Planning Policies and Templates to Reflect SB 12 Requirements

At a minimum, child welfare and probation agencies should incorporate the SB 12 requirements into relevant policies or create new policies to ensure accountability and help institutionalize postsecondary matriculation and achievement as an organizational priority. As an example, the Los Angeles County Department of Children and Family Services (DCFS) included explicit language in the case planning section of their [Child Welfare Policy Manual](#), as stated below and in [Appendix A](#):

“...for children sixteen (16) years of age or older and non-minor dependents (NMDs), the case plan shall identify the person(s) who shall be responsible for assisting the child or NMD with applications for postsecondary education and related financial aid, unless the child or NMD



states that they do not want to pursue postsecondary education—including career or technical education. This responsible person may include the child’s high school counselor, Court Appointed Special Advocate, guardian, or other adult. If, at any point in the future, the child or NMD expresses that they wish to pursue postsecondary education, the case plan shall be updated to identify an adult individual responsible for assisting the child or NMD with applications for postsecondary education and related financial aid.”⁴

⁴ Los Angeles County Department of Children and Family Services. (n.d.). *Child Welfare Policy Manual*. http://policy.dcfs.lacounty.gov/#Case_Plans.htm#Youth16+

While policies can be helpful tools to spur change, they must be reinforced through ongoing communication and reminders to help bridge policy and practice. To this effect, in addition to institutionalizing the SB 12 requirements in the Child Welfare Policy Manual, Los Angeles County DCFS issued a countywide message, with key steps and resources to help social workers adhere to the new mandate. The message encouraged social workers to utilize the Child and Family Team (CFT) process to help youth identify one or more appropriate postsecondary education support person(s), and the Transitional Independent Living Plan (TILP) to create actionable goals for college and career planning, including relevant tasks, deadlines, and responsible adult supporters. The message also provided instructions for social workers on how to document the SB 12 requirements in the collateral section of CWS/CMS and listed relevant resources for supporting youth with navigating the college and financial aid application process.

As a critical next step, Los Angeles County DCFS modified their sample case plan templates to include prompts related to SB 12. Specifically, the [sample case plan template](#) provided language for social workers to include under the education services section.

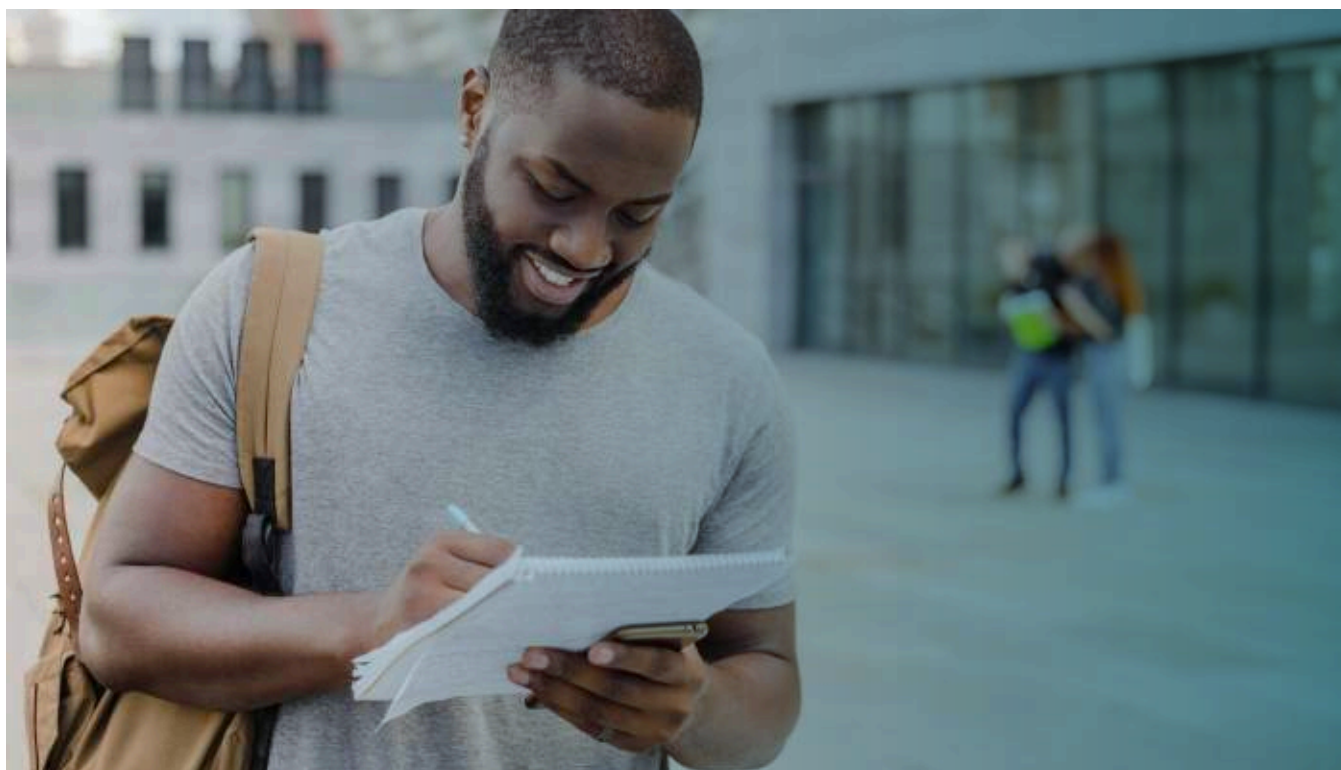
Sample Case Plan Instructions from Los Angeles County DCFS

EDUCATION SERVICES

Description

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).

The sample case plan is provided to social workers during training and is utilized as a reference tool during the case planning process.



2 Leverage Child and Family Teams

On November 9, 2018, CDSS released [All County Information Notice \(ACIN\) No. 1-71-18](#) to encourage cross-system collaboration between child welfare and educational partners through Child and Family Teams (CFTs). Defined as a “group of individuals that includes the child or youth, family members, professionals, natural community supports, and other individuals identified by the family who are invested in the child, youth, and family’s success,” CFTs have been required for all foster youth since 2017 to improve coordination of services (ACIN No. 1-71-18, p. 2). The ACIN specifies that CFTs should also be utilized to address educational needs and include the participation of educational partners such as Foster Youth Services Coordinating Program (FYSCP) representatives, educational rights holders, school counselors, college support staff, and foster youth liaisons, when appropriate.

Education CFTs should be held starting no later than 8th grade and occur at least annually, increasing in frequency as youth approach matriculation (i.e., 11th and 12th grades) to address time-sensitive deadlines and tasks. Older youth and non-minor dependents (NMDs) should be actively engaged in identifying CFT attendees and creating meeting agendas as a strategy to increase their participation and sense of autonomy, as detailed in the [Child and Family \(CFT\) Meeting: A Child, Youth, and Family Engagement Guide](#) issued by CDSS. The goals of Education CFTs vary depending on the grade level and needs of the youth and may include ensuring the youth is meeting college entrance requirements,

“The Education CFT is a great way for a Social Worker to not only fulfill the mandate to identify who will support the foster youth with applying for financial aid and college or vocational programs, but to also educate the foster youth’s circle of support about all the resources, timelines, and financial aid available on college campuses.”

**—CARLA M. SOCIAL WORKER SUPERVISOR,
SANTA CLARA COUNTY DFCS**

coordinating college campus tours, and planning the completion of college and financial aid applications. For youth and NMDs who have already matriculated into college, Education CFTs should continue to ensure the student is meeting their institution’s requirements for maintaining enrollment and financial aid. This is critical as research indicates that nearly one-third of foster youth attending a California Community College are at risk of losing their financial aid within their first year due to failure to meet academic requirements. The Education CFT can help identify and address early warning signs that the youth or NMD may be struggling and ensure they are linked to the appropriate campus and community resources to manage their academic and related non-academic needs.

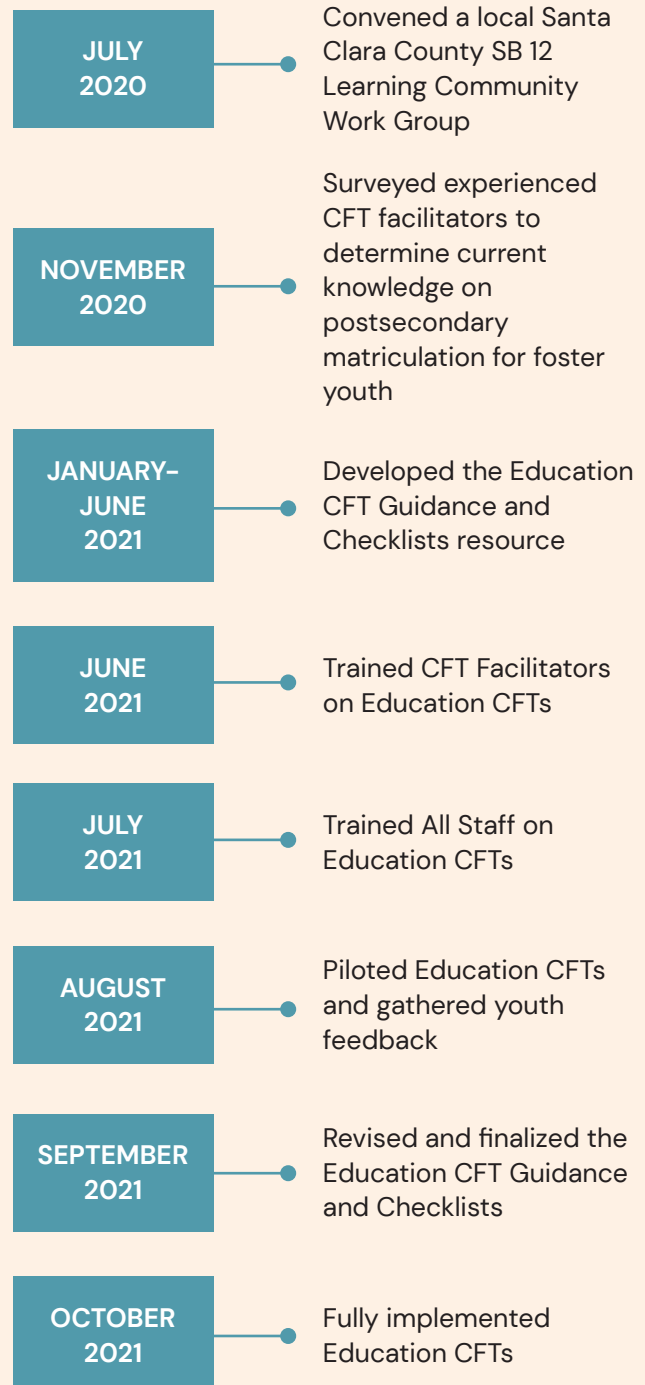
SPOTLIGHT: SANTA CLARA COUNTY

Santa Clara County Social Services Agency Department of Family and Children Services (DFCS) was uniquely positioned to implement education-focused CFTs due to their existing Educational Services Unit (EdSU) that provides educational consultation and case management support to caseworkers. The EdSU team is composed of specialized Social Services Analysts who work on issues related to tutoring, school of origin, and transportation, and support caseworkers with questions regarding financial aid application completion and postsecondary matriculation. The EdSU works collaboratively with the contracted Independent Living Program (ILP) provider, Pivotal, that supplies youth with education and career coaches, and the Santa Clara County Office of Education Foster Youth Services Coordinating Program (SCCOE FYSCP) with whom DFCS contracts to provide direct educational case management services.

In addition, Santa Clara County DFCS has an expansive CFT model that includes Get Real conferences for expectant and parenting youth and Moving Youth Toward Independence and Meaningful Emancipation (MYTIME) meetings where youth are encouraged to select the focus of their CFTs from a menu of available options such as housing, employment, transportation, and health and well-being ([see Appendix B](#)). As part of their focus for the SB 12 Learning Community, Santa Clara County DFCS expanded their MYTIME CFTs to include education-focused meetings with the goal of increasing postsecondary matriculation among transition-age foster youth.

Figure 1 details the timeline and activities that Santa Clara County DFCS undertook to develop and implement the Education CFT model.

FIGURE 1



➔ July 2020

In partnership with JBAY, Santa Clara County DFCS formed an SB 12 Work Group composed of key stakeholders, including the Santa Clara County Office of Education Foster Youth Services Coordinating Program (SCCOE FYSCP), Independent Living Program (ILP), and Pivotal.

➔ November 2020

Santa Clara County DFCS and JBAY disseminated a survey to gauge the knowledge level of CFT facilitators on the college matriculation process. Fifty-five percent of respondents indicated they had little or no familiarity with the college matriculation process for foster youth. More than half also reported they had little or some experience engaging transition-age foster youth in college and career planning. At the same time, only 25 percent felt they possessed a great deal of experience. Similarly, 50 percent of respondents indicated they were not entirely comfortable guiding youth on college preparation, including completing [A-G course requirements](#) for California State University and University of California admission.

➔ January–June 2021

Using the survey results as a foundation, the Santa Clara County SB 12 Work Group determined that Education CFT facilitators and participants would benefit from grade-specific guidance to help structure the meetings, track the completion of tasks, and assign responsibility to the appropriate education partner. Accordingly, the Work Group began the process of developing [Education CFT Guidance and Checklists](#), using the [Foster Youth Educational Planning Guide](#) as a template and modifying the existing content to reflect local support programs and resources.

➔ June 2021

The EdSU team, in collaboration with JBAY, SCCOE FYSCP, and Pivotal, provided training to the Child and Family Team (CFT) Unit on the purpose and goals of Education CFTs, relevant

laws, and requirements, including SB 12, and the roles and responsibilities of various education partners.

➔ July 2021

The EdSU team and SB 12 Work Group rolled out the same training to all staff and community partners. Attendees included DFCS social workers as well as caseworkers and staff members from the Transitional Housing Program Plus (THP-Plus), Court Appointed Special Advocates (CASA), County Office of Education, Legal Advocates for Children & Youth (LACY), and Independent Living Program (ILP).

➔ August 2021

Santa Clara County DFCS began a pilot of the Education CFTs to gather youth feedback. The CFT Unit developed an outreach flyer and “pie wheel” to help youth identify education-related topics they would like to discuss during the CFT meetings ([see Appendix C](#)).

➔ September 2021

The SB 12 Work Group compiled feedback and finalized the Education CFT Guidance and Checklists.

➔ October 2021

Santa Clara County DFCS fully implemented Education CFTs, adding them to the menu of MYTIME meetings and encouraging social workers to schedule them at least annually beginning in 8th grade ([see Appendix D](#)).

The Education CFT model developed with Santa Clara County DFCS has since been adopted by other Learning Community participants, including Catholic Charities of Santa Clara County, who modified the [Education CFT Guidance and Checklists](#) to address the unique needs of unaccompanied and refugee minors in foster care.



③ Provide Training to Social Workers, Probation Officers, and Caregivers

There is no doubt that the college and financial aid application processes are complex. In order to provide the high-touch support that foster youth need to successfully navigate the applications and avail themselves of the specialized financial aid and college support programs for which they are eligible, it is imperative that social workers, probation officers, and caregivers, including resource parents and short-term residential therapeutic program (STRTP) staff, receive adequate training. Recent research shows that foster youth who reported receiving “a lot” of encouragement from foster care personnel (e.g., social workers, group home staff, foster parents, and other professionals) to continue their education beyond high school have a greater likelihood of completing college.⁵

SOCIAL WORKER AND PROBATION OFFICER TRAINING

While SB 12 requires social workers and probation officers to include a postsecondary education support person(s) in the case plans of foster youth, it is not expected that the caseworker be that person. Rather, the role of social workers and probation officers is to engage the youth in college and career planning discussions, explore their interests and relevant postsecondary options, connect them to community resources with specialized expertise in college preparation and enrollment, and fulfill the mandate of SB 12 so that every young person has an adult in their life who is providing ongoing support. Still, social workers and probation officers must possess general knowledge about the matriculation process, campus support programs, and financial aid resources in order to accurately convey available options to youth.

5 Okpych, N. J., & Park, S. (Ethan), Courtney, M. E., & Powers, J. (2021). *Memo from CalYOUTH: An early look at predictors of college degree completion at age 23 for foster youth*. Chicago, IL: Chapin Hall at the University of Chicago. <https://www.chapinhall.org/research/cal-youth-degree-completion-age23/>

As part of the SB 12 Learning Community, JBAY convened an ad hoc work group to develop a statewide curriculum for child welfare and juvenile probation caseworkers. [Turning Dreams Into Degrees: A Training for Social Workers and Probation Officers on Supporting Foster Youth Matriculation](#) was created in partnership with representatives from the Los Angeles County DCFS, Los Angeles County Office of Education, Santa Clara County DFCS, Ventura County Office of Education, and UNITE-LA. The curriculum was based on an existing training piloted by DCFS, JBAY, and UNITE-LA in the Antelope Valley region of Los Angeles County with a small cohort of social workers. The evaluation of the pilot revealed an increase in positive attitudes towards foster youths' postsecondary potential and knowledge about the types of financial aid and on-campus resources at 2- and 4-year colleges. The curriculum includes general information that is applicable to foster youth throughout California and can also be supplemented with details about local resources and service providers.



Turning Dreams Into Degrees: A Training for Social Workers and Probation Officers on Supporting Foster Youth Matriculation

KEY LEARNING OBJECTIVES

By the end of this four and a half hour training, participants should be able to:

1. Recognize the role of trauma on educational outcomes.
2. Deconstruct the common misconceptions that perpetuate implicit biases.
3. Utilize teaming to successfully implement SB 12 and create a cross-system college-going culture.
4. Describe the different postsecondary education pathways including Career and Technical Education (CTE), 2-year, and 4-year programs.
5. Demonstrate how to engage and motivate young people around college and career exploration.
6. Identify key educational planning milestones in middle school and high school, and resources available to assist them.
7. Demonstrate a broad understanding of the financial aid process and key considerations for foster youth.
8. Identify educational resources and supports across K-12 and higher education.
9. Integrate college and career planning into core social work practices, such as the CFTM, TILP, and Court Report.

SPOTLIGHT: LOS ANGELES COUNTY

Following the pilot of [Turning Dreams Into Degrees: A Training for Social Workers and Probation Officers on Supporting Foster Youth Matriculation](#), participants from Los Angeles County DCFS participated in monthly case consultations to encourage the transfer of learning from the classroom into practice. Subject matter experts partnered to provide consultation to caseworkers and supervisors, using the checklists from the Educational Planning Guide, a resource developed by JBAY to help students chart their course to college and access the support available to foster youth scholars, as a tool to conduct case reviews and ensure proper planning occurs. The case consultations reinforced the learning objectives and topics covered in the training and provided supervisors with the skills and resources necessary to coach their caseworkers on how to engage in individualized college planning based on a youth's grade level and postsecondary goals.

CAREGIVER TRAINING

It is not uncommon for foster youth to postpone college planning until they reach their final year of high school, or to wait until after high school graduation to begin making a college plan. Delaying matriculation can greatly reduce the likelihood that foster youth will complete college and may also limit their college enrollment options and financial aid resources. Caregivers can play a critical role in ensuring foster youth are prepared for the transition to college by providing ongoing encouragement, engaging in career exploration conversations and activities, and proactively mapping college planning tasks and activities. In some instances, caregivers may also be identified in the case plan as the postsecondary support person who will be assisting youth with college planning and related applications. Through training, caregivers, including those who have never attended college, can build competence. Research indicates that youth who have talked about college with their caregivers are over eight times more likely to attend a four-year institution than those who have not, further emphasizing the importance of caregivers in foster youths' postsecondary success.



SPOTLIGHT: LOS ANGELES COUNTY

Starting in 2019, Los Angeles County DCFS implemented a countywide training mandate of Turning Dreams Into Degrees, a two-part curriculum to train caregivers to better support foster youth to enroll and succeed in college. The training is intended for caregivers, including STRTP staff, Foster Family Agency (FFA) staff, and resource families, and has been adapted for use throughout California. Each course is approximately three hours in length and caregivers are advised to take the course that most closely aligns with the grade of the youth in their care. The training curriculum listed below includes a pre-recorded train-the-trainer webinar, comprehensive trainer's guide, and fully designed PowerPoint slides with scripted presenter's notes to prepare and equip any facilitator of the course in both English and Spanish. Through an initial evaluation of the course in LA County, 100 percent of resource families reported that they would recommend the course. In addition, pre- and post-surveys revealed positive changes in resource parents' beliefs, attitudes, and knowledge, including a 96 percent increase in their belief that college can be a path for all students.

To support compliance with this postsecondary training requirement for caregivers, Los Angeles County DCFS and JBAY partnered to build capacity within the community to provide this training and ensure it was easily accessible to caregivers through a variety of approved trainers. First, Los Angeles County DCFS worked closely with the local Foster and Kinship Care Education (FKCE) program to offer this training countywide. FKCE is an established statewide program offered through the California Community College Chancellor's Office (CCCCO) that provides education and training to existing and potential resource parents. To codify this partnership, Los Angeles County DCFS and FKCE embedded this training within their existing Letter of Agreement. Furthermore, these entities jointly developed protocols to implement this new training requirement and co-developed marketing materials to inform caregivers about the training requirement and available course offerings. Through data sharing between Los Angeles County DCFS and FKCE, FKCE was able to ensure that an appropriate number of trainings were available to caregivers throughout the county based on need. Lastly, ongoing communication between Los Angeles County DCFS and FKCE has allowed for the protocols to be adapted and responsive to the needs of caregivers given factors such as COVID-19.

Turning Dreams Into Degrees

Education Course 1 (grades 6–10)

Upon completion of Education Course 1, participants should be able to:

1. Explain the benefits of postsecondary education.
2. Recognize the unique barriers foster youth face in education, including the impact of trauma.
3. Identify strategies to create a college-going culture in the home.
4. Understand the different postsecondary education pathways.
5. Identify resources and strategies to help students explore their career interests and achieve their postsecondary education goals.
6. Describe key educational planning milestones between grades 6–10.

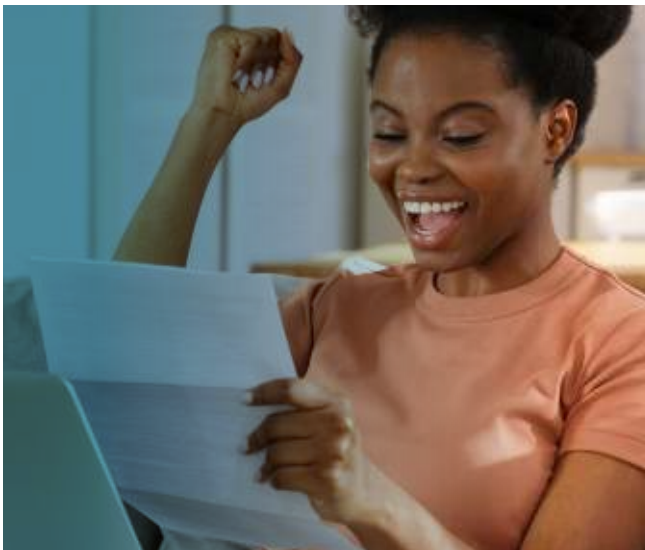
Education Course 2 (grades 11–12)

Upon completion of Education Course 2, participants should be able to:

1. Explain the benefits of postsecondary education.
2. Identify resources to help students explore their career interests and higher education options.
3. Describe key educational planning milestones between grades 11–12.
4. Explain key steps and resources for applying for college and financial aid.
5. Describe specific resources, benefits, and supports available to help foster youth achieve their postsecondary educational goals.

In addition to partnering with FKCE, Los Angeles County DCFS partnered with the Los Angeles County Office of Education Foster Youth Services Coordinating Program (LACOE FYSCP). By building the capacity of LACOE FYSCP to provide this training, resource parents as well as FFA and STRTP staff can now access these trainings. In 2021, all contracted FFAs and STRTPs in LA County participated in mandated train-the-trainers to provide these trainings in-house to their staff and resource families. LACOE FYSCP provides ongoing support to these agencies to ensure compliance. Additionally, FKCE and LACOE FYSCP are collaborating to develop a master countywide calendar that prevents duplication of efforts and helps meet the needs of caregivers.

Lastly, for caregivers that may experience challenges with attending live trainings, JBay partnered with [Foster Parent College \(FPC\)](#), an online interactive training platform for caregivers, to convert Education Course 1 of *Turning Dreams Into Degrees*. This new course offering through FPC is called “Preparing Teens for Postsecondary Education” and is free to California resource parents and agency staff. Efforts are in progress to convert Education Course 2 of *Turning Dreams Into Degrees* by fall 2022.



OTHER TRAINING CONSIDERATIONS

A commonly raised concern by Learning Community participants regarding SB 12 implementation was the need to ensure that potential postsecondary supporters also receive the training necessary to assist foster youth with college matriculation. The postsecondary support person(s) will vary depending on the youth and their network of formal and informal supports and may include Court Appointed Special Advocates (CASAs), staff from a college preparation or mentoring program (e.g., TRiO, AVID, or other community-based programs), Independent Living Program (ILP) providers, high school counselors, Education Rights Holders, caregivers, family members, and mentors. It is critical that these potential postsecondary supporters also receive the training necessary to assist foster youth with college preparation and planning.

Another important consideration is ensuring that the training is provided by a facilitator with subject matter expertise in college matriculation for foster youth. While all three curricula include standardized slide decks, embedded talking points, and trainer’s guides, it is recommended that facilitators are knowledgeable about local resources, postsecondary programs, and the unique needs and challenges experienced by foster youth. County Office of Education Foster Youth Services Coordinating Programs (FYSCPs) and Foster and Kinship Caregiver Education (FKCE) providers are both examples of qualified facilitators who can support local-level training implementation.

4 Increase Cross-System Collaboration

The SB 12 Work Group participants frequently cited cross-system collaboration as key to successful implementation, though collaboration varied from formalized and contract-based agreements to ad hoc and event-focused workgroups. For Santa Clara County, cross-system collaboration included leveraging Pivotal, a local community-based organization, to provide more high-touch support via their High School Coaching Intern Program, which seeks to provide a supportive network of well-informed adults who can guide foster youth in their educational journeys beyond high school. The collaboration between Santa Clara County DFCS and Pivotal was formalized through a memorandum of understanding (MOU) that states that Pivotal coaches will support foster youth with career exploration and college and financial aid applications. The MOU further concretizes the use of Education CFTs as a driver for college and career planning.

Examples of the roles and responsibilities outlined in the MOU Scope of Services include:

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.

SPOTLIGHT: MONTEREY COUNTY

On July 24, 2021, the Monterey County SB 12 Work Group held a one-day event to provide foster youth in middle school and high school with encouragement and support to embark on postsecondary education. The event was a culmination of months-long planning between the Monterey County Department of Social Services, Monterey Office of Education, CASA of Monterey County, Hartnell College, and JBAY. The Fast Track to College Success event walked foster youth through resource booths that covered topics including career exploration, volunteer and internship opportunities, college pathways, financial aid and scholarships, and housing. Foster youth attendees received backpacks and \$50 gift cards, and had the opportunity to win prizes. Resource parents were also encouraged to attend and were provided two hours of credit towards their annual training requirements.

Policy Recommendations

Throughout the SB 12 Learning Community, JBAY and child welfare and probation partners identified opportunities for local and state policy changes that could improve compliance with the SB 12 requirements and increase postsecondary educational planning with youth in foster care.

ADMINISTRATIVE RECOMMENDATIONS

✓ **Track SB 12 compliance in CWS/CMS & CWS-CARES.**

The California Department of Social Services (CDSS) issued ACL 18-104 on September 1, 2018. Per the ACL, social workers and probation officers are instructed to document the postsecondary education support person(s) as a collateral in CWS/CMS, a field used for multiple purposes, rather than in a field designated specifically for tracking the SB 12 point person. As a result, counties are unable to generate reports to track compliance with SB 12 requirements. Simultaneously, CWS/CMS is set to be replaced by the Child Welfare Services—California Automated Response and Engagement System (CWS-CARES), a modernized case management system that is slated for full implementation in the fall of 2025.

While creating a designated field for documenting the post-secondary support person is not feasible within the existing CWS/CMS system, better tracking could be accomplished through the creation of a special projects code. To increase compliance and ensure that foster youth are receiving the required support with college and financial aid applications, it is recommended that CWS/CMS be updated to include a new special projects code option that would allow county

administrators to more easily generate reports that could be used to gauge rates of compliance and provide staff training as needed around the requirement. This should be accompanied by an update to ACL 18-104 that includes updated instructions for documenting SB 12 compliance using a special projects code.

Concurrent plans must also be made to include robust prompts and designated fields in CWS-CARES. The inclusion of these elements in the new systems will allow for better accountability as well as greater automation of newly enacted requirements related to court oversight of the SB 12 obligation.

✓ **Modify templates for state and local court reports and Judicial Council forms to enhance court oversight of SB 12 compliance.**

For each hearing, child welfare and probation agencies prepare a report for the court that describes the current status of the case, services being offered to the child or youth in relation to the goals outlined in their case plan, and general information about their care and well-being. The report also includes recommendations for the court and relevant documentation, such as the child or youth's case plan. During the hearing, the judge will review the court report to ensure the child or youth's needs are being met and make necessary findings and orders. Assembly Bill 153 (AB 153), which went into effect on January 1, 2022, requires the Judicial Council of California (JCC) to develop or amend juvenile court forms used by social workers, probation officers, and judges to ensure compliance with SB 12 requirements. While JCC creates standardized forms, counties have the discretion to develop or modify their own court

forms for local use. As such, it is recommended that both JCC and counties update relevant forms to reflect the required language outlined in the new mandate ([see Appendix E](#) for examples).

In addition to updating the court forms, it is recommended that counties convey the necessity of including postsecondary planning in the court reports written by social workers and probation officers in order for judges to make the findings required by AB 153. This can be aided by embedding additional prompts and instructions within the education section of local court report templates to help remind social workers and probation officers to include information about the postsecondary educational support person(s). At a minimum, the court report should indicate if a postsecondary educational support person has been identified; however, best practice would include additional information about the name of this individual or individuals, their relationship to the youth, and other information about the youth's progress with completing their college and financial aid applications. These additional prompts can help ensure compliance as AB 153 increases judicial oversight of SB 12.

☑ The California Department of Social Services should update the Transitional Independent Living Plan and Agreement (TILP) form to include legal rights related to SB 12 and information on the designated postsecondary education support person.

The Transitional Independent Living Plan and Agreement (TILP) is a required form that must be completed collaboratively with foster youth ages 16 and older and their social worker or probation officer every six months. The purpose of the TILP is to help youth establish actionable goals pertaining to education and employment, and identify the individuals

assisting the youth with obtaining those goals. The TILP is incorporated into the youth's case plan and signed by the youth, caregiver, and social worker or probation officer.

Currently, the TILP form lists limited information on youths' rights related to employment income, cash savings accounts, and acquiring personal documents and information about financial aid for postsecondary education and training. The form also lists the name and contact information of the youth's caseworker or probation officer. The youth and caregiver receive copies of the TILP. It is current best practice that the TILP goals include postsecondary preparation and planning.

The Los Angeles County SB 12 Work Group, composed of the Office of Child Protection, Department of Children and Family Services (DFCS), County Office of Education (LACOE), Probation Department, and JBAY, identified the TILP form as an important tool to meet the legal mandates of SB 12 and ensure successful compliance.

Specifically, the work group recommended that the California Department of Social Services (CDSS) update the form to make certain that youth are aware of their legal rights pertaining to SB 12, including the requirement that one or more postsecondary education support person(s) must be identified to assist them. The recommendations also include adding space to list the name and contact information of the youth's postsecondary education support person(s) and Educational Rights Holder (ERH).

The recommended modifications to the TILP form can be found in [Appendix F](#). Given that the TILP form must be completed every six months, the addition of this information will help ensure that it is reviewed regularly and remains accurate, with updates completed as needed.

STATUTORY RECOMMENDATIONS

☑ **Mandate Education-Focused Child and Family Team (CFT) meetings for all foster youth in 8th grade and above.**

All children, youth, and NMDs in foster care are required to have an initial CFT meeting within 60 days of entering care and on a regular basis thereafter—at least once every six months. *The Child and Family Team (CFT) Meeting: A Child, Youth, and Family Engagement Guide* issued by CDSS indicates that there are two types of CFT meetings for foster youth. The first is focused on teaming to develop safety plans and is typically convened at the emergency response referral stage when a safety threat is initially identified. The second type of CFT includes ongoing case management meetings, and may be held for a variety of reasons as outlined in ACL 18–23. Given the vast potential needs, concerns, and topics that are included in the ongoing case management CFTs, it is unlikely that postsecondary educational planning is receiving adequate attention.

While ACIN No. 1–71–18 emphasizes the importance of utilizing CFTs to address education-related needs and concerns, there is no guarantee that CFTs are being used to do so given competing priorities. It is recommended that the legislature enact legislation to require Education CFTs for postsecondary planning beginning no later than 8th grade and occurring at least annually to track progress. Foster youth who are closer to matriculation (i.e., 11th and 12th grades) may require more frequent meetings to ensure the completion of time-sensitive deadlines and tasks.

☑ **Require social workers and probation officers to complete training on postsecondary planning and matriculation.**

Social workers and probation officers are responsible for developing the youth's case plan, the central planning document that determines services and supports. Despite this critical role, social workers and probation officers typically do not receive any formalized training for guiding youth to plan or achieve their postsecondary educational goals. This has resulted in many foster youth not receiving the necessary guidance and information about the full range of resources and benefits available to assist them successfully enroll and persist through postsecondary education.

It is recommended that social workers and probation officers receive training on postsecondary planning and matriculation as part of their onboarding process and at routine intervals. Furthermore, it should be stipulated that the training be required for all social workers and probation officers, not just those who work with transition-age youth since postsecondary planning should ideally begin no later than middle school.

The Turning Dreams Into Degrees curricula for social workers and probation officers can be used to meet the training requirements. The curricula were developed to be facilitated by internal or external trainers with relevant subject matter expertise. It is recommended, however, that if using an external training partner, child welfare or probation staff co-train the sections on documentation and case planning to ensure relevancy and adherence to agency policies.

☑ Integrate training on postsecondary planning and matriculation into statewide annual training requirements for caregivers.

Similarly, caregivers, including resource parents, Foster Family Agency (FFA) staff and STRTP staff members, should receive at least 3 hours of training to ensure they have the tools to assist youth with college exploration and planning. This should, at a minimum, be required for all caregivers statewide with youth in 6th grade and above. The Turning Dreams Into Degrees curricula for caregivers can be utilized to meet the necessary training requirements. The content is divided into two parts, Education Course 1 for caregivers with youth in 6th–10th grade and Education Course 2 for caregivers with youth in 11th and 12th grade. The content for Education Course 1 is also available on Foster Parent College and approved for use through the California Department of Social Services to meet existing training requirements for California caregivers.

Counties can also implement a similar training requirement locally as part of resource parents' annual renewal training requirements and as a requirement for contracted STRTPs and FFAs. This has been done successfully within the Los Angeles County Department of Children and Family Services, in collaboration with the Los Angeles Foster and Kinship Care Education (FKCE) program and County Office of Education Foster Youth Services Coordinating Program (FYSCP), and can be used as a model in other counties or statewide.



☑ Create a sustainable public funding source dedicated to providing all foster youth in California with the support they need to pursue postsecondary pathways.

Throughout the state a range of programs provide high-touch intrusive supports to close the educational achievement gap for youth in the foster care system and assist with college planning and matriculation. In an audit of just six of these leading direct service organizations, 87 percent of foster youth served by the programs enrolled in postsecondary education, far surpassing the statewide averages for youth in the foster care system. While SB 12 relies on the child welfare system to build capacity within the community and leverage existing resources, such as college access programs, these types of programs are typically reliant on unsustainable private funding and unable to serve all foster youth. It is recommended that the state invest in ongoing dedicated funding to ensure that all youth in foster care in California have equal access to high-touch intrusive college access supports based on existing best practices that lead to improved educational outcomes for youth in the foster care system.

Conclusion

Increasing foster youths' postsecondary success requires a concerted effort by the public agencies that serve them and their informal and formal networks of support. The recommendations and resources provided in this report can provide agencies with a roadmap to increase coordination and ensure accountability that SB 12 requirements are being implemented as intended. It should be noted, however, that agencies must work concurrently to create a college-going culture that establishes postsecondary achievement as a priority. This type of cultural change is not achieved through organizational policy alone but rather in combination with clear and consistent messaging from leadership and a comprehensive strategy that recognizes the postsecondary potential of all foster youth.

California is fortunate to have a robust system of support for foster youth that has emerged organically at colleges and universities across the state. The state, however, is at risk of losing these programs unless a stable source of funding is identified to take the place of time-limited institutional commitments and private funding. As the transition to state funding is made, maintaining flexibility around eligibility for services while ensuring that funds are used for the target population is key. The incorporation of student voice and ensuring transparency and accountability are principles that should guide this process as well. This combination offers a potent recipe for success that will help to ensure that youth for whom the state has taken on the role of parent have the opportunity to lead successful and fulfilling lives.



APPENDIX A: LA COUNTY CASE PLAN POLICY

CASE PLAN DOCUMENTATION REQUIREMENTS

All minors and nonminors in foster care [have the right](#) to be involved in the development of their case plans, including placement and gender-affirming health care, with consideration of their gender identity.

CASE PLAN DOCUMENTATION FOR CHILDREN AGE TEN (10) AND OLDER

When a child is ten (10) years of age or older and has been in out-of-home placement for six (6) months or longer, the case plan shall include an identification of individuals (other than the child's siblings) who are important to the child, and the actions necessary to maintain the child's relationship with those individuals—provided that those relationships are in the best interest of the child. The social worker shall ask every child who is ten (10) years of age or older and who has been in out-of-home placement for six (6) months or longer to identify individuals (other than the child's siblings) who are important to the child. The social worker shall make efforts to identify as many other individuals who are important to the child as possible, consistent with the child's best interests.

Comprehensive Sexual Health Education (CSHE)

For children ten (10) years of age and older and for NMDs, [the case plan must also document](#) whether or not the child/NMD has received [comprehensive sexual health education \(CSHE\)](#) which meets the requirements established in the [California Healthy Youth Act \(CHYA\)](#) at least once in junior high school and once in high school. If the child/NMD has not received or will not receive this instruction through school, [the case plan must document](#) how the county has ensured the child/NMD received or will receive the education through an alternative source that meets the standards of the CHYA.

For foster children ten (10) years of age or older (including NMDs), case management workers must also [update the case plan](#) annually to indicate that

the case management worker has:

- ✓ [Informed](#) the child or NMD that they may access age-appropriate, medically accurate information about [reproductive and sexual health care](#), including, but not limited to, unplanned pregnancy prevention, abstinence, use of birth control, abortion, and the prevention and treatment of sexually transmitted infections
- ✓ [Informed](#) the child or NMD, in a developmentally and age appropriate manner, of their right to consent to sexual and [reproductive health services](#) and their confidentiality rights regarding those services
- ✓ [Informed](#) the child or NMD how to access [reproductive and sexual health care](#) services and facilitated access to that care, including by assisting with any identified barriers to care, as needed

Only the CSW's efforts and actions to provide the child/NMD with this type of information can be shared absent the child's written consent. Without written consent, shared information shall only include such statements as, "The CSW and child/NMD discussed topics of reproductive health;" "The CSW provided resources regarding reproductive health;" "The CSW offered to remove any barriers the child/NMD may experience accessing reproductive health." Legally protected information (i.e., whether or not the child/NMD is sexually active, a child/NMD's birth control methods, a child/NMD's [pregnancy](#), a child/NMD's SOGIE, or a child's decision to terminate a pregnancy) may not be documented in the case plan or elsewhere without the written consent of the child/NMD (unless there is suspected abuse/exploitation).

In addition, the case plan for a child or NMD who is, or who is at risk of becoming, the victim of commercial sexual exploitation (CSEC), shall document the services provided to address that issue.

CASE PLAN DOCUMENTATION REGARDING YOUTH AGE FOURTEEN (14) AND OLDER

In addition to the above requirements, for children who are [fourteen \(14\) or fifteen \(15\) years of age](#), the case plan shall include a written description of the conversation about future schooling, vocational and housing goals that will help the child to prepare for the transition from foster care to successful adulthood, consistent with the child's best interests. This information should be documented in the case plan.

The case plan [shall be developed](#) in consultation with children/NMDs age fourteen (14) years or older, including NMDs. At the child/NMD's option, the consultation may include up to two (2) members of the case planning team who are chosen by the child/NMD and who are not Resource Parents of, or caseworkers for, the child/NMD. DCFS, at any time, may reject an individual selected by the child/NMD to be a member of the case planning team if DCFS has good cause to believe that the individual would not act in the child/NMD's best interest. One individual selected by the child/NMD to be a member of the case planning team may be designated to be the child/NMD's adviser and advocate with respect to the application of the reasonable and prudent parent standard to the child/NMD, as necessary.

Rights of Children/NMDs in Foster Care

All minors of any age and NMDs in foster care [must receive information about their rights](#) every six (6) months. These include, but are not limited to, the [right](#) to:

- ✔ Work and develop job skills at an age-appropriate level, consistent with state law Attend Independent Living Program classes and activities if age requirements are met
- ✔ Attend school and participate in extracurricular, cultural, and personal enrichment activities, consistent with their age and developmental level, with minimal disruptions to school attendance and educational stability
- ✔ Receive medical, dental, vision and mental health services

- ✔ Be free of the administration of medication or chemical substances, unless authorized by a physician
- ✔ Contact family members, unless prohibited by court order, and social workers, attorneys, foster youth advocates and supporters, Court Appointed Special Advocates, or probation officers
- ✔ Have Family Bonding time and contact siblings unless prohibited by court order
- ✔ Attend court hearings and the opportunity to speak to the judge
- ✔ Confidentiality of all juvenile court records consistent with existing law
- ✔ Have access to age-appropriate, medically accurate information about [reproductive health care](#), the prevention of unplanned pregnancy, and the prevention and treatment of sexually transmitted infections at twelve (12) years of age or older
- ✔ Have access [at sixteen (16) years of age or older] to existing information regarding the educational options available, including, but not limited to, the coursework necessary for vocational and [postsecondary educational programs](#), and information regarding [financial aid](#) for postsecondary education

In addition, for children age fourteen (14) and older (including NMDs), counties shall provide [a document](#) to the child/NMD that lists their specified rights with respect to education, health, visitation, and court participation, the right to be annually provided with copies of their credit reports at no cost while in foster care pursuant to [WIC 10618.6](#), and the right to stay safe and avoid exploitation. The California Department of Social Services (CDSS) is developing a form that counties may use to inform children/NMDs of their rights, document that the child/NMD has been provided a copy of those rights, and document that those rights have been explained in an age appropriate manner. Until that form is available, counties may use the CDSS Foster Care Ombudsman's brochure, "[You Have Rights Too!](#)" or [poster](#) to inform children/NMDs of their rights every six (6) months.

CASE PLAN DOCUMENTATION FOR CHILDREN/NMDS AGE SIXTEEN (16) AND OLDER

In addition to the above age requirements, for children/NMDS who are sixteen (16) or older, the case plan shall include a written description of the programs and services that will help the child/NMD prepare for the transition from foster care to successful adulthood, consistent with the child's best interests. This information should be documented in the Transitional Independent Living Plan (TILP) document, which must be incorporated into the case plan.

In addition to the above age requirements, for children sixteen (16) years of age or older and NMDS, the case plan shall identify the person(s) who shall be responsible for [assisting the child or NMD with applications for postsecondary education and related financial aid](#), unless the child or NMD states that they do not want to pursue postsecondary education—including career or technical education. (This responsible person may include the child's high school counselor, Court Appointed Special Advocate, guardian, or other adult). If, at any point in the future, the child or NMD expresses that they wish to pursue [postsecondary education](#), the case plan shall be updated to identify an adult individual responsible for assisting the child or NMD with applications for postsecondary education and [related financial aid](#). Refer to [Documenting Postsecondary Support Persons in CWS/CMS](#).

For any children age sixteen (16) and older with a case plan goal of Another Planned Permanent Living Arrangement (APPLA), case plans must include the identification of the intensive and ongoing efforts to return the child to the home of the parent, place the child for adoption or tribal customary adoption, establish a legal guardianship or place the child or non-minor dependent with a fit and willing relative, as

appropriate. [Efforts](#) must include the use of technology, including social media to find biological or other family members of the child.

CASE PLAN DOCUMENTATION FOR CHILDREN APPROACHING AGE SEVENTEEN AND A HALF (17.5)

The [Extended Foster Care \(EFC\) Program](#) allows foster Children over the age of eighteen (18) to continue to remain in foster care and to receive foster care payment benefits and services. Before a foster child turns eighteen (18), CSWs must work collaboratively with the child to develop a Case Plan and a [Transitional Independent Living Plan \(TILP\)](#).

If a child is likely to remain in foster care beyond their eighteenth (18th) birthday and those in a Non-Dependent, Non-Related Legal Guardianship (NRLG), the following information must be [discussed](#) with them and included in the Case Plans (in addition to the above age-related requirements):

- ✓ Efforts to achieve permanence, including developing permanent connections with committed and caring adults;
- ✓ Opportunities to have incremental responsibility to prepare to transition to independent living;
- ✓ Services that will assist him/her in meeting one (1) of the participation criteria for eligibility

The [Case Plan must be attached to the court report](#) and presented to the court for the six (6) month review hearing before the child

APPENDIX B:

SC COUNTY MYTIME CFT FLYER FOR YOUTH

MYTIME CFT

Moving You(th) Toward Independence
and Meaningful Emancipation

YOU(th) lead the conversation
and develop goals in the following:

- ♦ Education
- ♦ Employment
- ♦ Transportation
- ♦ Housing
- ♦ Health & Well-being
- ♦ Reproductive Health
- ♦ Important Documents
- ♦ Circle of Support
- ♦ Personal Interests
- ♦ AND anything else

to help you take the next steps
to build your independence.

You invite whoever is important to you.

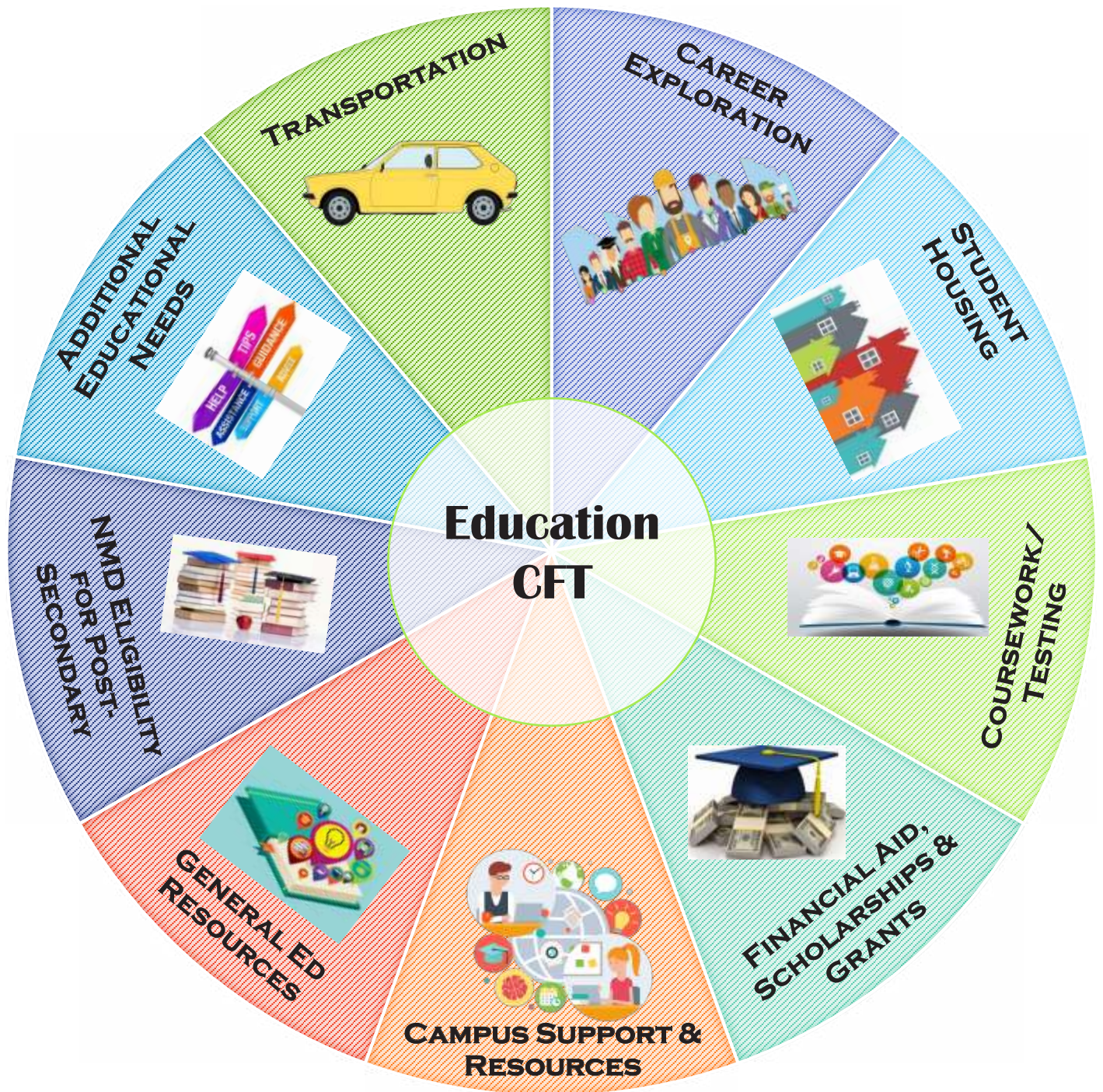
Friends, parents, friends, coach,
significant other, caregivers, CASA,
teachers, mentors, counselors, etc.
Your Social Worker will also be there
along with your ILP - Independent Living
Skills Case Manager.



(The not so Fine Print)

If you are between the ages of 16-21 and are in foster care or extended foster care, you should be having regularly scheduled MYTIME CFTs. MYTIME CFTs are held every 6 months or sooner based on your needs and goals. If you have not had one, ask your Social Worker and let your Social Worker know who you want to come to your MYTIME CFT so they can make sure those people can be there to support you!

APPENDIX C: SC COUNTY EDUCATION CFT PIE WHEEL



APPENDIX D: SC COUNTY EDUCATION CFT FLYER FOR SOCIAL WORKERS

Let's Put on Our Thinking Caps

Education CFT

What is an Education CFT?

Research shows that youth who ever talked about college with their caregivers or adult supporters are eight times more likely to attend a four-year college than those who do not. Education CFTs are the perfect opportunity to facilitate these important conversations and bring together natural supports and key players to discuss and develop action plans to address college matriculation. Education CFTs also help meet the requirements of SB 12, which aim to ensure that foster youth have the opportunity to plan higher education and/or vocational training, explore education-related needs and/or interests, and develop goals. Meet the new Hearing Requirements for Youth in Post-Permanency W&I 391.

Who to Partner up with?

- Social Worker
- County Office of Education (SCCOE), Education Manager
- Pivotal, High School Coach
- Educational Rights Holder
- CASA
- School Counselor
- Foster Youth Liaison
- Transitional Housing Case Manager
- WRAP Team
- and additional Community Partners

To Support:

- Career Exploration
- Student Housing
- Coursework/Testing
- Financial aid/Scholarships/Grants
- College/vocational application
- Campus supports/resources
- General Ed Resources
- NMD Eligibility for Post-Secondary
- Transportation
- ... additional educational needs

Simply complete a Child Family Team (CFT) Meeting Referral ([SCZ400](#)).
Email completed referral & copy your Supervisor to the CFT Mailbox:
IDM.CFT@ssa.sccgov.org

Still have questions? Just email us! IDM.CFT@ssa.sccgov.org

APPENDIX E: SAMPLE COURT FORM LANGUAGE

Sample Court Form Language

Example 1: Findings and Orders After Six-Month Status Review Hearing Forms

Child 16 years of age or older:

- a. ☐ An individual or individuals has been identified to assist the child with applications for postsecondary education, including career and technical education, and related financial aid.
- b. ☐ The name of the support person(s) to assist the child is: _____.
The relationship(s) to the child is:_____.
- c. ☐ An individual or individuals has not been identified to assist the child with applications for postsecondary education, including career and technical education, and related financial aid.
- d. ☐ To assist the child in preparing for postsecondary education, the county agency must add to the case plan and provide the services

(1) ☐ Stated on the record.

(2) ☐ As follows: (comment box field)

Example 2: Findings and Orders After Nonminor Dependent Status Review Hearing

☐ The county agency ☐ has ☐ has not identified an individual or individuals to assist the nonminor dependent with applications for postsecondary education, including career and technical education, and related financial aid.

- a. ☐ The name of the support person(s) to assist the child is: _____.
The relationship(s) to the child is:_____.
- b. ☐ The modifications to the nonminor dependent's Transitional Independent Living Case Plan needed to identify the individual or individuals to assist the nonminor dependent with applications for postsecondary education, including career and technical education, and related financial aid were stated on the record.

Example 3: Review Hearing for Youth 18 Years of Age or Older—Information, Documents, and Services

☐ A specific individual(s) has been identified who will be assisting the youth with applications for postsecondary education, including career and technical education, and related financial aid applications.

APPENDIX F: REVISED TILP FORM

State of California – Health and Human Services Agency

California Department of Social Services

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

- ☐ 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="checkbox"/> Met Goal Date: _____ <input type="checkbox"/> Satisfactory Progress. <input type="checkbox"/> Needs more time/assistance. <input type="checkbox"/> Goal needs modification.
Goal #2:				<input type="checkbox"/> Met Goal Date: _____ <input type="checkbox"/> Satisfactory Progress. <input type="checkbox"/> Needs more time/assistance. <input type="checkbox"/> Goal needs modification.
Goal #3:				<input type="checkbox"/> Met Goal Date: _____ <input type="checkbox"/> Satisfactory Progress. <input type="checkbox"/> Needs more time/assistance. <input type="checkbox"/> Goal needs modification.
Goal #4:				<input type="checkbox"/> Met Goal Date: _____ <input type="checkbox"/> Satisfactory Progress. <input type="checkbox"/> Needs more time/assistance. <input type="checkbox"/> 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(8683)

Copies to: Youth
Caregiver
Case File
ILP



jbay.org

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415-348-0011