Tips for SB 12 Implementation

1. What is Senate Bill 12?

Senate Bill 12 went into effect January 1, 2018 and included a requirement that the case plan must identify who will assist any foster youth 16 or older with applications for college and financial aid. The California Department of Social Services issued ACL 18-104 which provides additional explanation for how to implement the law.

2. How to Identify the "Individual" or "Individuals"

Is there a person already in the youth's life who will be a reliable person to provide assistance?

- Resource Parent or relative caregiver
- Court Appointed Special Advocate (CASA)
- College preparation or mentoring program (such as TRIO, AVID, or community-based program)
- High-school counselor
- Education rights holder
- Family member or mentor

If there is no appropriate person already in the youth's life, who else can the youth be referred to?

- Independent Living Program (ILP)
- County Foster Youth Services Coordinating Program (FYSCP)
- College foster youth support program (visit the CA College Pathways website to find support programs)
- College preparation or mentoring program (such as TRIO, AVID, or community-based program)
- High-school counselor

3. Setting Expectations

- Make sure the individual identified understands their responsibilities.
    - Note that the identified person may be the actual person to provide direct support to the youth with completing financial aid and college applications. If the identified supporter does not have the necessary expertise, their responsibility can also be to support the youth to complete necessary steps by linking them to other resources, monitoring progress and ensuring that all required steps have been completed.
- Make sure if a referral is given (to ILP, etc.) that a "warm handoff" is made, that a specific individual is identified, and that the youth remains in contact with that person.
- Provide resources to the identified individual as needed to ensure they have all the necessary information to effectively support the youth to complete financial aid and college applications and matriculation steps (see SB 12 toolkit for resources).
- Follow up regularly with both the youth and supporter to check in on progress. At a minimum, a review should be conducted every six months to ensure that the identified individual continues to be an appropriate person to fill the role. If the person identified can no longer fill the role, identify a new person as quickly as possible.
- Use checklists during monthly visits to track whether all activities necessary for successful college enrollment are being completed (see SB 12 toolkit for resources).
- Supervisors should regularly review case plans to ensure the new requirement is being appropriately implemented.

4. Using the CFT Process

Child and Family Team meetings can be an opportunity to identify an appropriate individual to provide this support. Once an individual is identified, consider inviting them to CFT meetings to report on progress and brainstorm around any challenges or obstacles that have emerged.

- CFTs can be used for discussions about long-term educational goals and to help youth determine their educational steps after high school. The conversations should be youth-driven, and youth should be encouraged to voice their hopes and dreams related to career goals and educational aspirations and then supported to take concrete steps that move them towards their goals.
- Do advance planning with the youth prior to the CFT to help them determine their career goals. The California community college system offers career assessments to help guide this exploration or visit CCCMyPath.org for additional information about the wide range of career options available and other resources.
- Use the CFT to develop a realistic plan that includes specific steps needed to be taken to ultimately achieve long term goals.
- Continue to use CFTs to track progress towards goals and update plans as needed.

ACIN 1-71-18, which encourages placing agencies to include education representatives in the CFT process, also provides additional tips for using team meetings to increase collaboration between child welfare and educational agencies, including post-secondary education.

5. Using the Transitional Independent Living Plan (TILP)

The Transitional Independent Living Plan (TILP) must be completed every 6 months for youth 14 and older and can be a helpful tool for college planning. The table below provides some tips on completing the TILP.

Goal	Activities	Responsible Party	Planned Completion Date
• **Actionable**: Is it something that the youth can realistically do? • **Invested:** Is it something the youth wants to do? • **Meaningful**: How does this goal help the youth? • **Specific:** Is the goal too broad? Does it need to be broken down into smaller steps?	Identify specific steps to be taken to achieve the goal *Examples:* • *Meet with high school counselor and review transcript* • *Tour a potential college campus* • *Complete the FAFSA* • *Submit EOPS application*	• Ensure that the responsible party is clearly identified for each task • Try to engage both support persons and the youth to take responsibility for specific tasks	• Set realistic completion dates and check in regularly on progress • When tasks are not completed by target dates, determine what the barriers were and how to remove barriers in the future

6. Recording in the Case Plan

ACL 18-104 provides step-by-step instructions for where to record the required information in the case plan. Below is an overview of the steps involved.

- Post-secondary support person should be documented in CWS/CMS as a "collateral."
- Open the **Collateral Notebook** (Blue Section) to verify that the person is not already attached to the case.
- Add the new collateral if not already attached.
- In the **Planned Client Services** grid open the dialog box. Highlight Participant(s), choose "Education Services" from the Category drop down list, and choose "Other" from the Type list.
- In the **Provider** frames on the **Planned Client Services** tab Click the 'Collateral" from the Provider type radial button list.

- Complete the **Description/Responsibilities for Service** describing what assistance the identified supporter will provide.