

Expanding Chafee Grant Access

Tools for Implementing SB150



JOHN
BURTON
Advocates for Youth

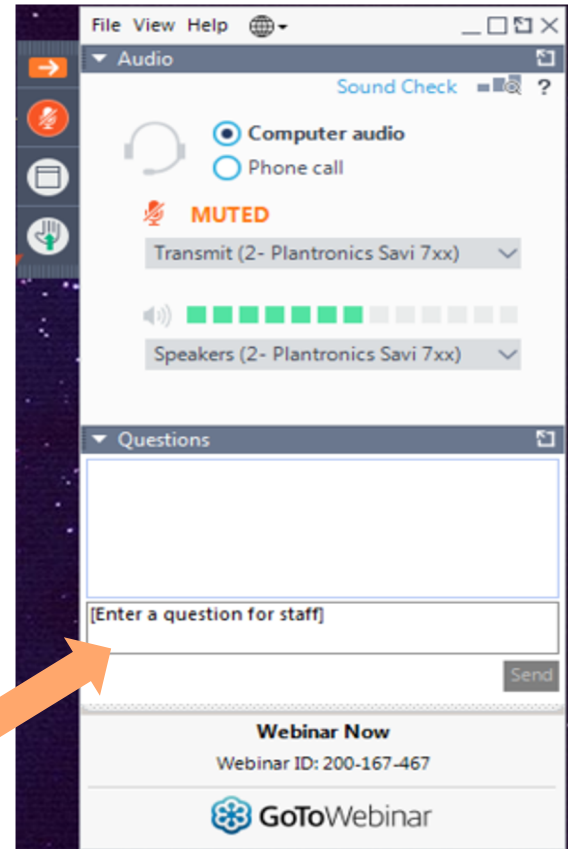
April 28, 2020

Information for Participants

Call-in number is 1 (415) 655-0022 and access code is 142-865-267.

Presentation materials and audio will be posted at jbafor youth.org/ under Research & Training / Training Archive.

To submit live questions, click on the “**Questions**” panel, type your question, and click “**Send**.”



Today's Agenda

1

New Chafee
ETV Provisions

2

Implementation
Recommendations

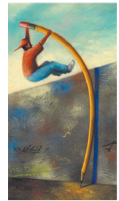
3

Tools for
Campuses

Today's Panelists

Tia Holiday

Program Manager



**JOHN
BURTON**
Advocates for Youth

Santiago Morales

Chafee ETV, Specialized
Unit



California
Student Aid
Commission

Britney Slate

NextUp
Financial Aid Specialist



Chafee ETV

Financial aid for
Foster Youth



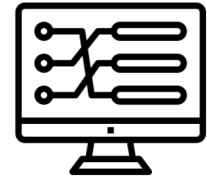
Foster care on
or after their
16th birthday



Up to \$5,000 per
academic year



Automatic data
match from
CDSS





California
Student Aid
Commission

Santiago Morales

CSAC Updates

Covid 19 Resource Page
csac.ca.gov/covid19

**Foster Youth
Resource Page**



For Students

Frequently Asked Questions (FAQ) +

Undocumented/Dreamer Student Resources +

Foster Youth Resources +

General Resources +

What is My Institution Saying? +

Resources for Foster Youth Students

Resource opportunities available for Foster Youth Students

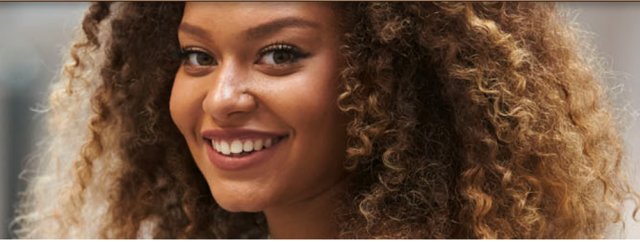
CSAC Programs +

Other Resources +

Chafee Grant Updates

CALIFORNIA CHAFEE GRANT FOR FOSTER YOUTH

Free Money for Foster Youth for College or Career Training



What is Chafee?

Chafee Eligibility

Application Process

Awarding Process

More Information

If you are or were in foster care for at least one day, between the ages of 16 and 18 as a dependent or ward of the court and have financial need, you may qualify for up to \$5,000 a year for career and technical training or college. You don't have to pay this money back. You may also be able to use your grant to help pay for child care, transportation and rent while you're in school. You can use your Chafee Grant at any eligible California college or university or career or technical school, as well as schools in other states.



IMPORTANT DATE

Online Chafee Application, FAFSA, and CA Dream Act Application opens in **October**

[Start Chafee Application](#)



REQUIREMENTS

The following forms **must be submitted**:

- Free Application for Federal Student Aid or CA Dream Act Application
- Chafee Grant Application (for first time applicants only)



INFORMATION CHANGE

Name Change?

If so, complete the [Chafee Grant Update/Change Form](#)

New school, mailing address or phone number change?

Manage your [WebGrants for Students](#) account 24/7

SB150 Provisions

Provision 1

CSAC over-award Chafee Grants in order to ensure timely payments

Provision 3

Receive grant for 2 years due to not making SAP.
Students to create a plan to continue receipt of grant after first year of not making SAP

Provision 5

Criteria for appeal for the loss of a Chafee grant

Provision 2

Requires colleges to notify students of available support services

Provision 4

Returning students regain eligibility for Chafee grant

Current
Chafee grant
disbursement
leads to
delays in
financial aid to
students

Current Process:

CSAC Awards Chafee
Grants



Approx. 1/2 students
are not enrolled or not
eligible



Funds withdrawn and
awarded to students
on waiting list



Students in later rounds
of funding don't receive
funds until later in the
school year



Provision 1: Overawarding

2021-2022 award year - distribute 2x the Chafee budget during first award cycle



Over-award ration based on historical precedent



Convene stakeholders through this year to develop implementation strategy



Satisfactory Academic Progress

Standard students must meet to receive state and federal financial aid.

2.0
GPA

The required GPA is set by individual institutions but must be set no lower than 2.0 after two years.

67%
Pace

Students must complete a set percentage of credits attempted. It is commonly set at 67%.

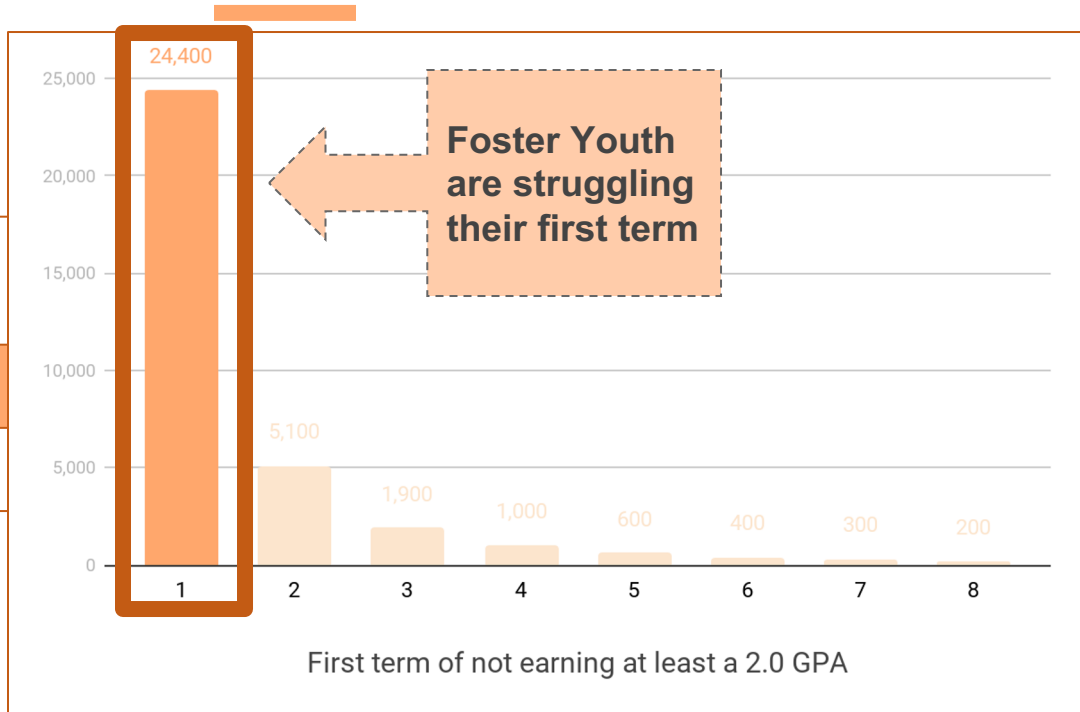
150%
Time
frame

Students must complete their degree within 150% of the credit hours required for their program.

**Foster youth are
significantly more likely
than other students to
not make SAP.**

Estimated Impact of SAP on Financial Aid

Foster Status	Proportion
Foster	64.8%
Non-Foster	42.1%



Why?

Confusion about SAP requirements

Longer time to develop study skills

Drop deadline confusion

Lack of adult support

crisis related to foster care experience

?

A stylized illustration of a person standing on a winding road. The person is a simple figure with a brown head, blue shirt, and red skirt. The road is black with white dashed lines and curves upwards and to the right. Five speech bubbles of various colors (orange and yellow) contain text describing challenges. A yellow speech bubble with a question mark is next to the person. The background is white with a large orange shape on the left side.

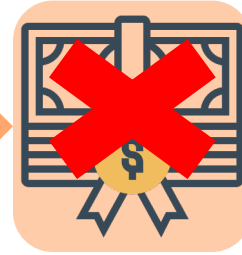
Provision 2:

Students receive Chafee Grant for 4 semesters (5 quarters) before losing grant due to not making Satisfactory Academic Progress(SAP).

BEFORE SB150

Failure to Meet SAP

1 Year



New Requirement

Failure to Meet SAP

2 Years



New Support and Referral Requirements

Support

First Chafee Payment must include information on support services + completing educational plan.



Referral

After 1 year *not* making SAP, student must meet with staff member to create or update a plan.



Who Can Create the Plan?

Foster Youth
Liaison

EOP/EOPS
Counselor

NextUp
Counselor

Disabled Student
Program
Counselor

Foster Youth
Program staff
member

Appropriate
adviser



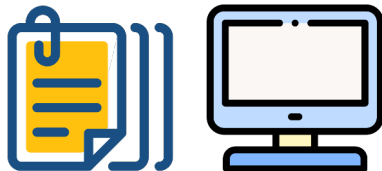
Easy to read and navigate

Include relevant support services programs



Up-to date contact information

Available in paper and electronic form



Implementation
Recommendation

**Student
Support Flyer**

Sample Student Support Services Flyer

Student Services Resources Flyer Template

Under the provisions of Senate Bill 150, California Community Colleges and California State Universities must provide (and University of California campuses are requested to provide) all Chafee grant recipients, upon release of the first payment, with information regarding available support services on campus and the process for completing an educational plan. This template can serve as the basis for designing this document.

To use this document, replace all highlighted text on the next page with campus-specific information for the relevant types of programs. Within each program category, there may be multiple specific programs that should be listed.

The document should include, at a minimum, information about:

- any available foster youth program or foster youth liaison
- academic counseling
- EOP or EOPS
- basic needs support
- tutoring services and
- disabled student programs

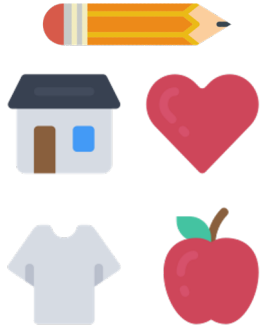
Below are examples of additional programs that could also be included.

<p>Academic Counseling + Support:</p> <ul style="list-style-type: none"> • Transfer Center • Learning Community programs • Major-specific mentoring programs • Laptop/textbook loan programs 	<p>Additional Campus Resources:</p> <ul style="list-style-type: none"> • Campus career center • Student leadership program • Homeless student liaison • Childcare centers/resources
<p>Student Support Resources:</p> <ul style="list-style-type: none"> • TRiO • Peer mentoring programs • DREAM center • LGBTQI center • Multi-cultural center • Cultural identity programs (e.g. Puente, Umoja) • Parenting student programs 	<p>Community Resources:</p> <ul style="list-style-type: none"> • Housing programs • Independent Living Program (ILP) • Off-campus food pantries and benefits assistance • Legal services • GED testing and tutoring

Student Services Resources

Your academic success is important to [college name here]. Below is a list of resources you can take advantage of as a student at [college name here]. If you'd like more information about any of these resources, we encourage you to contact them directly.

<p>FOSTER YOUTH SUPPORT PROGRAM</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p>TUTORING</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>
<p>EOP/EOPS</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p>DISABLED STUDENT SERVICES</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>
<p>BASIC NEEDS (FOOD AND HOUSING)</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p>ACADEMIC COUNSELING & SUPPORT</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>
<p>PHYSICAL AND MENTAL HEALTH</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p>STUDENT SUPPORT RESOURCES</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>
<p>ADDITIONAL CAMPUS RESOURCES</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p>COMMUNITY RESOURCES</p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>



Address academic & socio-emotional obstacles

Provide staff training



Ensure student privacy

Implementation
Recommendation

**Referral for
Support Plan**

Sample Student Success Plan

Student Success Plan

How to use this template

Senate Bill 150 requires that after two consecutive semesters or three consecutive quarters of not meeting SAP, students must meet with an appropriate staff member to develop a plan for improving academic progress or update an existing plan in order to continue to receive Chafee funds. This *Student Success Plan* template is a tool that students and staff can use to collaboratively create a *Student Success Plan*. This template can be modified to fit the needs of the institution.

General template instructions:

- Before beginning this process, ensure that adequate time has been set-aside to complete the document with the student.
- All modifications to this template should maintain student-friendly language.
- To maintain confidentiality, *do not* require students to turn in the entire plan to the financial aid office. When feasible, the campus staff member who completes the plan should notify the financial aid office directly that the requirement has been met. If this is not possible, [page 5](#) of this document provides a simple verification form that a student can provide to the financial aid office.

Page 1 Instructions:

- This page provides instructions to the student regarding who can assist them to complete a plan. The financial aid office should insert the names of the student support program(s) and/or individuals the student can meet with to complete the plan. Make sure to include contact information.

Page 2 -4 Instructions :

These pages provide a structure for identifying obstacles that students may be facing and developing a strategy to address these obstacles.

- **Page 2** outlines obstacles that foster youth may experience through their educational journey. Students can select from the obstacles provided or add their own to reflect their own unique situation.
- **Page 3** provides a tool that can be used to facilitate a conversation about how to overcome each obstacle and the challenges that exist to doing so. Students may need additional space to create targeted plans to overcome their obstacles. Add additional rows to the document as needed.
- **Page 4** is designed to facilitate a conversation about class attendance, strategies for increasing attendance if needed, and what resources are available to support the student. If appropriate, have a reflective conversation with the student as to WHY they aren't attending class, HOW they can begin to correct the behavior moving forward, and WHAT support they may need to follow through on that plan. It is recommended that a list of resources also be provided (see jbaforayouth.org/sb-150-2/ for a resource guide template).

Page 5 Instructions:

- The campus staff member should notify financial aid as soon as the *Student Success Plan* is completed. This action will ensure the student's Chafee funds are released in a timely manner. If this is not possible, [page 5](#) of this document provides a simple verification form that a student can provide to the financial aid office. Students should also be provided a copy of the full document for their own records.

Student Success Plan

Directions: Complete pages 2-4 with a campus staff or faculty member in one of the below programs.

This individual will work with you to identify solutions to obstacles that are preventing you from maintaining Satisfactory Academic Progress (SAP).

- | | |
|--|--|
| <input type="checkbox"/> [insert program or individual name and contact information] | <input type="checkbox"/> [insert program or individual name and contact information] |
| <input type="checkbox"/> [insert program or individual name and contact information] | <input type="checkbox"/> [insert program or individual name and contact information] |

Upon successful completion of your plan, the program staff or faculty member will notify the financial aid office within [insert timeframe here] to reinstate your Chafee grant. This document will *not* be sent to financial aid, as it may contain confidential or sensitive information about your personal life.

Student Name _____ Student ID# _____

Sample Student Success Plan

Student Success Plan

Identifying Obstacles

Reflect on your last few terms and **identify the top 3 obstacles** that impacted your ability to maintain **Satisfactory Academic Progress**.

Academic	Personal/Financial
<input type="checkbox"/> I don't know how to study effectively.	<input type="checkbox"/> I'm experiencing financial difficulties
<input type="checkbox"/> I struggle with time management.	<input type="checkbox"/> I don't have stable housing or am about to lose my housing.
<input type="checkbox"/> It's hard to concentrate in my classes.	<input type="checkbox"/> I have persistent physical health problems.
<input type="checkbox"/> I skipped class or showed up late to class a lot.	<input type="checkbox"/> I'm struggling with my mental health.
<input type="checkbox"/> My courses were too difficult.	<input type="checkbox"/> I have a general lack of motivation.
<input type="checkbox"/> I registered for too many units.	<input type="checkbox"/> I can't get a good night's rest.
<input type="checkbox"/> I don't know how to ask my instructors for help during class or office hours.	<input type="checkbox"/> I have a lot of anxiety and stress.
<input type="checkbox"/> I have a difficult time keeping up in class during lectures or in-class assignments.	<input type="checkbox"/> I can't secure child care on a regular basis.
<input type="checkbox"/> I'm having a hard time adjusting to college-level classwork and homework.	<input type="checkbox"/> I'm having transportation issues and can't get to campus.
<input type="checkbox"/> Other _____	<input type="checkbox"/> I'm working too many hours and can't focus on school.
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Major/Career	Family/Social Adjustment
<input type="checkbox"/> I'm unsure about my current major	<input type="checkbox"/> I'm having roommate issues
<input type="checkbox"/> I don't have a clear career goal	<input type="checkbox"/> I'm having issues with my romantic partner
<input type="checkbox"/> I like my major, but unsure what jobs I can get	<input type="checkbox"/> I'm having biological or foster family issues
<input type="checkbox"/> I'm unsure about my educational goals	<input type="checkbox"/> I'm having other personal relationship issues
<input type="checkbox"/> I'm just not sure it makes sense for me to be in college.	<input type="checkbox"/> I'm having a hard time adjusting to college life
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Student Name _____ Student ID# _____

Student Success Plan

Develop your Success Plan

Step 1: Together with your staff or faculty member, review the obstacles you identified.

Step 2: Write down your obstacles from biggest to smallest. Work with a staff or faculty member to determine (1) a plan to address the obstacle, (2) potential challenges that may arise along the way, and (3) strategies to overcome the potential challenges.

Obstacle	What will I do to overcome this obstacle?	What are the potential challenges to overcome this obstacle?	Strategies to overcome challenges (Identify at least 2 strategies)
<i>Example: I'm having transportation issues and can't get to campus on a regular timely basis.</i>	<i>Example: Work with my foster youth support program to get a bus pass.</i>	<i>Example: I don't know the bus schedule.</i>	<i>Example: 1) I'll download a transit app on my phone and favorite my route. 2) I'll print the schedule and keep a copy in my backpack in case my phone dies.</i>
Obstacle 1:			
Obstacle 2:			
Obstacle 3:			

Student Name _____ Student ID# _____

Sample Student Success Plan

Student Success Plan

Class attendance: Class attendance is correlated with overall course success. **What percentage of the time do you get to class on time and attend the full class?**

100% - 90% 89-80% 79-70% 69-60% less than 60%

If attendance is less than 90%, what strategies could be used to increase attendance?

Campus Support Resources: List the resources you will use in the upcoming term to help you succeed in your courses. *Examples can be the tutoring center, food pantry, peer mentors, attending instructor office hours, etc.*

If you're unsure of the resources available to you, use the attached resources document to identify support on campus.

Resources I will use:

<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]
<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]
<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]
<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]
<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]
<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]	<input type="checkbox"/> [insert resource name here]

Check-in on progress: Identify a date and time you'd like to check-in on your progress towards the plan you developed.

Date:

Time:

Location:

Student Name _____ Student ID# _____

Student Success Plan

CONGRATULATIONS!

You've successfully completed your success plan. The staff or faculty member who helped you to complete this plan will notify financial aid within **[insert timeframe here]** that you have successfully completed this document.

In the event financial aid has *not* been notified, please provide this **filled out and signed** page to **[INSERT FINANCIAL AID OFFICE INFORMATION HERE]**.

I, _____, completed the Student Success Plan with
[STAFF/FACULTY NAME]

_____ on _____ for the
purposes
[STUDENT NAME] **[DATE]**

of continuing or reinstating the student's Chafee grant eligibility.

Student Signature

Staff/Faculty Name and Title

Staff/Faculty Signature

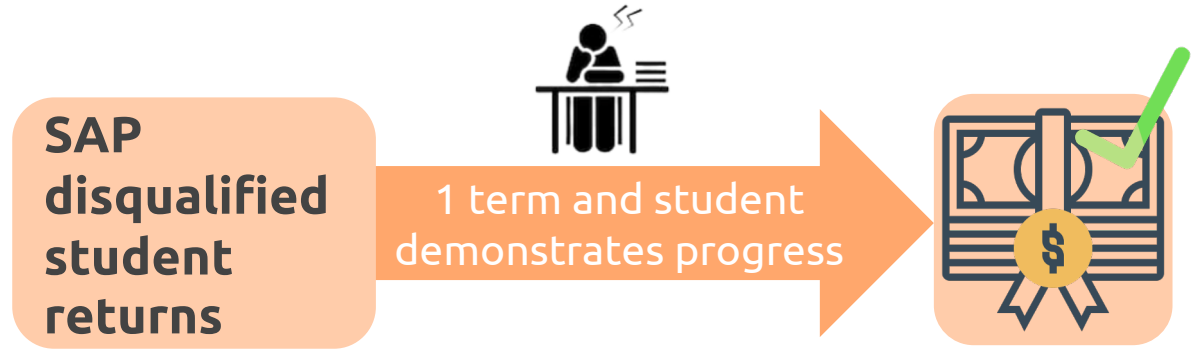
Staff/Faculty Phone Number

Student Name _____ Student ID# _____

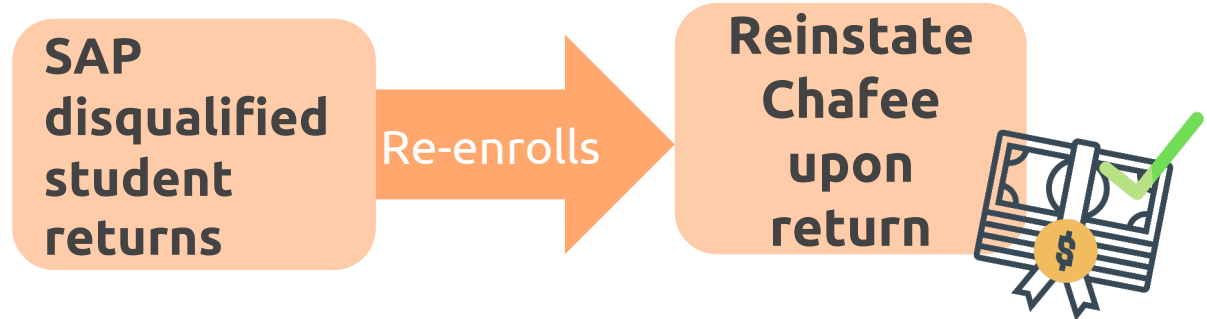
Provision 3

Returning students to regain eligibility for Chafee Grant

Old Process



New Process



Provision 4

Specifies new criteria for appealing the loss of a Chafee Grant

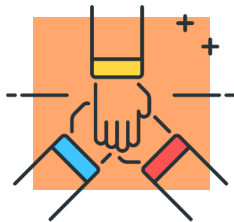
3 Ways to Appeal



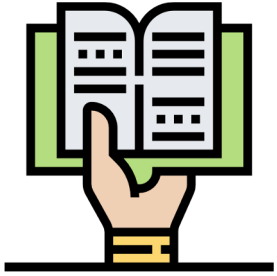
Student achieves a 2.0 in cumulative or during previous term



Extenuating circumstances that has been addressed



Engagement with a supportive program



Clear instructions on how to get assistance

Eliminate obstacles



Provide templates and examples

Ensure accessibility



Implementation
Recommendation

**Appealing the
loss of a
Chafee Grant**

Sample Chafee Appeal Form

Student Name _____ Student ID# _____

[Institution Name]

Chafee Grant Reinstatement Appeal Form

This document can be used to appeal the loss of a **Chafee grant only**. For information regarding how to appeal the loss of other forms of financial aid such as Pell grants or CalGrants, see **[insert campus-specific information]**.

State law requires that a student shall regain eligibility for the Chafee grant if one of the following applies:

- The student achieves either a 2.0 GPA during the previous term or a cumulative GPA of 2.0
- The student demonstrates the existence of an extenuating circumstance that impeded successful course completion in the past but that has since been addressed such that the student is likely to demonstrate satisfactory academic progress in the future.
- The student provides evidence of engagement with a supportive program, either on or off-campus, that is assisting the student to make continued academic progress

You only need to complete one of the sections below in order to qualify for reinstatement

Section 1

Did you achieve either a 2.0 GPA during the previous term or a cumulative GPA of 2.0?

YES NO

If yes, please attach documentation if required.

Section 2

Are you participating in a student services program on or off-campus that is assisting you to make continued progress towards your academic goals?

YES NO

If yes, please indicate the program you are engaged in and provide a signature and contact information for a staff or faculty member in the program.

- | | | |
|--|--|--|
| <input type="checkbox"/> Guardian Scholars Program | <input type="checkbox"/> EOPS/EOP | <input type="checkbox"/> [Insert Program Name] |
| <input type="checkbox"/> NextUp | <input type="checkbox"/> TRIO | <input type="checkbox"/> [Insert Program Name] |
| | <input type="checkbox"/> [Insert Program Name] | <input type="checkbox"/> Other: _____ |

Program Staff Member Name (printed): _____

Program Staff member Signature: _____

Program Staff member phone number: _____ e-mail: _____

Student Signature: _____

Section 3

Please check-off the circumstances beyond your control that prevented you from maintaining Satisfactory Academic Progress (SAP), that you have now addressed. As available, attach supporting documentation to your circumstances. **If you cannot provide documentation, please provide a written explanation below.** If you need additional space, attach typed sheets to this form.

- | | | |
|--|--|---|
| <input type="checkbox"/> Illness or hospitalization | <input type="checkbox"/> Lack of childcare | <input type="checkbox"/> Homelessness |
| <input type="checkbox"/> Mental health | <input type="checkbox"/> Legal challenges | <input type="checkbox"/> Loss of employment |
| <input type="checkbox"/> Inadequate access to transportation | <input type="checkbox"/> Inadequate access to disability services. | <input type="checkbox"/> Other _____ |
| | | _____ |
| | | _____ |

If you cannot provide documentation, please provide a written explanation below
If you need additional space, attached typed sheets to this form.

Student Signature: _____

Date: _____

Return this form and any additional documentation to [insert email here] or in-person at [insert financial aid office information here]

Two ways to Access Samples

jbaforyouth.org/sb-150-implementation

Toolkit



Senate Bill 150 Toolkit Expanding Chafee Grant Access

SB150 Webpage

SB 150 IMPLEMENTATION

Senate Bill 150 took effect on January 1, 2020. The new law allows foster youth who receive a Chafee Education and Training Voucher to continue to receive funds for up to two years before losing access based on satisfactory academic progress standards. Prior to SB 150, funds were lost after just one year. The Chafee ETV is the only financial aid source created specifically for current and former foster youth. It provides up to \$5,000 in financial aid each academic year to eligible foster youth.



SB 150 TOOLKIT

This toolkit is designed to assist college campuses to effectively implement and understand the new law. Items in the toolkit include Implementation recommendations, official bill language, frequently asked questions and sample forms for the Chafee grant appeal, student success plan and students services.



STUDENT SUCCESS PLAN

SB 150 requires that after two consecutive semesters or three consecutive quarters of not meeting SAP, students must meet with an appropriate staff member to develop a plan for improving academic progress or update an existing plan in order to continue to receive Chafee funds. This *Student Success Plan* template is a tool that students and staff can use to collaboratively create a *Student Success Plan*. This template can be modified to fit the needs of the institution.



SAP APPEAL FORM

This document can be used to appeal the loss of a Chafee grant only.



STUDENT SERVICES RESOURCES FLYER TEMPLATE

Under the provisions of Senate Bill 150, California Community Colleges and California State Universities must provide (and University of California campuses are requested to provide) all Chafee grant recipients, upon release of the first payment, with information regarding available support services on campus and the process for completing an educational plan. This template can serve as the basis for designing this document.



SB 150 FACT SHEET



CALIFORNIA STUDENT AID COMMISSION MEMO ON SB 150 IMPLEMENTATION

April 2020



SIERRA
COLLEGE

Britney Slate

New Policies at Sierra College

- All foster youth petitions/appeals go through the employee responsible for Chafee eligibility.
- Created new flow to share with all student services that simplifies (see Draft attachment)
- Created new Chafee Reinstatement Petition for those that have been denied financial aid but could still be eligible for Chafee
- Created new communications to students with resources

Campus Level Considerations

Challenge

New SAP Process
different than
federal/state regulations

Solution

One person responsible for all
processing of foster youth
documentation and create
simplified petition document
asking only what is needed for
the Chafee process.

New Reinstatement Petition

Chafee Reinstatement Petition Form



Sierra College Financial Aid Office 5100 Sierra College Blvd. Rocklin, CA 95677 (916) 660-7310

This form is used to request reinstatement of financial aid eligibility at Sierra College due to the failure to maintain Satisfactory Academic Progress. Sierra College's Satisfactory Academic Progress Policy for financial aid can be found at [SAP Policy](#). Please submit completed Chafee Reinstatement Petition Form and submit to the Financial Aid Office.

I. Student Information:

Starting Semester Requesting Chafee Reinstatement for: Fall Spring Summer _____

Name: _____
Last Name First M.I. Student ID#: _____

II. Instructions for Student:

1. Students must write a statement in the space provided clearly explaining any extenuating circumstances that led to failing to meet Satisfactory Academic Progress and documentation supporting this statement if necessary. Include resources you are currently utilizing or plan to utilize to ensure academic success in the upcoming semester.
 - a. Examples of documentation include: Doctor's statement regarding illness or, copy of a death certificate, obituary, or a program from the funeral for deaths.
2. Make an appointment with a Sierra College Counselor or Support Specialist to develop a current, complete, and attainable plan to be successful in your next semester.
3. Submit form to the Financial Aid Office at Sierra College for processing/review.

Please write statement here:

Student Signature

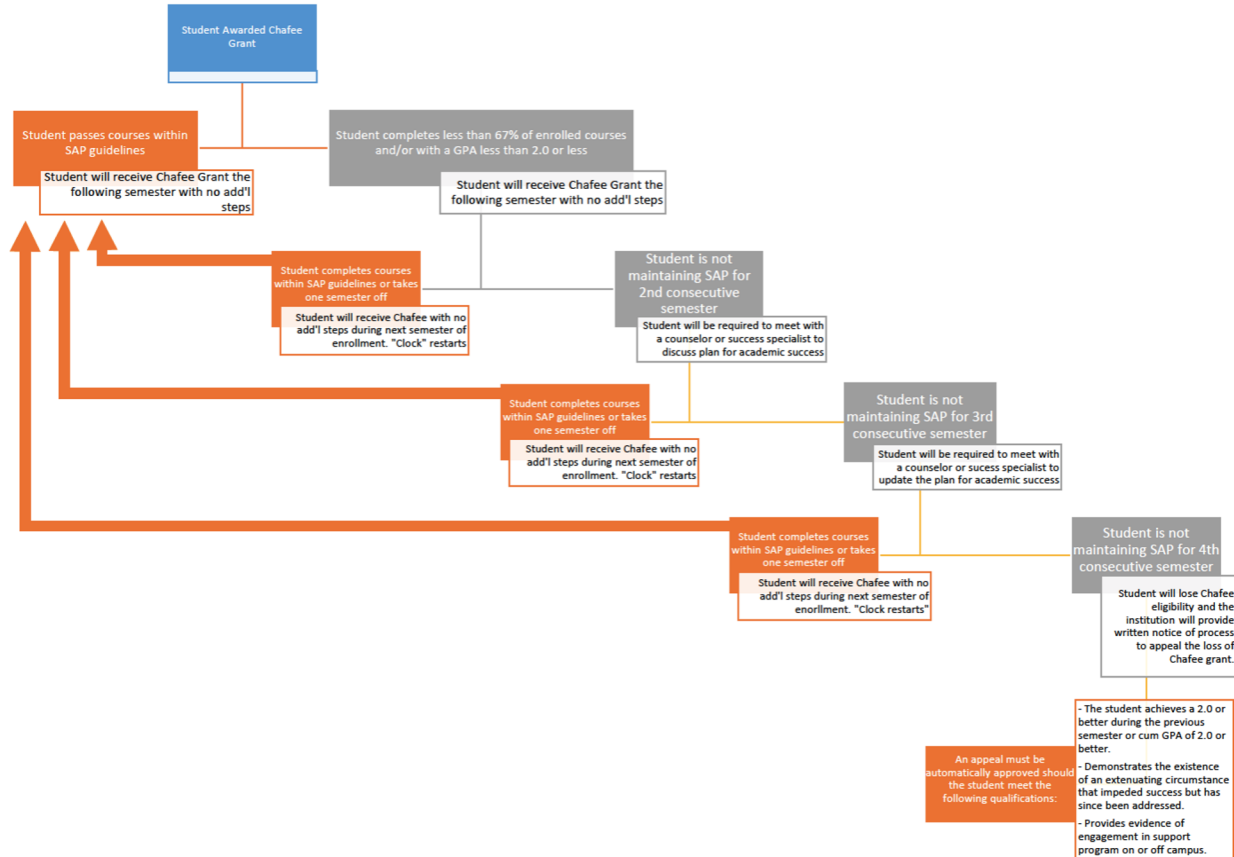
Staff/Faculty Signature

Date

Date

OFFICE USE ONLY: Approved Denied Petition# _____ Reviewed by _____

New Chafee Procedures



Communicating to Students

Challenge

Effective and clear communication to students

Solution

Communication was direct, clear, and include what was meaningful to the students on our campus. Included resources that are most often asked about or discussed by our students.

New Chafee Grant Procedures

New communication for services that will be sent at first payment for Rocklin students:

Hello Chafee Student,

You have been awarded the Chafee Grant by the California Student Aid Commission based on your foster youth status and financial need determined by the FAFSA. Your grant is disbursed through paper check which can be picked up after seeing Britney Slates in the EOPS office also in the Winstead Center. You are eligible to receive your Chafee check if you are:

- Enrolled in 6+ units in the current semester
- Required financial aid verification is complete

As a student that has experience in the foster care system you are also invited to consider participating in additional support services including:

- NextUp and Guardian Scholars Program the Winstead Center, room L-141
- Disabled Students Programs and Services, room L-141
- Tutoring center in the library, room LR 402
- Math tutoring in the Math Center, room V 329
- Student Engagement Centers: Cross Cultural Center (room K-1), Pride Center (room I-4), and the Women & Gender Resource Center (room I-1A)

For any additional questions about any of the services provided or about you Chafee Grant please feel free to contact me by responding to this email or at (916) 660-7543.

Thank you,

New communication for termination of Chafee Grant to be sent to students after 4 consecutive semesters of failing to meet SAP guidelines:

Hello Chafee Student,

In order to maintain Satisfactory Academic Progress (SAP) you must meet all three standards below:

- Meeting a minimum grade point average (GPA) per semester and minimum cumulative GPA of 2.0
- Earn a minimum of 67% of units per semester and overall (pace of progression)
- Complete the degree objective with a maximum number of units (maximum time-frame allowance)

Our records indicate you are not meeting one of these standards and have lost your eligibility to receive the Chafee Grant for the XX semester. You have opportunity to appeal this status by completing the Reinstatement Petition attached to this email. Please make sure to include in your statement if you are participating in a support program either on or off campus.

For any additional questions about any of the services provided or about you Chafee Grant please feel free to contact me by responding to this email or at (916) 660-7543.

Thank you,

SB150 Toolkit

Implementation
Recommendations

Sample Forms

Detailed FAQ

[jbaforyouth.org/
sb-150-implementation](https://jbaforyouth.org/sb-150-implementation)



Senate Bill 150 Toolkit

Expanding Chafee Grant Access

April 2020



Technical Assistance is Available

Customize Policies

Train Staff

Review Forms

Open to college and university
staff members



Senate Bill 150 Technical Assistance
Interest Form

bit.ly/2KDkPzd

Q&A

Enter questions on your screen now

Click the “*questions*” arrow

Type your question and **click** “*send.*”



A screenshot of the GoToWebinar interface. The top panel is titled 'Audio' and includes a 'Sound Check' button. It shows 'Computer audio' selected over 'Phone call'. A microphone icon is labeled 'MUTED'. Below this, there are dropdown menus for 'Transmit (2- Plantronics Savi 7xx)' and 'Speakers (2- Plantronics Savi 7xx)'. The volume level is shown as a series of green bars. The bottom panel is titled 'Questions' and features a large text input area with the placeholder text '[Enter a question for staff]'. A 'Send' button is located at the bottom right of this panel. At the very bottom of the interface, it displays 'Webinar Now' with the ID '200-167-467' and the GoToWebinar logo.

THANK YOU

Tia Holiday
Education Program Manager
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