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 jbaforyouth.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

Santiago Morales
Chafee ETV, Specialized Unit

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
Chafee Grant Updates

CALIFORNIA CHAFEE GRANT FOR FOSTER YOUTH
Free Money for Foster Youth for College or Career Training

What is Chafee?
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 2**
Requires colleges to notify students of available support services

**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 4**
Returning students regain eligibility for Chafee grant

**Provision 5**
Criteria for appeal for the loss of a Chafee grant
Current Chafee grant disbursement leads to delays in financial aid to students.

**Current Process:**

- CSAC Awards Chafee Grants
- Approx. ½ 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 \textit{significantly} more likely than other students to \textit{not} make SAP.
Estimated Impact of SAP on Financial Aid

<table>
<thead>
<tr>
<th>Foster Status</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster</td>
<td>64.8%</td>
</tr>
<tr>
<td>Non-Foster</td>
<td>42.1%</td>
</tr>
</tbody>
</table>

Foster Youth are struggling their first term.

First term of not earning at least a 2.0 GPA
Why?

- Confusion about SAP requirements
- Longer time to develop study skills
- Lack of adult support
- Drop deadline confusion
- Crisis related to foster care experience
Provision 2:
Students receive Chafee Grant for 4 semesters (5 quarters) before losing grant due to not meeting Satisfactory Academic Progress (SAP).

Before SB150:
- Failure to Meet SAP for 1 Year.

*New Requirement*:
- Failure to Meet SAP for 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.
<table>
<thead>
<tr>
<th>Foster Youth Liaison</th>
<th>EOP/EOPS Counselor</th>
<th>NextUp Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled Student Program Counselor</td>
<td>Foster Youth Program staff member</td>
<td>Appropriate adviser</td>
</tr>
</tbody>
</table>
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
**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.

<table>
<thead>
<tr>
<th>Academic Counseling + Support:</th>
<th>Additional Campus Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Center</td>
<td>Campus career center</td>
</tr>
<tr>
<td>Learning Community programs</td>
<td>Student leadership program</td>
</tr>
<tr>
<td>Major-specific mentoring programs</td>
<td>Homeless student liaison</td>
</tr>
<tr>
<td>Laptop/textbook loan programs</td>
<td>Childcare centers/resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Support Resources:</th>
<th>Community Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIO</td>
<td>Housing programs</td>
</tr>
<tr>
<td>Peer mentoring programs</td>
<td>Independent Living Program (ILP)</td>
</tr>
<tr>
<td>DREAM center</td>
<td>Off-campus food pantries and benefits assistance</td>
</tr>
<tr>
<td>LGBTQI center</td>
<td>Legal services</td>
</tr>
<tr>
<td>Multi-cultural center</td>
<td>GED testing and tutoring</td>
</tr>
<tr>
<td>Cultural identity programs (e.g. Puente, Umoja)</td>
<td></td>
</tr>
<tr>
<td>Parenting student programs</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>FOSTER YOUTH SUPPORT PROGRAM</th>
<th>TUTORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Program name]</td>
<td>[Program name]</td>
</tr>
<tr>
<td>[Program location]</td>
<td>[Program location]</td>
</tr>
<tr>
<td>[Contact person]</td>
<td>[Contact person]</td>
</tr>
<tr>
<td>[Contact information]</td>
<td>[Contact information]</td>
</tr>
<tr>
<td>[Website]</td>
<td>[Website]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EOP/EOPS</th>
<th>DISABLED STUDENT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Program name]</td>
<td>[Program name]</td>
</tr>
<tr>
<td>[Program location]</td>
<td>[Program location]</td>
</tr>
<tr>
<td>[Contact person]</td>
<td>[Contact person]</td>
</tr>
<tr>
<td>[Contact information]</td>
<td>[Contact information]</td>
</tr>
<tr>
<td>[Website]</td>
<td>[Website]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BASIC NEEDS (FOOD AND HOUSING)</th>
<th>ACADEMIC COUNSELING &amp; SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Program name]</td>
<td>[Program name]</td>
</tr>
<tr>
<td>[Program location]</td>
<td>[Program location]</td>
</tr>
<tr>
<td>[Contact person]</td>
<td>[Contact person]</td>
</tr>
<tr>
<td>[Contact information]</td>
<td>[Contact information]</td>
</tr>
<tr>
<td>[Website]</td>
<td>[Website]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL AND MENTAL HEALTH</th>
<th>STUDENT SUPPORT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Program name]</td>
<td>[Program name]</td>
</tr>
<tr>
<td>[Program location]</td>
<td>[Program location]</td>
</tr>
<tr>
<td>[Contact person]</td>
<td>[Contact person]</td>
</tr>
<tr>
<td>[Contact information]</td>
<td>[Contact information]</td>
</tr>
<tr>
<td>[Website]</td>
<td>[Website]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL CAMPUS RESOURCES</th>
<th>COMMUNITY RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Program name]</td>
<td>[Program name]</td>
</tr>
<tr>
<td>[Program location]</td>
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</tr>
<tr>
<td>[Contact person]</td>
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<tr>
<td>[Contact information]</td>
<td>[Contact information]</td>
</tr>
<tr>
<td>[Website]</td>
<td>[Website]</td>
</tr>
</tbody>
</table>
**Implementation Recommendation**

- Address academic & socio-emotional obstacles
- Provide staff training
- Ensure student privacy

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 can they 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 sfaforyouth.org/10-150-32 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 4 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.

Page 2

Page 4

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).

- [insert program or individual name and contact information]
- [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.
# Sample 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.

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

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

## 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.

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>What will I do to overcome this obstacle?</th>
<th>What are the potential challenges to overcome this obstacle?</th>
<th>Strategies to overcome challenges (identify at least 2 strategies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: I’m having transportation issues and can’t get to campus on a regular basis.</td>
<td>Example: Work with my foster youth support program to get a bus pass.</td>
<td>Example: I don’t know the bus schedule.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Obstacle 1:**

**Obstacle 2:**

**Obstacle 3:**
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:**

- [ ] [insert resource name here]
- [ ] [insert resource name here]
- [ ] [insert resource name here]
- [ ] [insert resource name here]
- [ ] [insert resource name here]
- [ ] [insert resource name here]
- [ ] [insert resource name here]
- [ ] [insert resource name here]
- [ ] [insert resource name here]
- [ ] [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:**

---

**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, [STUDENT NAME], completed the Student Success Plan with [STAFF/FACULTY NAME] on [DATE] for the purposes of continuing or reinstating the student's Chafee grant eligibility.

---

Student Signature

Staff/Faculty Name and Title

Staff/Faculty Signature

Staff/Faculty Phone Number
Provision 3

Returning students to regain eligibility for Chafee Grant

Old Process

SAP disqualified student returns

1 term and student demonstrates progress

New Process*

SAP disqualified student returns

Re-enrolls

Reinstate Chafee upon return
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 Cal Grants, see [insert campus-specific information].

State law requires that a student shall retain 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.

☐ Guardian Scholars Program  ☐ EOPS/EOP  ☐ [Insert Program Name]
☐ NextUp  ☐ TRIO  ☐ [Insert Program Name]
☐ Other: __________________________

Program Staff Member Name (printed): __________________________
Program Staff member Signature: __________________________
Program Staff member phone number: __________________________ e-mail: __________________________
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

SB150 Webpage

SB 150 IMPLEMENTATION

Senate Bill 150 took effect on January 1, 2020. The law allows foster youth who receive a CalWorks 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. This Change 6.V in the only financial aid source created specifically for former and 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 colleges campuses to effectively implement and understand the new law. Items in the toolkit include Implementation recommendations, effective bill language, frequently asked questions and sample forms for the Chafee grant appeal, student success plan and student services.

STUDENT SUCCESS PLAN
SB 150 requires that after two consecutive semesters or three consecutive quarters of not meeting EAP, students must meet with an appropriate staff member to develop a plan for improving academic progress or updates 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.
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
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 your 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 your 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

jbaforourth.org/sb-150-implementation
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
Enter questions on your screen now

Click the “questions” arrow

Type your question and click “send.”
THANK YOU

Tia Holiday
Education Program Manager
tia@jbay.org