



**Unlocking Potential: Strengthening the Chafee Education and Training
Voucher Program for Students with Experience in Foster Care (SEFC)**





- ❖ *Presenter and Lead author-* Lori Tiller, Public Service Faculty, J.W. Fanning Institute for Leadership Development UGA
- ❖ *Presenter and Co-author-*Debbie Raucher, MSW, John Burton Advocates for Youth, Director of Education
- ❖ *Moderator-*Maddy Day, MSW, Proprietor & Senior Consultant, Maddy Day LLC & Associates
- ❖ *Presenter and FAAN Project Assistant,* Bri Lee



Acknowledgments:

- **Annie E. Casey Foundation**
- **Stuart Foundation**
- **Walter S. Johnson Foundation**



Introducing Bri Lee



Website Review

What does a young person want to see and receive from an ETV website?



Youth-friendly design.

Offers videos with helpful tips for applying to college.

Provides information on what happens after you apply.

A portal allows students to check their application status.

A single application is used for both ETV and the state's Tuition Waiver program.

Offers "Chafee/ETV success stories," which allow young people to learn about others who have utilized the funds.

Flyer offers information in a quick, easy-to-read document.

Breaks down what Chafee/ETV funds can be used for.





Findings

Methodology

Website scan of all 50 states and the District of Columbia

- [FosterClub](#)
- [Child Welfare Information Gateway](#)
- [The University of Washington](#)

Survey distributed to all ETV state level contacts

- Sent to 117 individuals across all 50 states
- 3 reminders sent
- Yielded 24 state responses

Finding (1)

	Number	Percent
State child welfare agency	25	49%
Other state agency	7	14%
Foster Care to Success (FCS)	6	12%
Independent/outside organization	13	25%

**MANAGEMENT
OF ETV
PROGRAMS
VARIES
WIDELY BY
STATE**

Finding (2)

THIRTY PERCENT OF STATES LACKED CLEAR INFORMATION OR HAD NO INFORMATION ON THEIR WEBSITES.

While most sites (70%) were found to be either *clear* or *very clear*, close to a third have significant room for improvement

Very clear	25%
Clear	45%
Unclear	24%
No info	6%



Finding (3)

**MANY STATES IMPOSE BARRIERS TO
ACCESS BEYOND FEDERAL ELIGIBILITY
REQUIREMENTS.**

Finding (3)

- Requiring a minimum duration of time in care; this included requirements of at least 30 days in care, six months or 12 months.
- Narrower criteria for age in care, for example, a requirement that a youth was in care after the age of 16 rather than 14.
- Must have a high-school diploma or GED.
- Not be in default on a federal student loan or owe a refund on other Title IV aid.
- Completion of an interview or orientation session with the ETV administering entity.
- Resident and/or US citizen.
- Submission of an application that includes required essay questions.
- Requirements to apply for private scholarships as a condition of receiving ETV.



Finding (4)

STRINGENT ACADEMIC REQUIREMENTS MAY LIMIT ETV USAGE.

Student maintains SAP as defined by their institution	31%
Student maintains a 2.0 GPA	12%
Other (most often indicated as "progress towards a degree" without specific details)	22%
No information posted on website on academic progress or grade requirements to maintain ETV	35%

“One-third of SEFC students do not meet their institutions SAP standards”

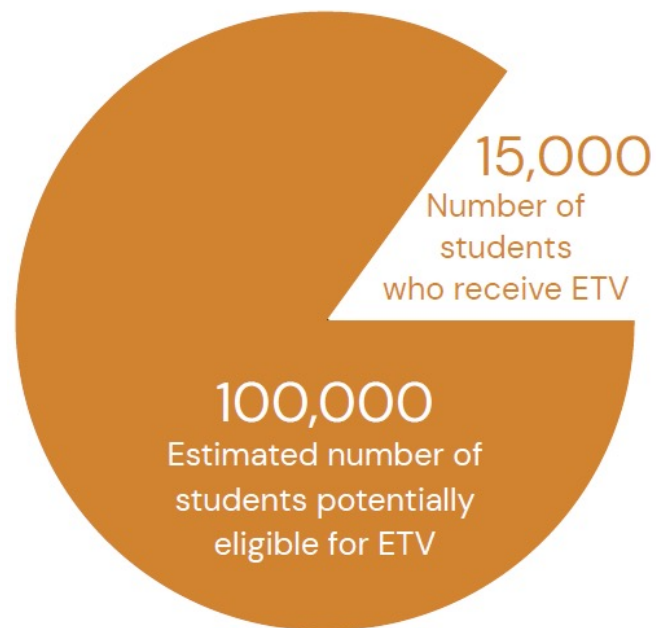


Finding (5)

MORE THAN HALF OF STATES REQUIRE STUDENTS TO VERIFY EXPENSES AS A CONDITION OF PAYMENT.

Finding (6)

A DISCONNECT EXISTS BETWEEN STATES' PERCEPTION OF THEIR ABILITY TO MEET LOCAL NEED AND THE NUMBER OF STUDENTS WHO DO NOT RECEIVE FUNDING.





Finding (7)

**MANY STATES LINK ETV FUNDING TO
ADDITIONAL STUDENT SUPPORTS.**



Recommendations



State Recommendations



Align distribution mechanism with other federal aid.

Action: *States should align the distribution mechanism to that used for the Pell Grant program.*

Remove eligibility barriers.

Action: *States should eliminate eligibility restrictions beyond those articulated in federal laws and regulations.*

State Recommendations

Maximize outreach and awareness.

Action: States should connect with statewide and local community-based organizations CBO's.

Revise academic progress requirements.

Action: States should create flexible standards on academic standing before SEFC students lose access to ETV grants.



Federal Recommendations



Address funding shortfalls.

Action: Increase the program funding level to \$100 million annually.

Align limitations on award amounts to need.

Action: Raise the maximum award amount to \$12,000.

Federal Recommendations

Create rules that promote greater consistency across states.

Action: *Enact new rules that align more closely to Pell Grant standards.*

Create a more flexible academic progress standard.

Action: *Create a federal standard that allows SEFC students to receive funds for two years after developing a plan to improve academic progress.*



Federal Recommendations

Ensure accountability.

Action: *Require all jurisdictions that receive ETV allocations to provide additional metrics to the Children's Bureau to be made publicly available:*



Build a community of practice for ETV administrators both inside and outside child welfare.

Action: *Explore opportunities for convening state ETV administrators to come together and share their knowledge and expertise.*



Concluding Thoughts





Questions





Acknowledgments:

- Annie E. Casey Foundation
- Stuart Foundation
- Walter S. Johnson Foundation

Contact Information:

- ❖ Lori Tiller lrt@fanning.uga.edu
- ❖ Maddy Day maddy@maddyday.com
- ❖ Debbie Raucher debbie@jbay.org
- ❖ Bri Lee simmonsabri45@gmail.com

