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Introduction

While California's foster care system has made important strides in recent years for older youth, one area where it continues to struggle is post-secondary achievement. In California, foster youth are 29 percent less likely than non-foster youth to persist at least one year in community college. By age 26, just four percent of former foster youth have obtained a 4-year degree, compared to 36 percent of same-age young adults.

Without a college degree, foster youth have a much lower likelihood of long-term economic security. The median weekly earnings of an individual with a bachelor's degree are almost double those of a worker with only a high-school diploma. Opportunities for individuals without some form of post-secondary credential continue to diminish over time. Between 2008 and 2016 the U.S. economy lost 5.6 million jobs that require only a high school diploma or less while gaining 9.7 million jobs requiring a post-secondary credential.

Evidence shows that receiving financial aid is a strong predictor of degree attainment, positively impacting grade point average, transfer rates, and undergraduate degree attainment. Foster youth, however, are losing access to financial aid at alarming numbers as a result of falling short on progress standards required to maintain access to financial aid. A review of data from the California Community College system found that close to 65% of foster youth did not meet one of the criteria necessary to maintain financial aid, and that students were overwhelmingly likely to struggle in their first term of enrollment. Without access to financial aid, remaining in college becomes extraordinarily difficult for these students.

Satisfactory Academic Progress (SAP)

To remain eligible for federal and state financial aid including grants, work-study, and student loans, college students must make "satisfactory academic progress" towards their desired degree or certificate. Colleges and universities eligible to receive federal financial aid funding are required to develop comprehensive policies that describe the criteria for maintaining financial aid. These policies are referred to as *Satisfactory Academic Progress (SAP)* policies.

SAP policies can vary by campus, but federal law dictates that policies include the following elements:

- **GPA Requirement:** This element requires students to maintain a minimum grade point average (GPA). The required GPA is set by the individual institution and is typically set at 2.0 or above. If a student is enrolled in an educational program of more than two academic years, the policy must specify that at the end of the second academic year, the student must have a GPA of 2.0 or above.
- **Progress Requirement:** This element requires students to make progress toward their degree by completing a minimum percentage of attempted units. This percentage is set by the individual institution; it is commonly 67 percent.

- **Maximum Number of Attempted Units:** This element requires students to complete their degree within a maximum number of attempted units defined as 150 percent of the published length of the program.

Chafee Education and Training Voucher

The Chafee Education and Training Voucher, or Chafee grant, is a program of the California Department of Social Services that is administered by the California Student Aid Commission. The program provides financial assistance for current and former foster youth attending college. Students who were in foster care after the age of 16 can receive up to \$5000 annually for up to five years or until age 26 while enrolled in a post-secondary education or training program. The program is funded through a combination of state and federal funds.

Senate Bill 150 (SB 150)

As the Chafee grant program is a social services program rather than a financial aid program, states have flexibility when defining academic progress standards for these funds. Senate Bill 150 was signed by the Governor in October 2019 and took effect as of January 1, 2020. The law allows students to receive Chafee grants for four consecutive semesters (or 5 consecutive quarters) before losing the grant due to not making Satisfactory Academic Progress (SAP) rather than the one-year time frame used for most other sources of financial aid. Colleges are responsible for implementing this provision by adapting their SAP policies accordingly. In addition, SB 150 requires that:

- California Community Colleges (CCC) and California State Universities (CSU) must provide, and University of California (UC) 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.
- 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 receive Chafee funds. A student who continues to not make SAP for an additional term must meet with an appropriate staff member to update their plan in order to continue to receive Chafee funds.
- Returning students who have been disenrolled for at least one term regain eligibility for the Chafee grant.



Fails to make SAP for 2 semesters or 3 quarters

Must **complete plan** for improving academic progress to maintain eligibility



Fails to make SAP for an additional term

Must **update plan** for improving academic progress to maintain eligibility



Fails to make SAP for additional term (total of 4 semesters or 5 quarters)

Loses eligibility, but **may appeal**

- Campuses must offer a specific appeals process for students who have lost the Chafee grant due to not making SAP and must inform students in writing of their option to appeal.
- Students may appeal the loss of the grant in any subsequent term. An institution must reinstate a student's Chafee grant eligibility 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, even if the student did not meet the institution's satisfactory academic progress policy requirements.
 - 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.

The complete text of the law can be found in [Appendix 1](#) of this document.

Implementing SB 150

SB 150 creates a new set of standards for the Chafee grant program that are distinct from other state and federal financial aid programs. As such, developing new policies and procedures to reflect these standards along with providing training for campus staff is necessary. This section outlines various considerations institutions should take into account to successfully implement each provision included in SB 150 and reduce obstacles foster youth may face when navigating these processes.

Upon the release of the first payment, colleges must provide all Chafee grant recipients with information regarding available support services on campus and the process for completing an educational plan.

1. Campuses should prepare an easy-to-read, student-friendly flyer that provides a comprehensive list of relevant support services that includes a brief description of each service. This should be provided to each grant recipient along with their initial payment. While not required by law, campuses may want to consider providing this resource flyer with each disbursement.
2. Campuses should consider campus support services beyond foster youth programs. While services may vary depending on campus availability, services and programs can include:
 - ⇒ Student services programs (TRIO, EOPS, EOP, etc.)
 - ⇒ Basic needs centers and food pantries
 - ⇒ Childcare resources
 - ⇒ Transportation assistance
 - ⇒ Mental health services
 - ⇒ Legal services
 - ⇒ Academic support services and tutoring
 - ⇒ Disability services
 - ⇒ Cultural and identity-based programs (Puente, Umoja, LGBTQI Centers, etc.)
 - ⇒ Career Services

A sample flyer is included in *Appendix 2* of this document and an editable version is available at jbaforoyouth.org/sb-150-2.

3. The flyer should include contact information and campus locations for each listed service and should be reviewed prior to the start of each academic term for accuracy.
4. The flyer should include information that clearly explains the steps to creating an educational plan.
5. The flyer should be made available in both physical and electronic form.

If a student fails to demonstrate SAP, as defined by the institution where the student is enrolled, for *two consecutive semesters (or equivalent enrollment)* the student may continue to receive a Chafee grant but must meet with an appropriate college staff member to develop a plan for improving academic progress in order to receive their remaining Chafee grant funds.

1. Per statute, individuals who can develop the plan include “an academic counselor, a Homeless and Foster Student Liaison, and Extended Opportunity Programs and Services (EOPS) counselor, a Cooperating Agencies Foster Youth Educational Support (CAFYES) Program counselor, a Disabled Student Programs and Services counselor, another campus-based foster youth support program staff member, or another appropriate adviser”
2. While the plan for improving academic progress should include a traditional educational plan, if one does not already exist, it should not be limited to course planning. The plan can and should also include a discussion of non-academic obstacles that may have prevented the student from making SAP, solutions to overcome those obstacles and campus resources the student will take advantage of to continue to improve academic progress. For example, a plan may address basic needs insecurity, obtaining mental health support, linkages to tutoring, etc. As institutions identify the appropriate staff members to play this role, it is important to consider which staff have the capacity to have holistic conversations around the student’s academic progress beyond traditional course planning.
3. Where foster youth specific programs exist, these are most likely going to be the most appropriate resource for plan development. Should an institution identify individuals outside of a campus foster youth support program to play this role, professional development training should be available for campus staff around

A sample template for creating a plan to improve academic progress is included in *Appendix 3* of this document and an editable version is available at jbaforyouth.org/sb-150-2.

the unique challenges that foster youth may face. Such training can include how to utilize trauma-informed practices, case management strategies such as motivational interviewing, and Mental Health First Aid.

4. Protocols developed should ensure the student's privacy. Students creating plans to improve academic progress may identify barriers that are personal and only the satisfaction of the requirement to complete a plan should be communicated to the financial aid office, not the details of the plan itself. Processes to accomplish this could include:
 - ⇒ Utilizing campus internal communication and data management systems (such as PeopleSoft, Salesforce or Apricot) to notify the financial aid office that the student has satisfied the requirement to have their Chafee grant released.
 - ⇒ Developing a form that students can present to the financial aid office upon satisfying the requirement to create a plan to improve academic progress.

A student who loses eligibility may appeal the loss of the Chafee grant during any subsequent semester or quarter following the loss of eligibility. An institution shall provide a student written notice of the process for appealing the loss of a Chafee grant, regardless of whether the institution offers an appeals process for loss of other forms of financial aid.

1. Institutions updating their Chafee SAP appeals processes must include the following three provisions as basis for a successful appeal in their policy:
 - ⇒ The student achieves either a 2.0 GPA during the previous semester or quarter, or other applicable term, or a cumulative GPA of 2.0, even if the student did not meet the institution's satisfactory academic progress policy requirements.
 - ⇒ 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.
2. Students should have clear and easy-to-navigate instructions about how to complete the appeals process, including information on programs or individuals who can support them to complete the appeals process.

3. Institutions should ensure that Chafee SAP appeal forms and instructions are as streamlined and accessible as possible. Examples of how an appeals process can eliminate obstacles for students include:

- ⇒ Allowing students to turn in appeal forms and materials either as hard copies or electronically.
- ⇒ Eliminating the requirement for wet signatures on forms and allowing students to turn forms in with electronic signatures.
- ⇒ Providing electronic forms that are easily editable on any electronic device.
- ⇒ Ensuring all electronic forms are ADA compliant and accessible for students with disabilities.
- ⇒ Ensuring the form and instructions are easily downloadable from the institutional website.
- ⇒ Allowing students to self-certify their extenuating circumstances without requiring written narratives.
- ⇒ If institutions require narratives, providing examples and templates for students to review and complete.
- ⇒ Ensuring all financial aid and student services staff, including student assistants, are regularly trained on the Chafee SAP appeals process and how it differs from the standard SAP appeals process.
- ⇒ Providing short video tutorials (*3 minutes or less*) on the institutional website on how to complete the form and the appeals process.
- ⇒ Not requiring students to complete a form if they have demonstrated a 2.0 GPA during the previous semester or quarter or a cumulative 2.0 GPA. Per statute, foster youth who meet this requirement should have their Chafee grant automatically reinstated.

A sample appeals form template is included in *Appendix 4* of this document and an editable version is available at jbaforyouth.org/sb-150-2.

A student who loses Chafee eligibility by not demonstrating satisfactory academic progress and subsequently is not enrolled for one or more semester or quarter, or another applicable term or terms, shall be eligible for a Chafee grant upon re-enrollment at a qualifying institution.

1. Chafee grant funds must be provided during the first term of reenrollment. Students cannot be required to complete a term and/or meet minimum progress standards in order to receive funds.
2. Institutions with stop-out or leave of absence policies should reinstate a student's Chafee grant eligibility when the student re-enrolls at the institution.

3. All financial aid and student services staff should be trained on this provision to ensure consistent implementation.

Financial aid offices should run reports to identify students who were not eligible for the Chafee Grant prior to the implementation of SB 150, who now re-qualify and notify them that they are now re-eligible for the Chafee Grant.

1. During the first year of implementation, there may be students who were disqualified from receiving the Chafee grant who are now eligible under the new rules. Colleges should assess which students may be newly qualified and reinstate funding.
2. In some cases, students may be required to appeal in order to reinstate funds. In other cases, however, these funds should be automatically reinstated if the student has not met the criteria of not meeting SAP for four consecutive semesters or equivalent.

SB150 Sample Forms



To review a sample **Student Services Resource** flyer, see [Appendix 2](#).



To review a sample **Student Success Plan** form, see [Appendix 3](#).



To review a sample **Chafee Grant Appeal form**, see [Appendix 4](#).

All sample forms are available to download at jbaforyouth.org/sb-150-2.

Frequently Asked Questions

The Frequently Asked Questions section was created to provide institutions and professionals general answers to commonly asked questions regarding SB 150.

GENERAL INFORMATION

Q: What does SB 150 require colleges to do?

A: SB 150 allow students to receive Chafee grants for up to two years before losing the grant due to not making Satisfactory Academic Progress (SAP). Colleges are responsible for implementing this provision by adapting their SAP policies accordingly. In addition, SB 150 requires that:

- CCCs and CSUs must provide (and UCs are requested to provide) all recipients, upon release of the first payment, with information regarding available support services on campus and the process for completing an educational plan.
- After one year 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 receive Chafee funds.
- Returning students who have been disenrolled for at least one term regain eligibility for Chafee grant.
- Campuses must offer a specific appeals process for students who have lost the Chafee grant due to not making SAP.

Q: What does the new appeals process require?

A: Campuses must inform students of their option to appeal and provide written notice of the process. Students may appeal the loss of the grant in any subsequent term. Per statute, an “institution shall automatically reinstate a student’s Chafee grant eligibility if one of the following applies:

- The student achieves either a 2.0 GPA during the previous semester or quarter, or other applicable term, or a cumulative GPA of 2.0, even if the student did not meet the institution’s satisfactory academic progress policy requirements.
- 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.”

Q: When do the new SAP provisions go into effect?

A: These provisions took effect on January 1, 2020.

Q: Other than the Chafee Grant, do the new SAP provisions apply to any other types of federal or state grants?

A: No.

Q: Do the new SAP provisions apply to all types of institutions (CC, CSU, UC, and private)?

A: Yes, these provisions apply to all institutions. The one exception is that only CCs and CSUs are required to provide information about available services with the first Chafee payment.

ELIGIBILITY

Q: Would a student on SAP disqualification prior to January 1, 2020 now re-qualify under the new criteria to receive a Chafee grant?

A: If the student has not made SAP for fewer than four consecutive semesters or five consecutive quarters, their Chafee grant should be reinstated once they have completed a plan as required in the law. If the student has not made SAP for four consecutive semesters or five consecutive quarters or more, they must be provided the opportunity to appeal to have the grant reinstated.

Q: Do the new SAP provisions only apply to first-year Chafee grant recipients?

A: No. The provisions apply to any Chafee grant recipients who meet the eligibility criteria and are enrolled in a post-secondary institution that is eligible to receive Chafee payments.

Q: Can Chafee recipients only receive their payment for one term if they return after a period of disenrollment?

A: No. Chafee recipients who have lost eligibility and subsequently re-enroll after at least one term of disenrollment can continue to receive the grant as long as they continue to meet the eligibility criteria.

Q: If a student does not make SAP for two semesters, then does make SAP in the third semester, does the clock reset on their SAP status?

A: Yes, the clock resets after any term where SAP is made, as the loss of the grant is based on consecutive terms.

Q: If a student does not make SAP after four consecutive semesters (or five quarters), do I then have the student complete an appeal to be eligible to receive their Chafee funds in the subsequent term?

A: Yes. While the student loses eligibility due to not making SAP, the student has the right to appeal the loss of their Chafee funds.

Q: If a student attending a CSU is not enrolled for one semester or more because they stopped-out or took a leave of absence (while maintaining their admissions status), would this constitute a “break” in enrollment and would the student be eligible to receive their Chafee payment when they re-enroll in the subsequent semester?

A: By definition, a student on stop-out or leave of absence status is not enrolled in courses at the institution. Per the statute, “A student who loses Chafee eligibility by not demonstrating satisfactory academic progress and subsequently is not enrolled for one or more semesters or quarters, or another applicable term or terms, shall be eligible for a Chafee grant upon enrollment at a qualifying institution.” Therefore, when the student re-enrolls at the institution, they will be eligible to receive their Chafee grant.

Q: If a student is ineligible for Title IV funds due to not meeting SAP, but is eligible for Chafee, are they required to complete the verification process to be eligible for Chafee?

A: No, they are not required to complete the verification process.

PLAN FOR IMPROVING ACADEMIC PROGRESS

Q: Does the plan that gets created have to be a Student Education Plan (SEP) created by a certified academic counselor?

A: No, the plan does not need to be created by an academic counselor. Per the language in statute, the student must “develop a plan for improving academic progress” and this can be done by an “academic counselor, a Homeless and Foster Student Liaison, an EOPS counselor, a NextUp counselor, a DSPS counselor, or another campus-based foster youth support program staff member, or another appropriate adviser.” The plan may include items beyond those available from an academic counselor, such as a plan for accessing mental health support or other services. If the student does not already have a SEP in place, the plan for improving progress should include meeting with an academic counselor to complete an SEP.

Q: Is there any guidance regarding what the plan for improving academic progress should include?

A: The staff person has discretion to create a plan that meets the needs of the student. There are numerous reasons why a foster youth student may not be meeting the institution’s SAP requirements. The campus personnel completing the plan with the student should address the academic, socioemotional or other factors that are contributing to the student’s lack of academic success. Staff should provide concrete action steps to overcome any barriers.

For example, if a student demonstrates they are not confident in a core subject such as math or English, create a realistic plan to attend tutoring regularly and utilize additional campus support services and resources.

A template that can be used to guide campus personnel can be found at jbaforyouth.org/sb-150-2/.

Q: Does there need to be a unique appeals process for the Chafee grant separate from the institution's existing financial aid appeal process?

A: The new requirements may exist as a separate process or be incorporated into an institution's existing process. The specific criteria that qualify a student for reinstatement of the Chafee grant, as required by law, must be included in the policy.

Q: If a student changes schools, does their SAP status follow them to the new school?

A: This can vary depending on the campus. A student should inquire with the financial office at the college that they plan to attend as to whether the college requires the submission of transcripts from prior institutions.

WEBGRANTS

Q: If a student was disqualified based on SAP during the Fall term but will be receiving the grant for the subsequent Spring term under the new eligibility, how is that indicated in WebGrants?

A: On the Chafee eligibility screen, you should uncheck the box that previously specified ineligibility based on SAP status in order to reinstate the grant for the Spring term. *(Note: This screen currently allows staff to specify eligibility status for an entire academic year only, but CSAC is considering a modification to allow for individual term eligibility)*

Q: Will CSAC develop a tool within WebGrants to help campuses track SAP eligibility for the Chafee grant?

A: CSAC is looking at how to modify WebGrants to support eligibility tracking.

Q: Can CSAC create a mechanism in WebGrants such that financial aid offices can verify whether an education plan was completed for receipt of Chafee as required in SB 150?

A: CSAC is looking into creating a checkbox within WebGrants that can be used for this purpose.

Appendix 1: Senate Bill 150 Bill Language

Senate Bill No. 150

CHAPTER 525

An act to amend Section 69519 of the Education Code, relating to student financial aid.

[Approved by Governor October 4, 2019. Filed with Secretary of State October 4, 2019.]

The people of the State of California do enact as follows:

SECTION 1. Section 69519 of the Education Code is amended to read: 69519.

(a) The commission, through an interagency agreement with the State Department of Social Services, currently operates a federally funded scholarship program, known as the Chafee Educational and Training Vouchers Program, that provides grant aid to provide access to California's current and former foster youth to postsecondary education. Funds provided through an appropriation by the Legislature shall be supplemental to funds provided by the federal government, and are designated to ensure program availability in the absence of and before the annual receipt of federal funds for this purpose. The department shall opt in, as necessary, to expand program age eligibility of former foster youth up to 26 years of age pursuant to federal program guidelines. The department shall pursue and seek possible Chafee Educational and Training Vouchers Program federal matching dollars.

(b) Funds provided for this program shall be used to assist students who are current and former foster youth, for career and technical training or traditional college courses. The commission shall operate this program in accordance with the program instructions provided by the federal Department of Health and Human Services, Administration for Children and Families, and the program guidelines developed by the State Department of Social Services.

(c) The total amount of funding and the amount of individual awards shall depend upon the amount of federal funding provided in addition to state funding. The commission, in conjunction with the State Department of Social Services, shall determine the individual award amounts and total number of students awarded on an annual basis as the amount of total annual funding is determined.

(d) Commencing with the 2021–22 award year, the commission may make initial award offers totaling up to 200 percent of the total state and federal program funding available for all awards. Each year, the commission, in conjunction with the State Department of Social Services, shall determine the number of initial awards offered, based on the historical acceptance rate of initial awards and the size of awards, so not to exceed the total amount of available funding for the full award cycle. The commission shall make an award offer contingent upon available funding, and may adjust or withdraw an award offer before payment to ensure that total award payments do not exceed the total amount of available funding for the award cycle. The commission shall inform

each recipient of an award offer that the offer may be withdrawn or adjusted before payment and that an award is payable to an eligible student only to the extent that funding is available.

(e) Commencing with the 2017–18 award year, the commission shall make a new Chafee grant award to a student only if the student attends either of the following:

(1) A qualifying institution that is eligible for participation in the Cal Grant Program pursuant to Section 69432.7.

(2) An institution that is not located in California that satisfies the provisions of subparagraphs (C) and (F) of paragraph (3) of subdivision (l) of Section 69432.7.

(f) (1) Commencing with the 2018–19 award year, the commission shall make a Chafee grant award to a student only if the student meets both of the following conditions:

(A) The student will not be 26 years of age or older by July 1 of the award year.

(B) The student attends either of the following institutions:

(i) A qualifying institution that is eligible for participation in the Cal Grant Program pursuant to Section 69432.7.

(ii) An institution that is not located in California that satisfies the provisions of subparagraphs (C) and (F) of paragraph (3) of subdivision (l) of Section 69432.7.

(2) Implementation of this subdivision is contingent upon an appropriation of sufficient funds in the annual Budget Act for this purpose.

(g) The California Community Colleges and the California State University shall, and the University of California is 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. In this notification, Chafee grant recipients shall be strongly encouraged to avail themselves of these services if they have not already done so.

(h) (1) (A) If a student fails to demonstrate satisfactory academic progress, as defined by the institution where the student is enrolled, for two consecutive semesters or three consecutive quarters, or an equivalent enrollment period, the student shall meet with an appropriate college staff member to develop a plan for improving academic progress or update an existing plan, in order to ensure that the student is making satisfactory progress toward completion and to receive their remaining Chafee grant funds.

(B) If a student with a plan pursuant to subparagraph (A) fails to meet satisfactory academic progress standards for a third consecutive semester or fourth consecutive quarter, or an equivalent enrollment period, the student shall meet with an appropriate college staff member to update the plan, in order to ensure that the student is making satisfactory progress toward completion and to receive their remaining Chafee grant funds.

(C) Once a plan has been developed or updated pursuant to subparagraph (A) or (B), as applicable, and submitted to the financial aid office, remaining Chafee grant funds shall be released to the student for the next applicable semester, quarter, or other period, in accordance with the existing schedule for release.

(2) A student who fails to update their plan, or who fails to meet satisfactory academic progress standards for a fourth consecutive semester or fifth consecutive quarter, or an equivalent enrollment period, shall lose Chafee grant eligibility subject to subdivision (i).

(3) For purposes of this subdivision, a college staff member who can assist a

student on their plan includes an academic counselor, a Homeless and Foster Student Liaison, as described in Section 67003.5, an Extended Opportunity Programs and Services counselor, a Cooperating Agencies Foster Youth Educational Support Program counselor, a Disabled Student Programs and Services counselor, another campus-based foster youth support program staff member, or another appropriate adviser.

(4) This subdivision and subdivision (i) apply to any student who is otherwise eligible to receive a Chafee grant award pursuant to subdivision (f).

(5) The California Community Colleges, the California State University, and the University of California may use existing resources to implement this subdivision and subdivisions (g) and (i), to the extent those resources may be lawfully expended for those purposes.

(i) A student who fails to demonstrate satisfactory academic progress, as defined by the institution where the student is enrolled, for four consecutive semesters or five consecutive quarters, or an equivalent enrollment period, shall lose eligibility for a Chafee grant, subject to the following:

(1) A student who loses eligibility may appeal the loss of the Chafee grant during any subsequent semester or quarter, or term, following the loss of eligibility.

(2) An institution shall provide a student written notice of the process for appealing the loss of a Chafee grant, regardless of whether the institution offers an appeal process for loss of other forms of financial aid.

(3) In reviewing the appeal of a student, an institution shall automatically reinstate a student's Chafee grant eligibility if one of the following applies:

(A) The student achieves either a 2.0 GPA during the previous semester or quarter, or other applicable term, or a cumulative GPA of 2.0, even if the student did not meet the institution's satisfactory academic progress policy requirements.

(B) 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.

(C) 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.

(4) A student who loses Chafee eligibility by not demonstrating satisfactory academic progress and subsequently is not enrolled for one or more semesters or quarters, or another applicable term or terms, shall be eligible for a Chafee grant upon reenrollment at a qualifying institution.

(j) A student's receipt of a Chafee grant award shall not exceed five years, which need not be consecutive.

(k) An institution shall not impose any additional eligibility criteria for a Chafee grant other than those described in this section and in Section 677(i) of Title 42 of the United States Code.

(l) Commencing with the 2018–19 award year, up to eighty thousand dollars (\$80,000) of any appropriation made by the Legislature in the annual Budget Act or another statute to expand the Chafee Educational and Training Vouchers Program age eligibility of former foster youth up to 26 years of age may be used by the commission or the State Department of Social Services for outreach to newly eligible former foster youth who are at least 23 years of age, but are not yet 26 years of age, for the 2018–19 to 2020–21 fiscal years, inclusive. Outreach may include travel, material development, printing or publication, and other costs, as necessary.

(m) The commission shall annually report to the Legislature all of the following information for the preceding award year:

(1) The number of students who apply to receive a Chafee grant award.

(2) The number of Chafee grants awarded.

(3) The number of Chafee applicants denied due to either of the following reasons:

(A) The Chafee applicant no longer meets the age requirements of the program.

(B) There is insufficient proof of the Chafee applicant's status as a current or former foster youth.

(4) The number of Chafee awardees unpaid due to any of the following reasons:

(A) Failure to meet minimum enrollment requirements.

(B) Failure to demonstrate satisfactory academic progress according to campus policy.

(C) Any other common reason that a Chafee awardee did not receive a payment.

(5) The number and age of students paid through the Chafee Educational and Training Vouchers Program.

(6) The average Chafee grant award amount.

(7) Qualifying institutions where Chafee grant awards are used.

(8) Degree levels for which Chafee grant awards are used.

(9) The amount spent on outreach and education efforts and the types of activities that the authorization in subdivision (l) funded. This information shall include the distribution of outreach funding between the commission and the State Department of Social Services, and any other entity that was involved.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Appendix 2: Sample Student Services Resource 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><i>Academic Counseling + Support:</i></p> <ul style="list-style-type: none"> • Transfer Center • Learning Community programs • Major-specific mentoring programs • Laptop/textbook loan programs 	<p><i>Additional Campus Resources:</i></p> <ul style="list-style-type: none"> • Campus career center • Student leadership program • Homeless student liaison • Childcare centers/resources
<p><i>Student Support Resources:</i></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><i>Community Resources:</i></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><u>FOSTER YOUTH SUPPORT PROGRAM</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p><u>TUTORING</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>
<p><u>EOP/EOPS</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p><u>DISABLED STUDENT SERVICES</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>
<p><u>BASIC NEEDS (FOOD AND HOUSING)</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p><u>ACADEMIC COUNSELING & SUPPORT</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>
<p><u>PHYSICAL AND MENTAL HEALTH</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p><u>STUDENT SUPPORT RESOURCES</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>
<p><u>ADDITIONAL CAMPUS RESOURCES</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>	<p><u>COMMUNITY RESOURCES</u></p> <p>[Program name] [Program location] [Contact person] [Contact information] [Website]</p>

Appendix 3: Sample 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 jbaforyouth.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 to students: 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]

[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.

Identifying Obstacles

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

<p>Academic</p> <ul style="list-style-type: none"> <input type="checkbox"/> I don't know how to study effectively. <input type="checkbox"/> I struggle with time management. <input type="checkbox"/> It's hard to concentrate in my classes. <input type="checkbox"/> I skipped class or showed up late to class a lot. <input type="checkbox"/> My courses were too difficult. <input type="checkbox"/> I registered for too many units. <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 difficult time keeping up in class during lectures or in-class assignments. <input type="checkbox"/> I'm having a hard time adjusting to college-level classwork and homework. <input type="checkbox"/> Other _____ 	<p>Personal/Financial</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm experiencing financial difficulties. <input type="checkbox"/> I don't have stable housing or am about to lose my housing. <input type="checkbox"/> I have persistent physical health problems. <input type="checkbox"/> I'm struggling with my mental health. <input type="checkbox"/> I have a general lack of motivation. <input type="checkbox"/> I can't get a good night's rest. <input type="checkbox"/> I have a lot of anxiety and stress. <input type="checkbox"/> I can't secure child care on a regular basis. <input type="checkbox"/> I'm having transportation issues and can't get to campus. <input type="checkbox"/> I'm working too many hours and can't focus on school. <input type="checkbox"/> Other _____
--	--

<p>Major/Career</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm unsure about my current major <input type="checkbox"/> I don't have a clear career goal <input type="checkbox"/> I like my major, but unsure what jobs I can get <input type="checkbox"/> I'm unsure about my educational goals <input type="checkbox"/> I'm just not sure it makes sense for me to be in college. <input type="checkbox"/> Other _____ 	<p>Family/Social Adjustment</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm having roommate issues <input type="checkbox"/> I'm having issues with my romantic partner <input type="checkbox"/> I'm having biological or foster family issues <input type="checkbox"/> I'm having other personal relationship issues <input type="checkbox"/> I'm having a hard time adjusting to college life <input type="checkbox"/> Other _____
--	--

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 <i>(identify at least 2 strategies)</i>
<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:			

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:

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
[STUDENT NAME] **[DATE]**

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

Appendix 4: Sample Chafee Grant Appeal Form

[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.

Guardian Scholars
Program

EOPS/EOP

[Insert Program Name]

TRiO

[Insert Program Name]

NextUp

[Insert Program Name]

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]