NASFAA Tools

Tools to help you improve administration and compliance include:

- Analysis of new laws, regulations and guidance
- Text of laws, regulations and ED guidance
- NASFAA-developed tools and resources
- Online live and on demand training and analysis
- Centers with resources to help you comply with new regulations
Overview of NASFAA Tools

Training and Professional Development
Using NASFAA Tools

Online: Webinars

Upcoming Webinar June 26, 2013:
• Hot Topic – IBR, ICR, and PAYE: How you Spell (Student Loan Debt) Relief

Online: Webinar Series On-Demand

• Did You Notice Anything Unusual? – Exercising Professional Judgment
  ➢ Expires October 15, 2013
• Strategic Packaging: Who Gets What
  ➢ Expires July 26, 2013
• Working With Students Without A High School Diploma
  ➢ Expires June 29, 2013
Online: 2013–14 Webinar Series Preview

• September 25 – Working with Special Populations
• November 20 – Verification for 2014–15
• December 18 – What is Conflicting Information and How do You Resolve It
• February 26 – Nontraditional Program Issues Related to Federal Loans
• March 26 – Return of Title IV Review
• May 21 – Preparing for an Audit
• June 18 – Hot Topic - TBD

CORE

• Comprehensive instructional materials for teaching financial aid fundamentals
• 14 modules cover almost all topics relevant to financial aid administration
• Contains an instructor’s guide, PowerPoint presentation, and trainee handouts
Using NASFAA Tools

CORE

MODULE 2 THE APPLICATION PROCESS

TIME: 2 hours
PURPOSE: Participants will be able to:
- Explain the Title IV financial aid application process for the 2012–13 award year;
- Identify and describe the methods students may use to apply for Title IV aid;
- Identify and explain the data elements collected by the FAFSA on the Web Worksheet;
- Explain how the FAFSA data are processed;
- Identify and describe application processing output, and
- Make application data changes and override a student’s dependency status.

OBJECTIVES: Participants will learn how to complete the online version of the FAFSA, describe the various types of application output, make changes to applicant data, and override a student’s dependency status.

References for the Application Process

The following is a list of resources used to develop these materials that you may find helpful if you need additional information or clarification on a topic covered in this training module:

Law

The Higher Education Act of 1965, as amended,
- Part F – Need Analysis
- Part G – General Provisions

Dear Colleague Letters

GEN-11-03 – Enhancements to the FAFSA-IRS Data Retrieval Process

Electronic Announcements

Electronic Announcement, 2/2/12 – Implementation of the 2012–2013 IRS Data Retrieval Tool
Electronic Announcement, 1/20/12 – Distribution of 2012–2013 Renewal FAFSA Reminders
**Using NASFAA Tools**

**In My Area: State & Regional Workshops**

- **2012-13 – Direct Loans: The Rest of the Story**
  - Features real-life situations
  - Provides guidance on common issues
  - Contains an instructor’s guide, PowerPoint presentation and trainee handouts

**Professional Practice Tools**
AskRegs Knowledgebase

AskRegs Knowledgebase allows members to browse and search for answers to regulatory and compliance questions.

Search on key terms to view most popular Q&A articles on a topic.
Using NASFAA Tools

AskRegs Knowledgebase

Are Schools Required to Resolve Unusual Enrollment History Edits for Both Graduate and Undergraduate Students?

Yes. Schools are required to resolve unusual enrollment history (UEH) edits for undergraduate and graduate students in accordance with U.S. Department of Education (ED) guidance outlined in GEN-12-09.

Effective with the 2013-14 award year, the unusual enrollment history requirements are intended to detect fraud and abuse in the Title IV programs by examining the enrollment histories of students receiving Federal Pell Grants over the three immediately preceding award years (2010-11, 2011-12, and 2012-13). Because current graduate students could have received Federal Pell Grants in the previous three award years being reviewed (legitimately or fraudulently), graduate students are also subject to the unusual enrollment history review and resolution requirements.

Schools must review and resolve Unusual Enrollment History flags “2” and “3” before a student may receive any additional Title IV grant, loan, or work-study funds.

Subscribe to receive automatic updates if article guidance changes

Submit a Ticket and NASFAA staff will research and provide an answer to your question

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AskRegs Knowledgebase

Immediately check the status of any tickets you have submitted.

Self-Evaluation Guide

The Guide is divided into four major parts:

I. Institutional Responsibilities
II. Administration of Title IV Federal Aid Programs
III. Administration of Title VII and Title VIII Health Professions Programs
IV. Appendices
Using NASFAA Tools

Self-Evaluation Guide

Slide 21 © 2013 NASFAA

Self-Evaluation Guide

Slide 22 © 2013 NASFAA
Compiled Title IV Regulations

- Searchable PDF document
- Linked table of contents in each document
- New regulations incorporated each award year
- Current edition is as of July 1, 2012, effective 2012–13 award year

Revisions that became effective July 1, 2012, are shown in: red (added text) or strikeout (like this) for deleted text
- Keys applicable to individual sections of regulation are noted in the footer
- Gray shading used to denote early implementation at institution’s option
- Bookmarks added to permit navigation in document

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Compiled Title IV Regulations

- Example -

Compiled Title IV Legislation

• Searchable PDF for each major subchapter of U.S. Code
• Files constructed by incorporating amendments to the law
• Each document contains bookmarks for easier navigation
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Compiled Title IV Legislation

For official version of the law, visit Thomas at http://thomas.loc.gov/home/thomas.php

Example

U.S. Code, Title 20—Education
Chapter 28—Higher Education Resources and Student Assistance
Subchapter IV—Student Assistance > Part A—Grants to Students in Attendance at Institutions of Higher Education
§ 1070. Statement of purpose; program authorization [HEA § 403]

(1) providing federal Pell Grants to eligible students;
(2) providing supplemental educational opportunity grants to those students who demonstrate financial need;
(3) providing payments to the States to assist them in making financial aid available to such students;
(4) providing for special programs and projects designed to:
   (A) to identify and encourage qualified students with financial or cultural need with a potential for postsecondary education,
   (B) to prepare students from low-income families for postsecondary education, and
   (C) to provide remedial (including remedial language study) and other services to students; and
   (D) to enhance assistance to institutions of higher education.
Using NASFAA Tools

Policies and Procedures Tools

NASFAA's Policies & Procedures Tools are a set of integrated resources that assist you in improving your regulatory compliance, administrative consistency, and staff training. This essential management toolkit provides expert guidance and an organized approach to developing and maintaining policies and procedures. Unless otherwise noted, all files were last updated in September 2012.

- Tools for formatting, implementing, and evaluating policies and procedures
- Regulatory Resources Guide containing:
  - Explicit and implied regulatory requirements
  - Areas where schools have implementation options

Customizable P&P manual
- Page format samples, style decisions, and master template document
- Guidance for reading and interpreting statutes and regulations
Using NASFAA Tools

Policies and Procedures Tools

SECTION 9: AWARDING & PACKAGING FINANCIAL AID

9.1 Packaging Philosophies

Policies

Many financial aid offices use the school’s mission as the basis for their packaging philosophies and objectives for awarding student financial aid funds. Describe your packaging philosophies for awarding all types of financial aid, both need-based and non-need-based. Provide information regarding any strategies used, such as leveraging or gapping. State the objectives of these strategies (e.g., to attract a certain type of student, for retention purposes, to aid as many students as possible, to aid the neediest students to the maximum extent possible, etc.).

Describe the roles of any other offices, such as admissions, that are involved in formulating your school’s packaging philosophies. Indicate who is responsible for reviewing your packaging philosophies to ensure they reflect the school’s mission and are effective in supporting that mission. Describe the measures by which that assessment is made. State what percentage of your student body generally receives financial aid.

Procedures

Describe how the financial aid office ensures its packaging policies are being followed. Provide information about who in the financial aid office is responsible for overseeing the packaging process. Also, describe how the financial aid office ensures all students are packaged equitably and consistently within any federal, state, and institutional guidelines. Indicate which aspects of packaging are manual and which aspects are automated. For automated systems, include a listing of all packaging codes used and a description of the financial aid awarded with each. You may wish to cross-reference the packaging groups and award package notification sections of the manual.

You may want to illustrate the packaging process from beginning to end using a flowchart. Alternatively, detailing the packaging process step-by-step might be used, as in the following example:

Step 1: The assistant director generates a preliminary report of all students for whom verification is complete and are ready for packaging.

Step 2: The assistant director gives the packaging report to the packaging counselor.

Step 3: The packaging counselor reviews the report to ensure the students selected were sorted into appropriate categories or...
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Policies and Procedures Tools

Step 4: After reviewing the report, the packaging counselor sets a flag to have the computer system run the final automated packaging program during its next scheduled run.

Step 5: The packaging counselor reviews the resulting Funds Balance Report to ensure that the amounts of funds awarded to each student category follow policy guidelines.

Step 6: After reviewing the Funds Balance Report, the director modifies the packaging parameters to adjust the amounts of funds awarded from each financial aid program to prevent overspending.

Step 7: The packaging flag is reset and automated packaging re-run.

Step 8: After reviewing the second Funds Balance Report, the director authorizes the awards to be finalized.

Step 9: Student award notifications are sent.

Click here to enter your school's procedures.

Last updated: [Click here to insert date].

How-to Guides

- Guides for: Award Letter Self-Assessment and Net Price Calculator Selection
- Reference tool on how to use federal income tax returns, forms and schedules for verification and need analysis.
Using NASFAA Tools

Using Tax Returns in Need Analysis

How-to Guides: Using Tax Returns in Need Analysis

2012 Federal Tax Forms and Schedules Comparison

<table>
<thead>
<tr>
<th>Tax Return Transcript* (1040, 1040A, and 1040EZ)</th>
<th>1040</th>
<th>1040A</th>
<th>1040EZ</th>
<th>FAAS Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemptions Claimed</td>
<td>Line 6d</td>
<td>Line 6d</td>
<td>Line 5</td>
<td>17(a)(1)(B)</td>
</tr>
<tr>
<td>Adjusted Gross Income (AGI)</td>
<td>Line 37</td>
<td>Line 31</td>
<td>Line 4</td>
<td>17(a)(1)(B)</td>
</tr>
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<td>Earnings from Work</td>
<td>Lines 7 + 13 + 18 + Schedule K-1, Box 64, Line 55</td>
<td>Line 7</td>
<td>Line 5</td>
<td>FAAS (100%)</td>
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<td>Line 35</td>
<td>Line 10</td>
<td>32(100%)</td>
</tr>
<tr>
<td>Tax Exempt Interest Income</td>
<td>N/A</td>
<td>Line 9b</td>
<td>Line 9b</td>
<td>N/A</td>
</tr>
</tbody>
</table>
How-to Guides: Using Tax Returns in Need Analysis

TAXABLE SOCIAL SECURITY BENEFITS: $0.00 (1042 Line 20b)
TAXABLE SOCIAL SECURITY BENEFITS PER COMPUTER: $0.00 (1042 Line 21b)
OTHER INCOME: $0.00 (1042 Line 21)
SCHEDULE E I.C.E. INCOME PER COMPUTER: $0.00 (1042 Line 22b)
SCHEDULE E I.C.E. INCOME PER COMPUTER: $0.00 (1042 Line 22)
TOTAL INCOME: $162,212.09 (1042 Line 22)
TOTAL INCOME PER COMPUTER: $162,212.09 (1042 Line 22)

Table continues...

Quick Reference Guides

- 2013–14 Student Aid Quick Reference Sheet
  - Cash for College
  - Cohort Default Rate Issue Brief
  - And more…
Quick Reference Guides

NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS
STUDENT AID REFERENCE SHEET
for 2013-14

Stafford Loans
Interest Rate
• Unsubsidized Stafford Loans = 6.8%
• Subsidized Stafford Loan borrowed by undergraduate students:
  - First Disbursed Between July 1, 2011 and June 30, 2013 = 3.4%

Annual Subsidized Limits
• 1st Year Undergraduates = $5,500
• 2nd Year Undergraduates = $6,500
• Remaining Undergraduate Years = $5,500
• Preparatory Coursework Needed to Enroll as Undergraduate = $0,000
• Preparatory Coursework Needed to Enroll in Graduate/Professional Program: If student has a Baccalaureate = $5,500
• Teacher Certification of Student Has a Baccalaureate = $5,500
• Annual Unsubsidized Limits

PLUS Loans
Interest Rate = 7.9%
Annual maximum depends on cost of attendance and other financial aid received

Federal Perkins Loans
Interest Rate = 5%
Annual Limits
• Undergraduate = $5,500
• Graduate = $8,000

Aggregate Limits
• Undergraduate = $20,500
• $11,050 for students who have not completed 2 years
• $10,500 for all other students
• Graduate = $40,500 (includes loans borrowed at undergraduate levels)

Monographs

Monograph
Professional Judgment in Eligibility Determination and Need Analysis
August 2013, number 11

- Competent review of literature on financial aid related topics
- Publications offering historical, research driven information that summarizes statistics

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Graduate & Professional Listserv

- Free service for student aid professionals at graduate and professional institutions
- Serves as a communications forum for issues specifically related to the administration of financial aid at Grad/Prof schools

Resource Listserv

- Free service for institutions that have limited resources to administer student aid
- Serves as communications forum for issues specifically related to the administration of financial aid and maintaining compliance on a tight budget
Standards of Excellence

Thorough review of school's financial aid operations, administration of Title IV programs, and compliance with Title IV requirements by team of practicing financial aid administrators.

Standards of Excellence in Financial Aid Administration

Can your institution serve more students? Can you serve your students better? Can you do this while ensuring regulatory compliance and limiting the risk of liabilities? Do you need to prepare for or respond to an evaluation, compliance review or effectiveness assessment?

Our Standards of Excellence Review is an objective, confidential peer review that will help your school provide students and their families with quality customer service, deliver financial aid funds in a cost-effective manner, maximize resources, and ensure regulatory compliance. When you choose a NASFAA Standards of Excellence Review, you receive a confidential assessment of your operations.
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Online: NASFAA University

Paths to Credential: Demonstrated Experience

- Five year minimum experience
- Understanding of regulations and office management can qualify to take examination
- Submit your résumé for evaluation
- Eligible to take the examinations and earn nationally-recognized credentials
Paths to Credential: Self-Study Guides

- Written for the independent learner
- Structure consists of multiple lessons with exercises to reinforce the lesson contents
- Quizzes are in paper format, but it can qualify you for professional credential testing

Paths to Credential: Facilitated Online Course

- Three-to-six week length courses
- Offers video-enhanced lectures
- Includes quizzes and homework assignments
- Live facilitator(s)
- Online discussions
- Resource library
- Qualifies for credential testing
Paths to Credential: Facilitated Online Course

- Designed to bring minds and ideas together despite distances
- Provides an opportunity to learn from peers
- Program objectives
  - Proficiency
  - Knowledge
  - Value

Paths to Credential: On-site Training

- NASFAA staff on your campus to provide training for your entire staff
- Focuses on regulations and provides best options for implementation of regulations on your campus
- Goal to provide guidance and resources to ensure compliance and best practices
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Paths to Credential: Boot Camps

• In-person workshops offered by state and regional financial aid associations using NASFAA CORE curriculum
• Immersive in nature and usually span multiple days
• Successfully completing specific topic areas through a boot camp qualifies an individual for the credentialed test (starting 2013–14)

NASFAA University Testing Center

• Completion of an approved NASFAA University learning activity qualifies you to take an examination on one or more topics
• Testing topics for 2012–13 include:
  – Student Eligibility
  – Return of Title IV Funds
  – Packaging and Notification of Awards
  – Verification
  – Federal Methodology
  – Professional Judgment, Cost of Attendance (coming June 2013)
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Questions?

NASFAA TRAINING TRACK