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ABSTRACT

The fourth module in a self-instructional course for student financial aid administrator neophytes provides an introduction to the management of federal financial aid programs authorized by the Higher Education Act Title IV with an emphasis on the role of the financial aid office. Areas covered in Module 4 include how to recognize the basic areas of responsibility within the aid office, understand the points of interaction with other administrative offices, and identify professional organizations for support and development within the field. The three major areas discussed include: (1) responsibilities of the financial aid office (monitoring institutional compliance, counseling students, monitoring student eligibility, determining financial need, administering the Pell Grant program, administering the Stafford Loan, Supplemental Loans for Students, and Parent Loans to Undergraduate Students programs, managing the campus-based programs, and using outside consultants and service agencies); (2) interaction with other institutional offices (including president, admissions, business, registrar/academic records, counseling, placement, veterans, academic dean, data processing, development, and special programs offices, developing a financial aid committee, and a network of responsibilities); and (3) relationship of the aid office to outside agencies and professional associations. An appendix shows the organization of the Department of Education's Office of Student Financial Assistance and Debt Collection and Management Assistance Service. Contains 2 references. (SM)

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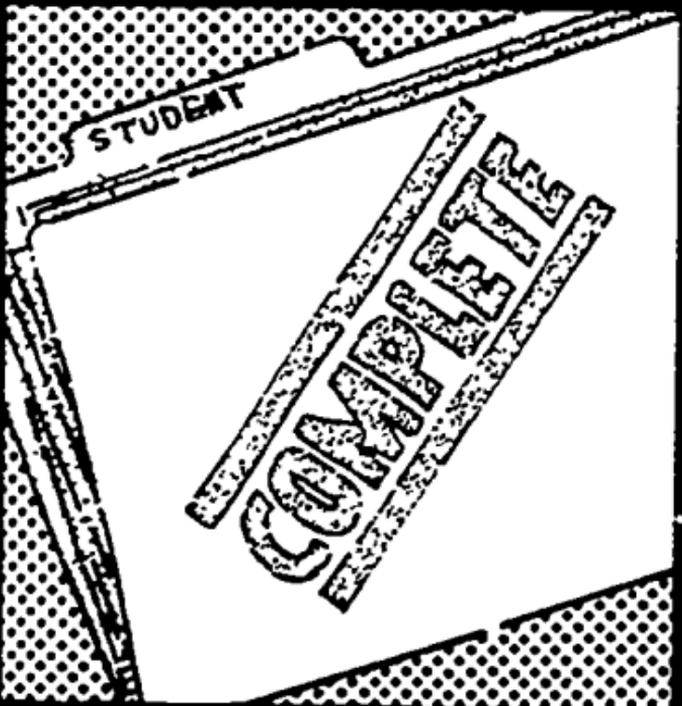
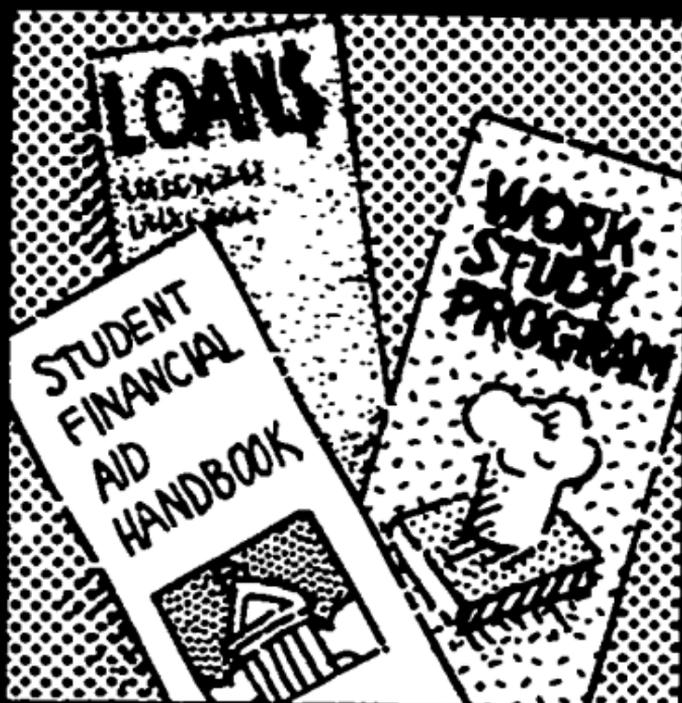
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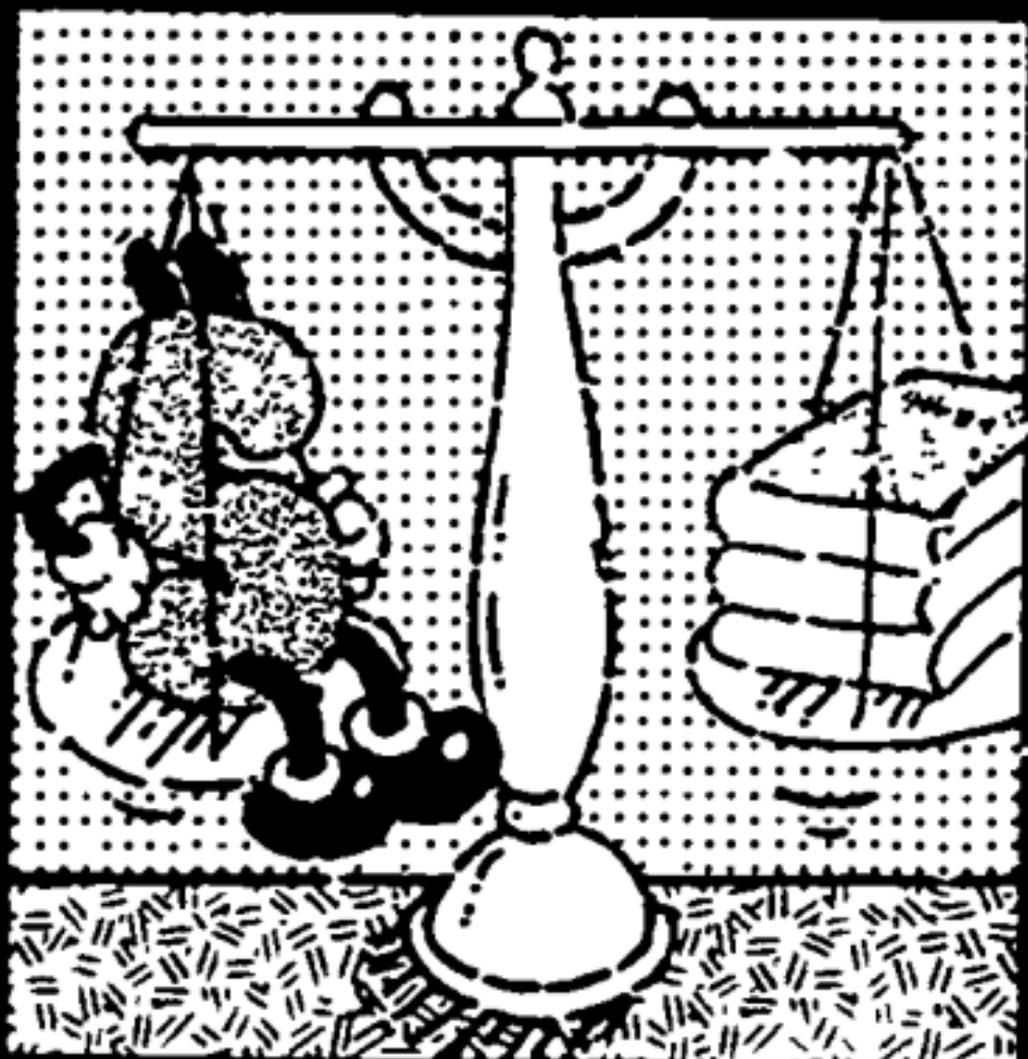
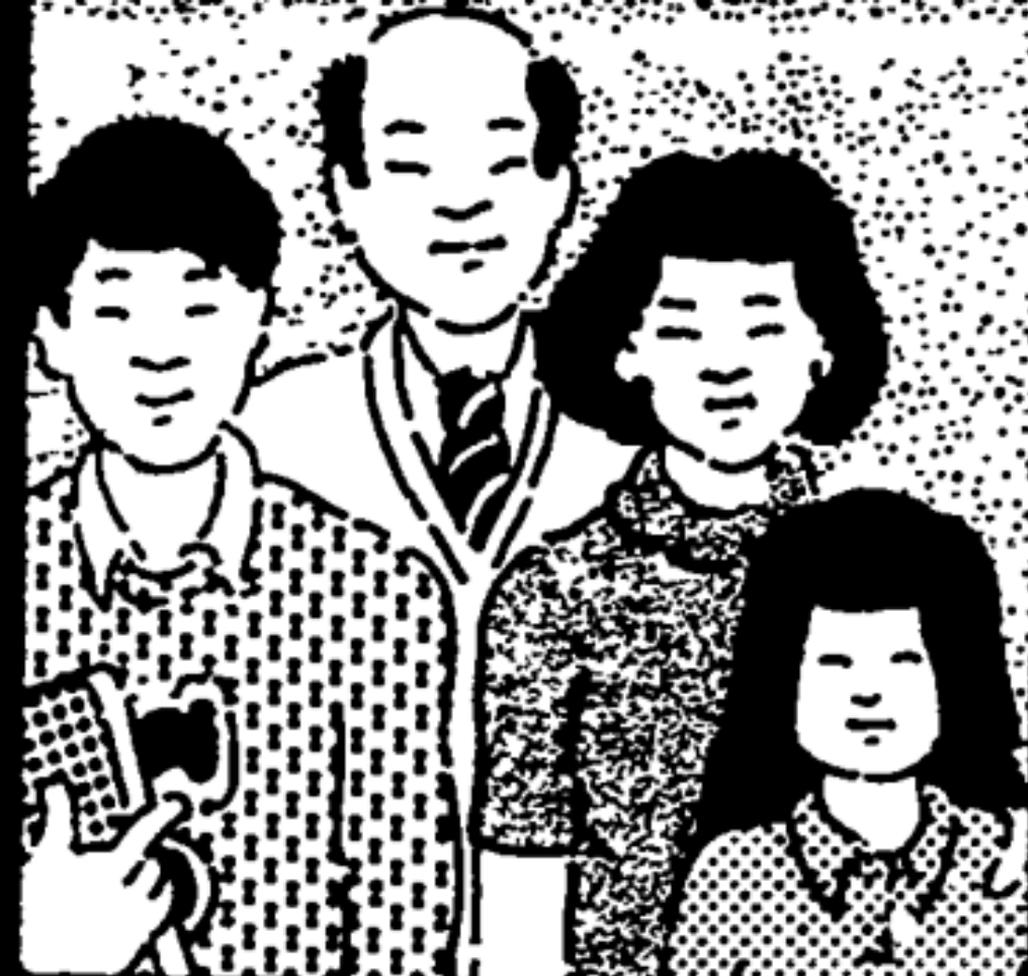
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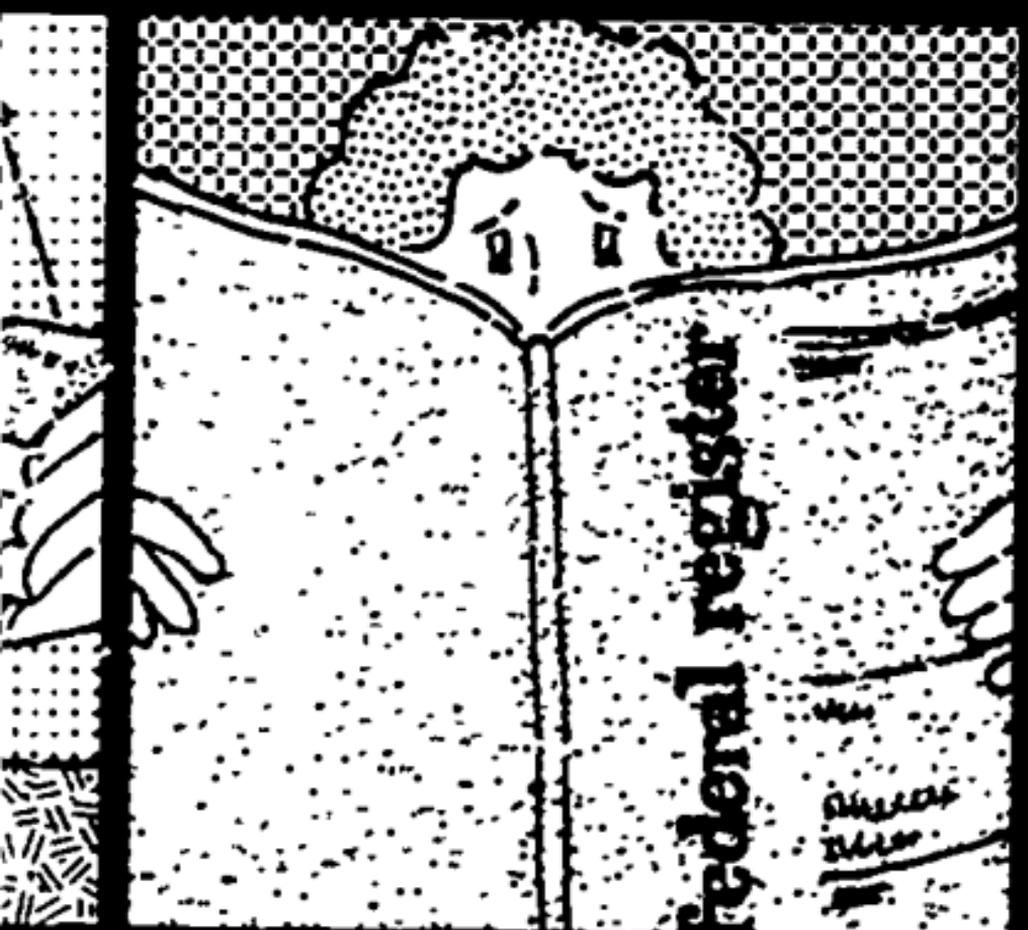
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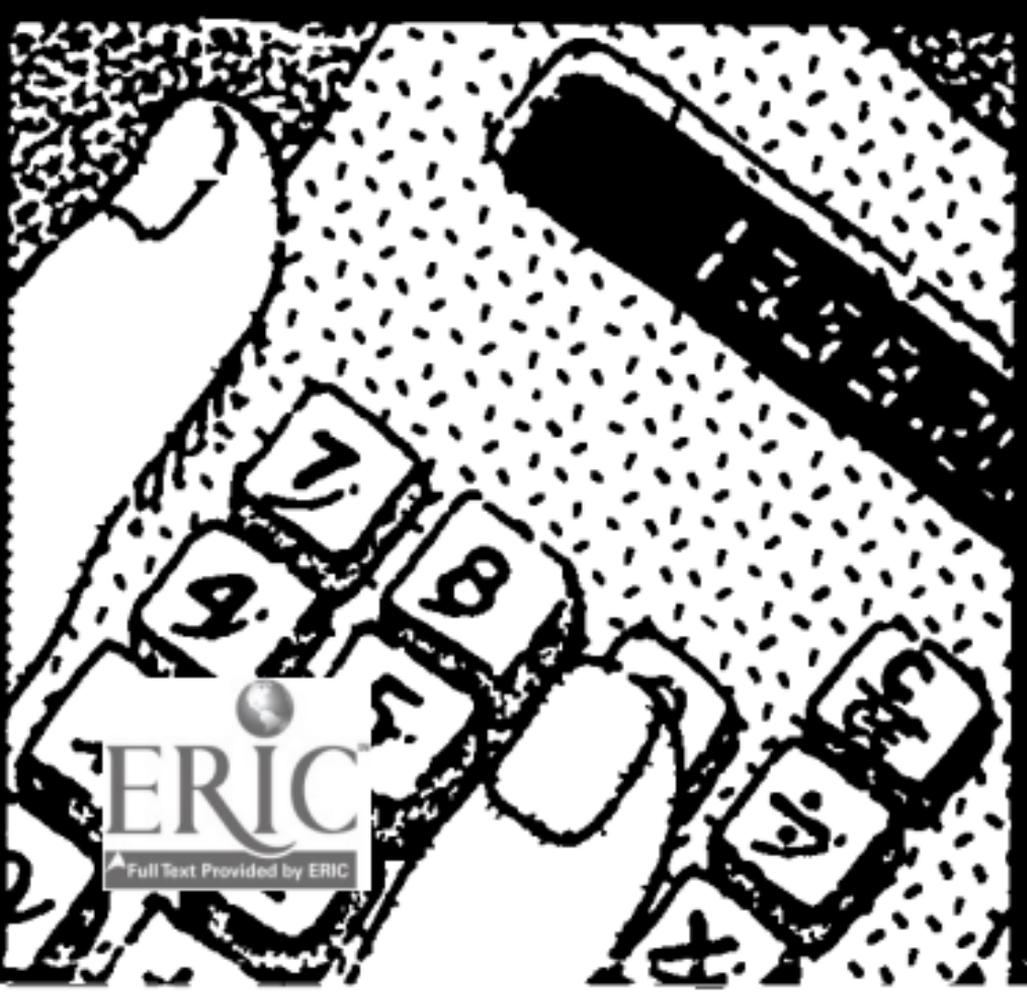
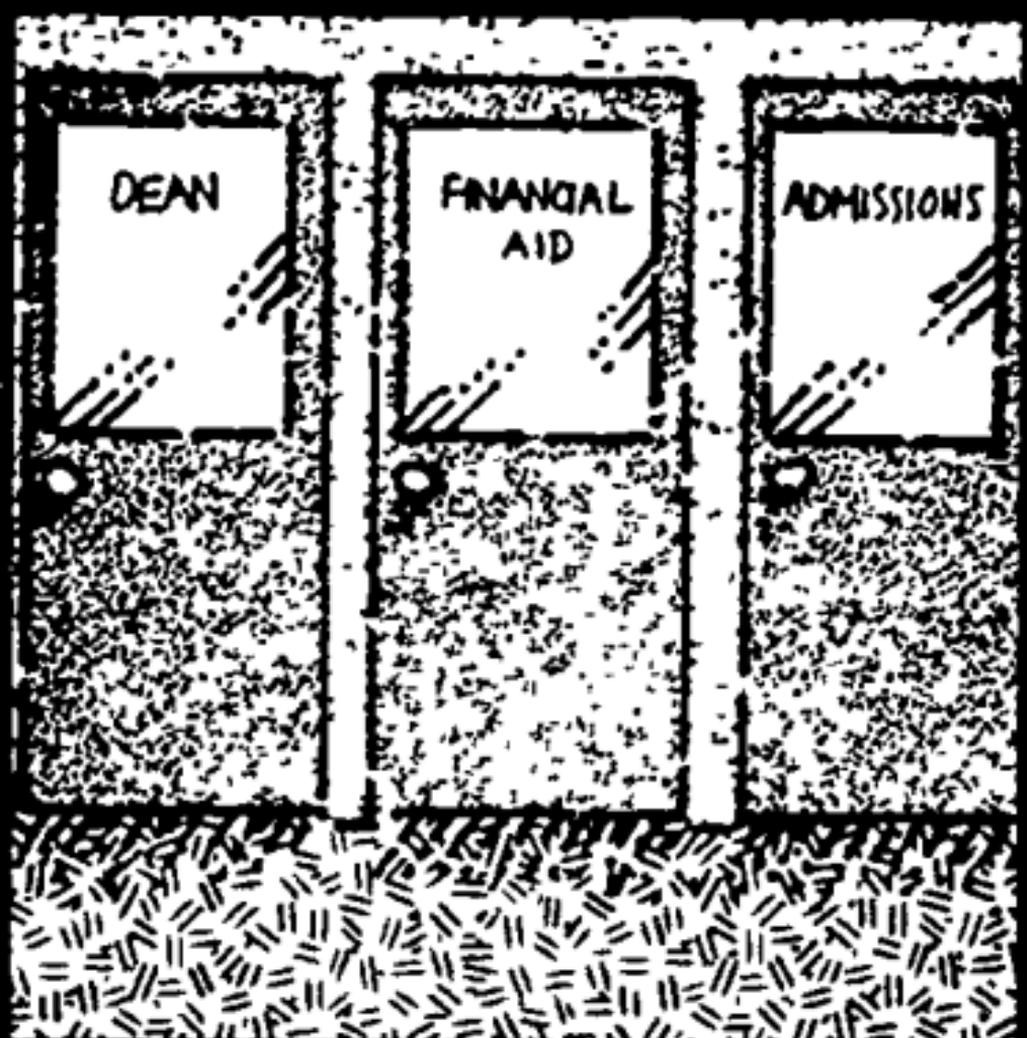
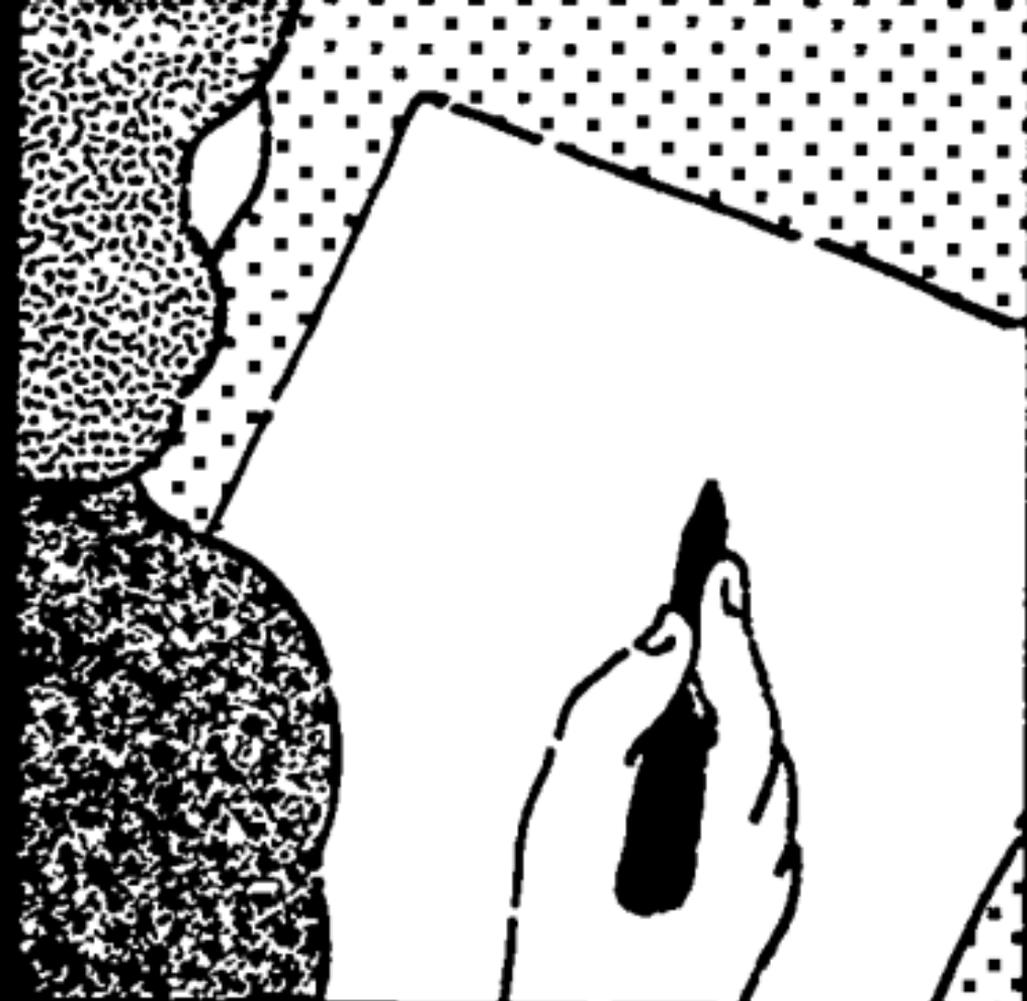
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This publication is one component of *A Self-Instructional Course in Student Financial Aid Administration*. This Second Edition of the course consists of the following modules:

1. Student Financial Aid Administration: Course Study Guide and Introduction to the Field
2. Federal Student Financial Aid: History and Current Sources
3. The Legislative and Regulatory Processes
4. Roles and Responsibilities of the Financial Aid Office
5. Title IV Institutional and Program Eligibility
6. General Student Eligibility
7. Calculating Cost of Attendance
8. Need Analysis
9. Award Packaging
10. The Pell Grant Program
11. The Stafford Loan, SLS, and PLUS Programs
12. Campus-Based Programs: SEOG, CWS, and Perkins Loan
13. Verification
14. Authorization, Fiscal Operations, and Reporting
15. Internal Aid Office Management and Institutional Quality Control
16. Forms and Publications
17. Evaluation of Student Aid Management: Self-Evaluation, Audit, and Program Review

The course includes a Support Booklet with the complete course glossary, acronym key resources, bibliography, and index, as well as addresses of publishers mentioned in the course. The Support Booklet also offers guidelines for further study.



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

October 1988

Dear Colleague:

We are pleased to present the Second Edition of A Self-Instructional Course in Student Financial Aid Administration. This updated version of the course originally published in 1986 incorporates provisions of the Higher Education Amendments of 1986, with 1987 Technical Amendments and subsequent amendments.

The purpose of the course remains the same. It is designed to provide neophyte financial aid administrators (those with two years or less experience in student aid) and other institutional personnel with a systematic introduction to management of federal financial aid programs authorized by Title IV of the Higher Education Act. Students of the course will gain a fundamental understanding of the roles and responsibilities of participating institutions and of student aid administrators. On completion of the course, they will be prepared to expand this knowledge with the use of training and reference materials, on-site training opportunities, and contacts with other members of the profession.

The materials were revised under a contract with the Washington Consulting Group. The text was reviewed for technical accuracy by many staff members of the Office of Student Financial Assistance (OSFA). Special acknowledgement is due to both project staff and OSFA specialists for accomplishing very wide-ranging modifications of the text during a period when much legislative and regulatory activity affecting student aid was in progress.

Your comments and suggestions regarding any aspect of the materials are welcome. OSFA is particularly interested in learning 1) the level of experience and job responsibilities of personnel at your institution using the modules; 2) the purposes for which they are being used (for example, self-study, training new staff, reference); and 3) whether you feel that this publication is among those that OSFA should continue to update and disseminate annually. You may send your comments to the Training Branch, OSFA/ED, 400 Maryland Avenue S.W., Washington, D.C. 20202.

Sincerely,

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MODULE 4

ROLES AND RESPONSIBILITIES OF THE FINANCIAL AID OFFICE

**The technical information in this module
is based on laws, regulations, policies,
and procedures in effect as of:**

August 20, 1988

This is one component of *A Self-Instructional Course in Student Financial Aid Administration*. This Second Edition of the course has been prepared by The Washington Consulting Group, Inc., under a contract with the U.S. Department of Education.

The course consists of 17 modules and a support booklet. It provides an introduction and guide to the administration of student financial aid programs authorized under Title IV of the Higher Education Act of 1965 as amended. The titles of the modules are listed on the inside front cover of this publication.

Institutions may freely reproduce the course for their own use. For more information on the course, contact one of the Department of Education offices listed on the inside back cover of this publication.

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MODULE 4

ROLES AND RESPONSIBILITIES OF THE FINANCIAL AID OFFICE

□ LEARNING OBJECTIVES

After completing this module, you will be able to describe the duties and responsibilities of the aid office. You will also be able to identify the responsibilities shared with other offices in the educational institution. In particular, you will be able to:

- ◇ recognize the basic areas of responsibility within the aid office;
- ◇ understand the points of interaction with other administrative offices;
- ◇ describe the function and composition of a financial aid committee;
- ◇ understand the possible roles of outside consultants;
- ◇ recognize the relationship of the aid office to outside agencies and professional organizations; and
- ◇ identify professional organizations for support and development within the field.

□ INTRODUCTION

The functions and responsibilities of an aid office are extensive. We have divided them into three major areas:

- ◇ the internal management of the aid office itself;
- ◇ the activities and responsibilities shared with other institutional offices; and
- ◇ the interaction between the aid office and outside agencies, associations, and consultants.

These topics were introduced in Module 1. This module will give you an overall, general understanding of the framework in which you are working. By the end of this module you should be able to visualize your place within the financial aid system and relate your responsibilities to the efforts of those around you.

We will take a closer look at the inner workings of the aid office itself. As discussed in Module 1, financial aid office responsibilities include program administration, financial management and reporting, student counseling, and regular self-evaluation of the activities and services performed. These responsibilities are complex and require a wide range of personal skills.

PRE-TEST

1. The financial aid office should not evaluate its own operations, but should rely on outside evaluators. True or False?
2. Campus-based funds require monitoring by the financial aid office to ensure that expenditures for the award year do not exceed authorized limits. True or False?
3. Which office(s) play the main role in establishing standards for measuring academic progress that comply with Title IV regulations? (circle all that apply)
 - a. the placement office
 - b. the financial aid office
 - c. the office of the academic dean
 - d. the registrar's office
 - e. the data processing center
4. Two procedures that determine campus-based awards and eligibility for a Stafford Loan are (1) establishing the cost of attendance, and (2) measuring the family's ability to contribute to these costs. True or False?
5. Financial aid counseling is not required by the federal regulations. True or False?
6. Which offices have the primary operational responsibility for management of Title IV financial aid funds?
 - a. the business office and CEO's (Chief Executive Officer's) office
 - b. the financial aid office and CEO's office
 - c. the business office and the financial aid office
 - d. none of the above; this is not a shared responsibility
7. An institution that contracts for the services of a financial aid service agency or consultant remains responsible for services performed by that agency or consultant. True or False?
8. Which offices provide data for the FISAP--the Fiscal Operations Report and Application to Participate? (circle all that apply)
 - a. the registrar's office
 - b. the admissions office
 - c. the business office
 - d. the financial aid office
9. A student's eligibility for Title IV funds is evaluated only during the initial application processing phase. True or False?

10. Which office would write checks to students and credit student accounts for awards, or write checks for the College Work-Study payroll?
- a. the development office
 - b. the financial aid office
 - c. the registrar's office
 - d. the business office

ANSWERS

1. False. (4.1)*
2. True. (4.8.3)
3. b., c., and d. (4.15, 4.19)
4. True. (4.5, 4.8.2)
5. False. (4.2)
6. c. (4.8.1, 4.10, 4.14)
7. True. (4.11)
8. a., b., c., and d. (4.8.1)
9. False. (4.4)
10. d. (4.10)

*For quick access to information on this question, see this section.

Questions: 10

Your Score: _____

Percentage: _____

RESPONSIBILITIES OF THE FINANCIAL AID OFFICE

This module outlines the administrative responsibilities of the financial aid office. Specific procedures and a more detailed discussion of each responsibility are given in the modules that follow.

Although certain responsibilities are common to all financial aid offices, others will depend upon the institution's program participation. For example, the responsibilities of determining student eligibility and counseling students are two functions required by all Title IV programs. However, an institution which participates only in the Pell Grant and Stafford* Loan programs will not have the responsibilities associated with participation in campus-based programs—applying for funds, making awards to students, and monitoring program budgets to ensure proper expenditure of an authorization.

Before we look at individual program responsibilities, we will discuss the general requirements of monitoring institutional compliance with federal regulations, counseling students, verifying applicant data, and monitoring student eligibility.

Major Responsibilities of the Financial Aid Office:

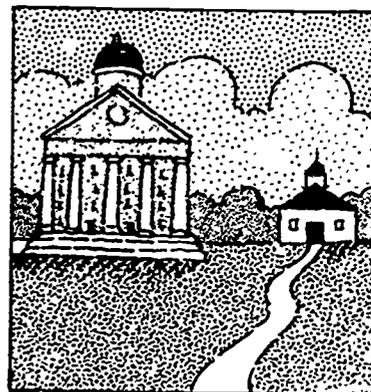
- monitoring institutional compliance
- counseling students
- verifying applicant data
- monitoring student eligibility
- administering Title IV programs
- coordinating Title IV programs and other assistance programs
- requesting funds and tracking and reporting expenditures

*The Guaranteed Student Loan (GSL) program has been renamed the *Stafford Loan program*.

4.1 MONITORING INSTITUTIONAL COMPLIANCE

An institution must comply with all regulations governing the Title IV programs in which it participates. The institution will be responsible for periodic audits of Title IV program management, and may be selected for program reviews by the Department of Education. In addition to these reviews, the financial aid office should regularly evaluate its own operations. A self-evaluation guide is available from the National Association of Student Financial Aid Administrators and is one such method of review. The financial aid office should also participate in an institutional quality control plan to ensure that procedures are performed accurately and that processing problems are detected and resolved.

Even if your institution employs a financial aid service agency or outside contractor, the institution itself remains responsible for the administration of the programs.



Financial aid personnel at the institution must be aware of the program requirements that a service agency or contractor must meet. We will take a look at the use of an outside service agency or contractor later in this module.

4.2 COUNSELING STUDENTS

Another major responsibility of the financial aid office is student counseling. Title IV program regulations specify the counseling responsibilities of institutions participating in Title IV programs--required information must be available to currently enrolled and prospective students. This required counseling is generally provided by financial aid administrators in interviews with students and their families or through the distribution of published materials. Counseling services are often extended beyond these requirements, and typically include help in completing and correcting applications, discussion of the institution's tuition payment plans, and advice on debt management.



4.2.1 Student Consumer Information Services

By law, institutions are required to make specific types of published information available. For example, institutions are required to provide descriptions of the following:

- ◆ all available student financial aid programs and the amounts of aid available from each source;
- ◆ the methods used to select students who will receive awards from the various programs (the need analysis system and selection and packaging policies);
- ◆ the rights and responsibilities of financial aid recipients; and
- ◆ the standards for continuing student eligibility for aid under each program (in particular, the institution's policy for measuring satisfactory academic progress and the procedures students must follow to regain eligibility after failing to meet the specified standard).

Published information must also be available on the institution's programs, costs, accrediting and licensing, refund policy, and any other conditions that may affect the student's aid package. The institution must inform all Stafford Loan borrowers of the availability of state grant assistance in the state in which the institution is located. The institution must also tell out-of-state borrowers where to go for information on grant assistance from their home states.

Federal regulations require schools that advertise job placement rates as a means of attracting students to publish information substantiating the truthfulness of their claims.

Consumer information on *job placement*

For more details on student consumer information services, see Module 16.

See Module 16, Forms and Publications.

4.2.2 Personal Financial Counseling

Often, students' ability to budget their money will determine whether they can afford an institution's program. The financial aid office should provide counselors for personal interviews to discuss individual circumstances and needs.

Will the student be employed through the College Work-Study program (CWS) or other work programs? Counseling on this topic should take into account the student's field of study, academic status, and courseload. To the maximum extent possible, the student aid office should arrange or recommend employment that complements the student's educational goal.* A student's work schedule must not conflict with his or her course schedule and should take into consideration the number of hours that the student can comfortably work.

*CWS employment in a private for-profit organization must be academically relevant to the student's educational program.

How much should the student borrow? Students should understand their responsibilities as borrowers and should be aware of alternatives to borrowing. However, once the need to borrow has been established, debt management counseling must be available.

In particular, each school participating in the Stafford Loan, SLS, and Perkins Loan programs must offer special consumer counseling called *exit counseling*. Although the same issues are often discussed in interviews and printed in consumer materials which are available to students before they borrow, the institution *must* plan to offer exit counseling to individuals or groups of borrowers before

they leave school. If students drop out before this counseling is given, the institution must send them the information at their last known address. Exit counseling must include:

- ❖ a repayment schedule projecting average monthly repayments at the student's interest rate;
- ❖ a review of options for repayment and management of the debt (loan consolidation, refinancing, etc.); and
- ❖ for Stafford Loan and SLS borrowers, general information on the average indebtedness of students at the institution.

The aim is to help students think ahead to the repayment period, when they will be balancing loan repayment with other financial obligations. Some high-cost institutions have developed comprehensive counseling models in this area, realizing that their students may be heavily in debt at the end of their programs.

4.2.3 Referrals

Students may also seek counseling when academic difficulties threaten their aid eligibility. Although you may need to give them a clear understanding of the policies affecting them in regard to financial aid, institutions generally make separate academic counseling available.

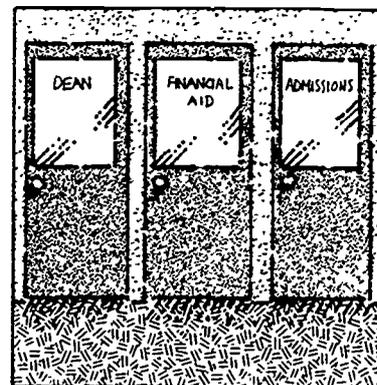
Other personal problems may extend beyond the aid office's ability to advise. Referrals should be available for mental health counseling, health services, and social services.

4.2.4 Counseling Guidelines

Three important points in successful counseling are:

- ❖ provide sufficient privacy for counseling;
- ❖ maintain confidentiality; and
- ❖ refer the student elsewhere whenever the situation requires counseling in another professional area.

Often students will ask for financial aid counseling on matters over which you have no control. You will need to explain clearly the limits within which you work--



restrictions on eligibility, award maximums, deadlines, the timing of disbursements, and funding limits. Develop a good understanding of the federal regulations and institutional policies, and be ready to explain them to those who are affected.

You will also counsel students on matters which call for your professional judgment—areas where you have a degree of flexibility in decision-making. This usually involves considering a student's individual circumstances. Program rules permitting, you may use your judgment in determining dependency status, deciding when it is appropriate to make an adjustment to a student's award package, or when to recalculate the family's or student's contribution to educational costs.

In evaluating unusual circumstances, allow students or their families an opportunity to explain their situations and express their feelings. Gather as much supporting information in writing as you need, and document your decision.

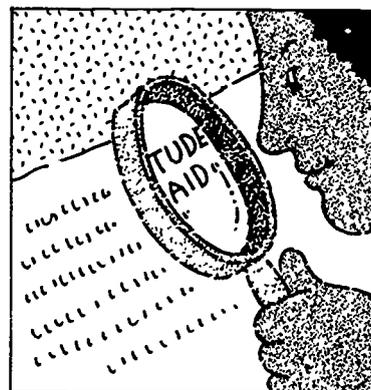
Sometimes you may find that the student's or family's financial aid problems are beyond the scope of your institution's financial aid office. In such cases, you should direct the student or family to the federal, state, community, or institutional department that is most appropriate for handling the problems.

4.3 VERIFYING APPLICANT DATA

Verifying applicant data is a major responsibility of the financial aid office. The Student Assistance General Provisions give verification requirements for the Pell Grant, Stafford Loan, and campus-based programs. Institutions participating in these programs will need to develop verification policies and procedures consistent with the regulations.

4.4 MONITORING STUDENT ELIGIBILITY

Student eligibility is another major concern of the financial aid office. A student's eligibility status is determined at several different points. For example, citizenship or permanent residency and Selective Service



registration compliance are examined during the initial phase of the application process. Next, eligibility based on financial need is determined. Enrollment status is checked against eligibility criteria for each period of attendance, and the student's academic progress is reviewed throughout the time the student is in school.

4.5 DETERMINING FINANCIAL NEED

This is one of the most important areas of student financial aid administration. The basic calculation for determining a student's financial need is:

$$\text{Cost of Attendance} - \text{Expected Family Contribution} = \text{Financial Need}$$

For more information, see Module 7, Calculating Cost of Attendance, and Module 8, Need Analysis.

The cost of attendance (COA) represents the educational costs for a program of study at a particular institution. There are two basic approaches to determining costs of attendance: the *Pell Grant* method, and the method used for the purposes of the *campus-based*, *Stafford Loan*, *SLS*, and *PLUS* programs. Many aspects of these two methods are now specified by law. In general, the campus-based/Stafford/SLS/PLUS method allows the aid administrator more flexibility in setting allowances to meet students' educational costs. However, there are many similarities in these two methods of determining the COA.

The expected family contribution (EFC), the amount a family can afford to pay, is determined for each student by formulas set forth in the law. One formula, the Family Contribution Schedule (FCS), is used for determining the expected family contribution for the Pell Grant program. The other statutory formula, called the Congressional Methodology (CM), is used to determine the expected family contribution for the campus-based, Stafford Loan, SLS, and PLUS programs.

The Family Contribution Schedule is often called the "Pell formula."

The expected family contribution is measured against a specific institution's cost of attendance. The resulting difference is called financial need. The aid administrator attempts to meet this need by combining financial aid with any other resources available to the student.

Need for a Stafford Loan and for the campus-based programs is calculated as follows:

$$\begin{aligned} &\text{Cost of Attendance} - \text{Expected Family Contribution} \\ &- \text{Other Financial Aid} = \text{Need} \end{aligned}$$

The following formula shows how need is calculated for an SLS and/or PLUS loan:

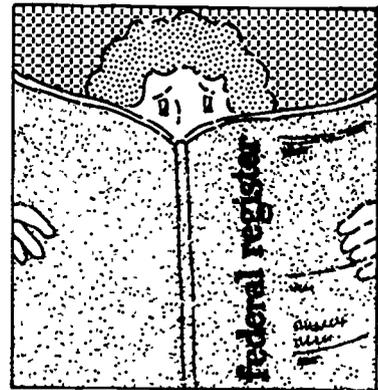
$$\text{Cost of Attendance} - \text{Other Financial Aid} = \text{Need}$$

4.6 ADMINISTERING THE PELL GRANT PROGRAM

In administering the Pell Grant program, the institution:

- ◆ verifies applicant data;
- ◆ determines student eligibility and enrollment status;
- ◆ determines the amount of each student's award;
- ◆ disburses program funds to eligible students; and
- ◆ reports payment information for each recipient and for cumulative program activity.

Institutions do not complete an application for Pell Grant funds. Instead, the Department of Education provides an initial authorization and makes adjustments to it based on the institution's submission of reports documenting Pell Grant awards to students.



4.7 ADMINISTERING THE STAFFORD LOAN, SLS, AND PLUS PROGRAMS

The financial aid office should ensure that the institution complies with the following administrative requirements for these loan programs:

- ◆ providing consumer information to prospective applicants and borrowers;
- ◆ determining the applicant's eligibility to participate in these loan programs;
- ◆ determining each Stafford Loan and SLS applicant's eligibility or ineligibility for the Pell Grant program;

Application processing and Stafford Loan, SLS, and PLUS program requirements are discussed in detail in Module 11.

- ❖ determining each SLS applicant's eligibility for the Stafford Loan program;
- ❖ determining each student applicant's cost of attendance;
- ❖ totaling each applicant's other forms of available assistance and considering this total in determining the loan amount for which the student is eligible;
- ❖ completing the school's section of the loan application;
- ❖ processing Stafford and SLS loan checks;
- ❖ paying refunds to lenders; and
- ❖ providing lenders and guarantee agencies with information on the enrollment status and address of borrowers.

4.8 MANAGING THE CAMPUS-BASED PROGRAMS

Institutions which participate in Title IV campus-based programs will verify applicant data, determine student eligibility, and make awards to students based on a determination of each student's need. Additional responsibilities, unique to the campus-based programs, include applying for campus-based funds and monitoring the institution's use of each program allocation.

4.8.1 Applying for Campus-Based Funds

All institutions participating in the Supplemental Educational Opportunity Grant, College Work-Study, or Perkins Loan programs will complete the Fiscal Operations Report and Application to Participate--the FISAP. The application process requires detailed reporting of such items as the previous year's expenditures of campus-based funds, income levels of aid applicants, institutional revenue, and the number of students enrolled. The institution must complete the report each year. The financial aid office is typically responsible for coordinating the collection of all necessary information, including data from sources outside the aid office such as the business office and office of the registrar.

Institutions must apply each year for campus-based funds with the FISAP--the Fiscal Operations Report and Application to Participate.

4.8.2 Awarding Campus-Based Funds to Students

The awarding of campus-based financial aid depends upon such factors as a student's need, federal guidelines, institutional objectives and priorities in awarding aid, and general and program-specific eligibility criteria.

In the awarding process, the financial aid administrator "packages" awards to eligible students in specific amounts that may be less than or equal to financial need, but must not exceed it. A package may be a combination of scholarship, grant, loan, and work awards. An institution must develop policies for awarding combinations of aid and may set awarding priorities. Eligibility criteria for certain programs and federal requirements, such as awarding SEOG grants to students who show exceptional need, will also be factors in the packaging process. Awarding based on the need analysis system should be fair and balanced. Therefore, the process should be guided by carefully considered policies that are developed by the financial aid office and other institutional offices.

In summary, awarding campus-based funds to students involves a determination of costs, measurement of the family's ability to contribute to those costs, consideration of other financial assistance available to the student, and use of federal guidelines and the institution's policies for awarding aid. Modules 7 through 9 will discuss these concepts in more detail.

4.8.3 Budgeting and Monitoring the Use of Campus-Based Funds

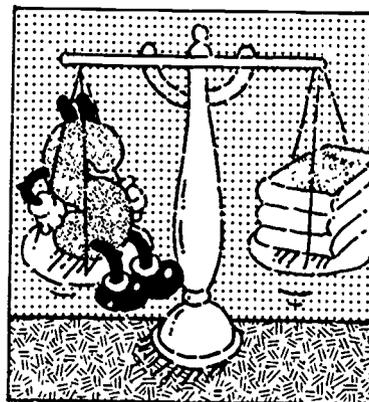
Expenditures from campus-based program accounts must not exceed annual authorized levels. Establishing annual program budgets and monitoring program expenditures throughout the award year are major responsibilities of the financial aid office at any institution participating in campus-based programs.

Establishing annual program budgets requires a knowledge of previous program expenditures. With experience as a guide, aid administrators can plan the amounts to be awarded throughout the award year. Although plans will differ according to the institution's academic calendar and awarding policies, there are general techniques that are commonly used to manage campus-based funds. For example, knowing that funds

In the campus-based, Stafford Loan, SLS, and PLUS programs, the *cost of attendance* is often called the *student budget*.

Institutions participating in both the campus-based and the Stafford/SLS/PLUS programs generally use the same student budget to determine a student's need for these programs. However, under certain circumstances the institution may find it appropriate to use different student budgets for the campus-based programs and for the Stafford/SLS/PLUS loan programs.

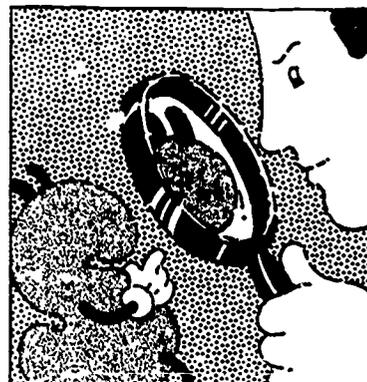
The cost of attendance used to determine a Pell Grant award is calculated differently. The two methods of calculating cost of attendance are covered in Module 7.



will be recovered due to drop-outs, withdrawals, loss of eligibility, and similar situations, experienced aid administrators will take this into consideration when budgeting awards. Regardless of the techniques used, expenditures must be within the limits of the authorization at the end of the award year.

These additional steps are usually taken in managing campus-based funds:

- ◆ discussing enrollment projections with the admissions and registrar's offices to determine whether to expect an increase or decrease in the number of students applying for aid; and
- ◆ developing a policy for the distribution of awards, keeping in mind the number of eligible students to whom you expect to award funds and the total amount of their needs.



Module 12, *Campus-Based Programs*, will discuss in greater detail the planning necessary to budget and monitor program funds.

Financial reports for monitoring institutional expenditures are due to ED every 3 months—once each quarter. Quarters in the award year are July through September, October through December, January through March, and April through June. *These may not be the only times when it is advisable to analyze your award expenditures. You may tie this process more closely to your institution's awarding cycle.*

4.9 ADMINISTERING AND COORDINATING OTHER FORMS OF ASSISTANCE

The administration and coordination of Title IV awards to students is a primary responsibility of the financial aid office. However, the aid office's responsibilities often extend to administering forms of assistance that are not Title IV programs, such as institutional scholarships, vocational rehabilitation assistance, veterans programs, and other forms of assistance.

As mentioned above, other sources and amounts of assistance must be identified, recorded, and factored into the determination of campus-based awards and loan eligibility. This requires coordination of information

from other institutional offices that administer financial assistance programs with information in the aid office.

4.10 REQUESTING FUNDS, TRACKING, AND REPORTING EXPENDITURES

The financial aid office shares the responsibility for requesting funds, tracking, and reporting expenditures with the business office. Although institutions will differ in dividing up these responsibilities, two of the functions involved in administering Title IV aid must, by regulation, be clearly separated: the financial aid office will authorize awards to students, but the business office actually credits accounts and issues checks.

Beyond this separation of authorizing awards and making award payments, other duties may be performed by either office or by both offices together. The examples below show two ways the responsibility for obtaining funds might be handled:

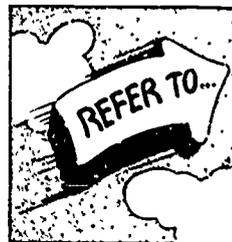
Example 1

Merryville College has a data processing system that is programmed for specific reporting needs, and for collecting and transferring data between the business and financial aid offices. The business office can therefore project cash needs and track expenditures with relatively little need for involvement of aid office personnel. The business office will complete reports and make requests for cash advances from the Department of the Treasury. (The system for requesting cash advances is discussed in Module 14.)

Example 2

Capitol School is small, has manual systems, and has a business officer with little knowledge of financial aid requirements. The business officer requires regular assistance from the financial aid administrator to complete reports or obtain funds. To determine the cash advances needed, fund balances from the business office are used with the aid administrator's estimate of cash needs. The aid administrator and business officer reconcile their records and determine the amount needed together. The business officer may then request cash.

Refer to Module 14 for information on the systems by which institutions request cash.



4.11 USING OUTSIDE CONSULTANTS AND SERVICE AGENCIES

Institutions may divide financial aid procedures between the financial aid office and an outside service agency or consultant. While these outside agents usually do not provide personal counseling for students, they may provide data processing for applications, need analysis, award calculations and disbursements, correspondence, management of accounts, and other services.

Schools may decide to use these outside service agencies or consultants for various reasons:

- ◆ automated support that is not available within the institution itself;
- ◆ the lengthy absence of a regular employee from the aid administrator's position;
- ◆ an aid administrator who is new to financial aid;
- ◆ an unsatisfactory audit or program review by ED requiring a major reconstruction of records and extra staffing;
- ◆ cost efficiency;
- ◆ the need to centralize institutional processing of applications between branches or separate campuses; and
- ◆ administrative support in the billing and collection of Perkins Loans.

Service agency personnel and consultants should, of course, be highly trained financial aid professionals. However, it is important to remember that they are not affiliated with the Department of Education. The institution contracting for these services still remains responsible for compliance with federal regulations.

The National Association of Student Financial Aid Administrators has published a pamphlet on this topic: *On Choosing, Using, and Appraising A Student Financial Aid Consultant*. This offers useful suggestions to institutions considering the use of consultants or financial aid services.

Hiring a Consultant or Service Agency:

Institutions remain responsible for the administration of Title IV programs. For example:

- Who will monitor operations to ensure that financial aid is properly administered according to ED requirements?
- Will students receive enough counseling if application processing is handled off campus?

Institutions must consider these and other issues carefully.

INTERACTION WITH OTHER INSTITUTIONAL OFFICES

The financial aid office depends greatly on sharing information and responsibilities with other offices. This section will examine the interaction between the aid office and other offices on campus.

4.12 PRESIDENT OR CHIEF EXECUTIVE OFFICER

The ability of the financial aid office to help students pay for school is critical to an institution. Any matters which affect this service should be brought to the attention of the chief executive officer. The following is a partial listing of such situations:

- ❖ institutional policies or practices that might conflict with regulations governing student aid program administration;
- ❖ new regulatory requirements potentially affecting enrollment, such as who can receive aid or how much is available;
- ❖ changes or circumstances which may affect the timing of the delivery process and may therefore affect cash flow at the institution;
- ❖ changes in the applicant population resulting in a significant increase in student financial aid need; and
- ❖ changes in your workload—a greater number of required processing tasks or increased volume of applicants requiring additional staff or equipment.



4.13 ADMISSIONS OFFICE

The aid and admissions offices share information, each working to maximize students' ability to attend school. In this effort, they may do the following:

- ❖ cross-reference applicant rosters to ensure that financial aid applicants have applied for admission and that all potential students are aware of financial aid possibilities;
- ❖ project overall enrollment and the number of eligible students;
- ❖ establish and review admissions and financial aid awarding policies to ensure that they support the institution's mission and goals;
- ❖ coordinate prospective student counseling;
- ❖ cross-reference current student data; and
- ❖ in proprietary schools, coordinate completion of enrollment agreements with students.

Additionally, the admissions office will confirm admissions status—a critical eligibility factor for students applying for financial aid.

The admissions office must have an understanding of federal financial aid program requirements associated with the admissions process. These include selection of students for acceptance into a program, a restriction on the use of commercial salespeople, and recordkeeping requirements.

4.14 BUSINESS OFFICE

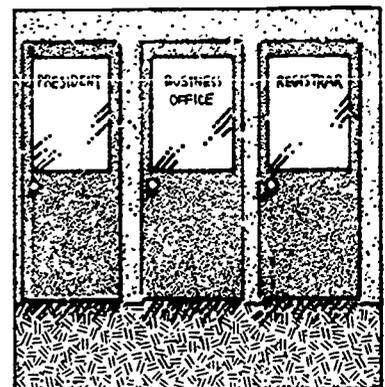
The business office may also be known as the fiscal office, finance office, comptroller's office, bursar's office, or student accounts office. Several of its major responsibilities are of concern to the financial aid office:

- ❖ keeping the financial accounts for all Title IV program transactions: recording federal funds received, disbursements, and recoveries;
- ❖ overseeing billing and collection of tuition and fees, including crediting student aid funds to accounts and disbursing funds directly to students;
- ❖ processing Title IV loan checks;
- ❖ processing the College Work-Study payroll; and

Regulations Affecting Admissions Practices:

The financial aid office regularly brings federal regulations to the attention of other offices at the institution. For example, the information below should be shared with the admissions office to ensure that its operations do not violate regulations governing the institution's approval for the use of Title IV funds:

A school that employs or uses commissioned salespersons to promote the availability of the Stafford Loan, SLS, or PLUS programs is not eligible to participate in these programs.



- ◆ preparing student aid refund transactions.

The business office may also have administrative responsibilities for the Perkins Loan program, including billing, collections, authorization of deferments, cancellations, entrance and exit interviews with students, and retention of outside billing services and collection agencies. In some schools a separate loan office or division of the aid office has these responsibilities.

Balances in the federal account(s) are monitored by the business and financial aid offices. As mentioned earlier, requests for funds must be made by coordinating information between the two offices to ensure that balances will cover expected disbursements. Fund activity is reconciled with the aid office and reported at regular intervals throughout the award year.

4.15 REGISTRAR/ACADEMIC RECORDS OFFICE

The registrar's office or academic records office maintains all permanent student records including the admissions application, acceptance, program of study and grades, enrollment information, and transfer of credits from previously attended institutions. These records provide essential documentation during an audit or program review since they establish student eligibility according to several of the regulated criteria. (Satisfactory academic progress monitoring may be handled by the registrar's office or the dean's office.)

The registrar's office and aid office are in regular communication with one another to exchange information on these key eligibility factors. In some cases, the registrar's office will keep attrition and retention data, also necessary during the audit and review process.

Requirements for Student Records:

The office which has the responsibility for maintaining student records-- admissions records, course of study, enrollment status, student grades, transfers of credit, and so forth--will also play an important role in ensuring the institution's continued eligibility for Title IV program funds.

Federal regulations specify record-keeping requirements in each of these areas. The student records office will also share information on a regular basis with the financial aid office to establish the enrollment status of students and assist in monitoring their academic progress.

4.16 COUNSELING CENTER

Students with personal or emotional problems beyond the scope of your professional expertise should be referred to an on-campus counseling center or an off-campus community service agency offering such services. An on-campus counseling center may also develop broad-

based guidelines for the coordination of counseling among student service offices.

4.17 PLACEMENT OFFICE

If your institution has a placement office, it may coordinate the College Work-Study program both on and off campus. The aid office may provide the placement office with a list of award amounts for each student. The placement office will then develop jobs, interview students, and complete the necessary placement-related forms.

The placement office will also be a source of student consumer information on job placement such as placement statistics and income projections. The aid office will provide the placement office with updates on CWS and other Title IV program regulation changes whenever necessary.

4.18 VETERANS OFFICE

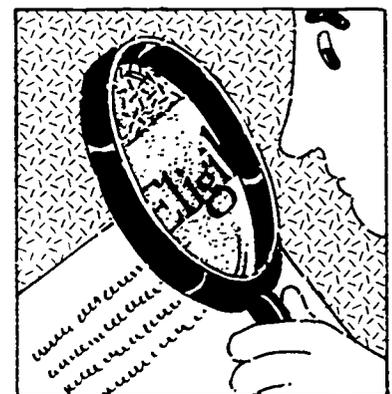
Although veterans services may be supervised by the aid office, large institutions often have a separate veterans office to handle counseling and VA paperwork. Because veterans educational benefits are used in the calculation of awards, verification of the amount is required. Therefore, the veterans office and financial aid office must develop an adequate system to confirm and correct applicant data regarding benefits.

4.19 ACADEMIC DEAN

Financial aid regulations require certain minimum standards for academic progress. An analysis of existing institutional policies should be made to determine whether they meet these federal Title IV minimums. The academic dean will play a critical role in the development and analysis of the institutional standards. In cases where the institution's policies do not meet Title IV requirements, the institution has two options:

Regulations Affecting Recordkeeping in the Placement Office:

The placement office also shares a responsibility to meet regulatory requirements if the institution is to remain eligible for participation in Title IV programs. For example, if your institution has a job placement service, regulations require your institution to establish and maintain up-to-date records on all Title IV aid recipients who are placed in a job by the service.
34 CFR 668.23 (f)(1)(v)



- ◆ raise the institutional standards for all students to meet the Title IV minimums; or
- ◆ retain the institution's policy, and establish separate, stricter standards to measure satisfactory academic progress for students receiving Title IV funds.

With the second option, a student could become ineligible for further Title IV assistance, while still remaining in good academic standing at the institution.

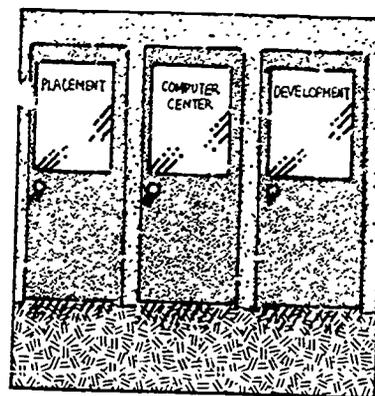
Financial aid regulations may have an effect on students in remedial programs or courses. For this reason, restrictions should be fully understood by academic administrators. Are remedial courses required before admission to a program, or as part of the actual program itself? How much remedial work is required, and to what extent may it be covered by Title IV aid? These are examples of issues that affect student eligibility for Title IV aid and require consideration by both the academic dean and the director of financial aid.

4.20 DATA PROCESSING

Electronic data processing offers major support to the aid office. Not only can it provide speed and accuracy in need analysis and award calculation, it can also integrate information from the admissions, registration, financial aid, and business offices. Disbursement and refund data which are shared with the fiscal office through automation can be analyzed and reported efficiently.

Automation may provide:

- ◆ aid application tracking;
- ◆ verification data tracking;
- ◆ need analysis calculations and awarding;
- ◆ electronic filing of the FISAP;
- ◆ computerized data exchange with the Pell Grant processor;
- ◆ processing of Stafford Loan applications;



- ❖ award letters and notices to the student, including Perkins Loan payment schedules and billing notices;
- ❖ report statistics, such as cumulative program expenditures and the number of recipients, as needed for quarterly financial reports and the FISAP; and
- ❖ other statistics such as unmet student need, number of applications processed, and income levels of applicants.

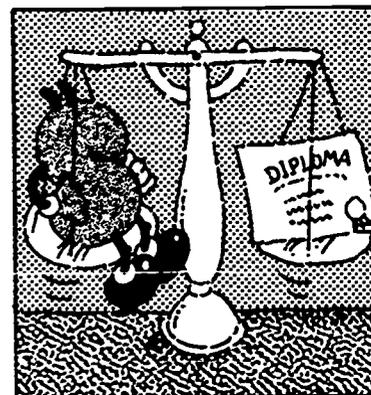
4.21 DEVELOPMENT OFFICE

The development office works with the aid office to develop and coordinate additional sources of student assistance funding. (This function may also be shared with a public relations and recruitment office or alumni office.) Such funds will supplement state and federal funds and are important in meeting the needs of students at many institutions.

4.22 SPECIAL PROGRAMS OFFICE

The federal government and many states support programs designed to increase postsecondary educational opportunities for low-income, academically under-prepared, and/or physically handicapped students. Institutions which participate in such programs may require coordination of effort between a special programs office and the student financial aid office.

The Higher Education Act of 1965, as amended, authorizes special programs for students from disadvantaged backgrounds. Educational Opportunity Centers, Talent Search, Upward Bound, and Student Support Services (the TRIO programs) are administered by postsecondary institutions and nonprofit organizations. If your institution participates in any of these programs or admits students who have been referred from such programs, the office administering them and the financial aid office should work closely together to ensure adequate financial support for eligible students. These two offices also need to maintain clear communications regarding Title IV academic progress requirements and



remedial course limitations. A special programs office may offer services to handicapped students with special financial needs who are eligible for vocational rehabilitation assistance that may be provided by states.

4.23 DEVELOPING A FINANCIAL AID COMMITTEE

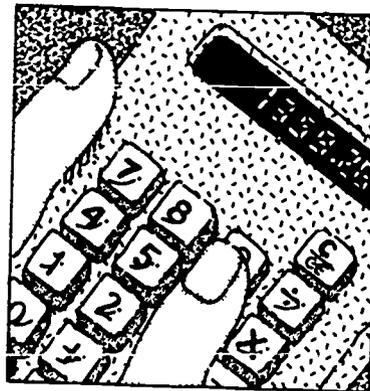
We have already mentioned situations that call for policy review and development by the financial aid office and other offices. Determining academic standards for receipt of financial aid and policies affecting the distribution of aid (sometimes called packaging policies) are examples.

A financial aid committee may be established to examine major policy issues and make recommendations. Such a committee may also handle the financial aid student appeal process. In this capacity, it hears student requests for award adjustments and reinstatement of eligibility. The committee often includes the academic dean and representatives from the faculty, the student body, and the admissions, student aid, and registrar's offices. Representatives from other offices may also be members of the committee.

4.24 A NETWORK OF RESPONSIBILITIES

To illustrate the network of responsibilities behind a simple action, let's look at the collection of College Work-Study time sheets. Don't worry about the specific answers to these questions. The questions are intended only to give you a chance to reflect on the numerous responsibilities behind what appears to be a simple part of the financial aid routine.

- ❖ There are restrictions on the work performed.
 - Who approves the job description?
 - Who makes sure that the student doesn't work "outside" the job description?
- ❖ The time sheet requires signatures.
 - Who supervises the work and signs the certification?



- ◇ The student must remain eligible from one term to the next.
 - Who watches for changes in eligibility?
 - Who provides the aid office with the student's grades and enrollment status?

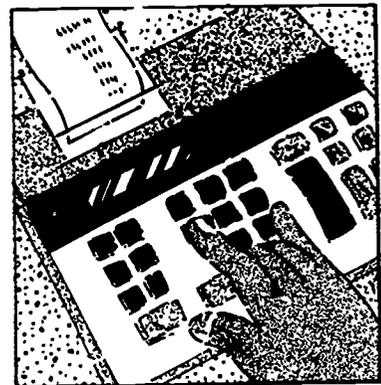
- ◇ Some eligibility requirements are institutional policies.
 - Who develops the policies?

- ◇ Paychecks will be based on time sheets.
 - Who collects time sheets from the institutional departments that employ CWS employees?
 - Who processes the payroll?
 - Who reconciles the hours submitted on time sheets with money actually disbursed to CWS student employees?

- ◇ The total amount the student can earn is restricted.
 - Who determines the amount of the student's award?
 - Who sees to it that the student does not earn more than the amount of the award?

- ◇ The earnings are within an overall institutional budget for the CWS program.
 - Who develops the budget, and who tracks total CWS expenditures?

- ◇ An application was made to the Department of Education for CWS funding, and reports must be submitted on the use of these funds.
 - Who coordinates the application process?
 - Who completes the reports?



These questions point to a network of relationships—some solely within the aid office, and some that represent dependence upon other offices within the institution. Clear lines of responsibility and good communication and cooperation among the members of this network are essential to effective administration of student financial aid programs.

RELATIONSHIP OF THE AID OFFICE TO OUTSIDE AGENCIES AND PROFESSIONAL ASSOCIATIONS

These training modules will be primarily concerned with Title IV assistance. As we have mentioned, the federal agency with which you will deal most frequently is the Department of Education. However, the network of other contacts is extensive.

Other federal agencies play an indirect role in the financial aid process. For example, students may be required to submit the following documentation to support applications for aid:

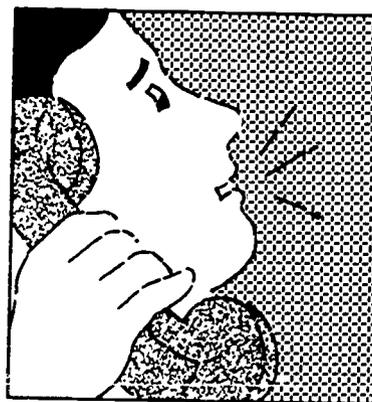
- ◆ copies of tax returns submitted to the Internal Revenue Service
- ◆ Alien Registration Receipt cards (sometimes called "green cards") or other records from the Immigration and Naturalization Service

4.25 OUTSIDE AGENCIES

Routine operations in the aid office will bring you in contact with:

- ◆ social service agencies;
- ◆ state grant agencies and scholarship sponsors;
- ◆ institutions and organizations administering the TRIO programs;
- ◆ state divisions of vocational rehabilitation;
- ◆ lenders, guarantee agencies, and loan servicing agencies; and
- ◆ off-campus College Work-Study agencies.

Additionally, you are likely to develop relationships with high school counselors who are interested in providing students with financial aid information and assistance in completing financial aid forms.



4.26 PROFESSIONAL ASSOCIATIONS

Contact with the previously mentioned organizations is for the benefit of students. Contact with the following organizations is for your own professional development. The agencies and associations described in this section provide information and training materials for student financial aid administrators. The professional associations are supported by their members and are not affiliated with the Department of Education.

State, regional, and national associations hold meetings several times a year in which they conduct training, discuss changes within the field, exchange information on current topics, and communicate positions to the state and federal legislatures and to the Department of Education.

◆ **NASFAA**--The National Association of Student Financial Aid Administrators. This is an association formed on the national level to represent and train financial aid administrators and to keep them informed of regulatory changes. NASFAA services include:

- ◆ publications such as the *NASFAA Newsletter*, *Federal Monitor* (publication of recent regulations), *Index of Federal Regulations*, *Encyclopedia of Student Aid*, *The Journal of Student Financial Aid*, *Student Aid Transcript*, *NASFAA Annotated Bibliography of Literature on Student Financial Aid*, and special reports on a series of topics;
- ◆ training materials and services, such as the week-long Summer Institutes for new financial aid administrators;
- ◆ professional aids such as the *Institutional Guide for Financial Aid Self-Evaluation* and *A Guide to the Development of a Manual of Institutional Financial Aid Policies and Procedures*;
- ◆ research on issues of concern to the field;
- ◆ political representation of membership concerns and viewpoints;
- ◆ a telephone hotline which is updated weekly to provide you with financial aid news; and

The National Association of Financial Aid Administrators (NASFAA) provides its membership with political representation to the U.S. Congress. NASFAA is one channel for transmitting the experience and opinions of the financial aid community to those who enact the law and write federal regulations. In addition, it provides the profession with current information on pending legislation, offers analysis, and makes recommendations for putting new regulations into practice.

State associations are grouped into regional associations: Eastern, Midwest, Southern, Southwest, Rocky Mountain, and Western Associations of Student Financial Aid Administrators. Regional associations transmit concerns and information to the national association. They also provide regional training and disseminate information to members.

Regional Associations:

EASFAA--Eastern Association

MASFAA--Midwest Association

SASFAA--Southern Association

SWASFAA--Southwest Association

RMASFAA--Rocky Mountain Association

WASFAA--Western Association

- ◆ the Postsecondary Education Network (PEN), a computerized on-line system with a wide range of financial aid information and services.

Contact NASFAA at 1920 L Street, N.W., Suite 200, Washington, D.C. 20036. Tel: (202) 785-0453

- ◆ AICS--The Association of Independent Colleges and Schools. AICS is the national association and accrediting commission for private business career schools. The association sponsors training workshops for new and experienced financial aid administrators and provides technical assistance and political representation. Member schools receive regulation reprints and special bulletins on student aid. The biweekly AICS publication, *Capital Comments*, discusses legislative and regulatory developments.

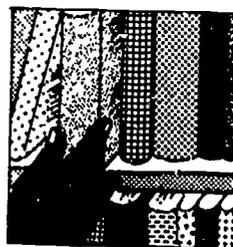
Contact AICS at 1 Dupont Circle, N.W., Suite 350, Washington, D.C. 20036. Tel: (202) 659-2460

- ◆ NATTS--The National Association of Trade and Technical Schools. NATTS is an accrediting agency for trade and technical schools. It offers training workshops and publishes the *Student Financial Aid Tool Kit*, a regularly updated training manual for aid administrators at trade and technical schools.

Contact NATTS at 2251 Wisconsin Avenue, N.W., Washington, D.C. 20007. Tel: (202) 333-1021

- ◆ NACUBO--The National Association of College and University Business Officers. This association provides publications to assist in the effective administration of financial aid. Business officers will benefit from *Overview of Student Financial Aid for Business Officers*, *Management of Student Aid*, and *Student Loan Collection Procedures*, publications designed specifically for those disbursing financial aid.

Contact NACUBO at 1 Dupont Circle, N.W., Washington, D.C. 20036. Tel: (202) 861-2500



- ◆ NAACS--The National Association of Accredited Cosmetology Schools. This association holds seminars for financial aid administrators who work at cosmetology schools.

Contact NAACS at 5201 Leesburg Pike, Suite 205, Falls Church, VA 22041. Tel: (703) 845-1333

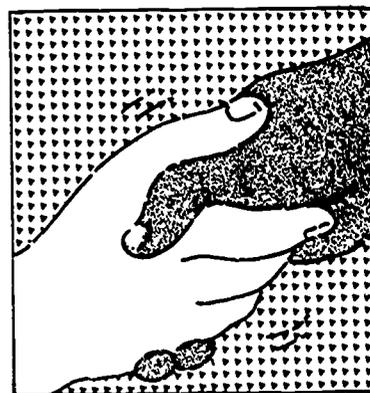
◆ **NACCAS**—National Accrediting Commission of Cosmetology Arts and Sciences. NACCAS can provide helpful information to cosmetology schools. The *NACCAS Review* covers developments of interest to such schools, including legislative and regulatory activity. Nationwide workshops are offered for owners, instructors, and managers to familiarize them with accreditation standards.

Contact NACCAS at 1333 H Street, N.W., Suite 710, Washington, D.C. 20005. Tel: (202) 289-4300

◆ **NHSC**—National Home Study Council. NHSC is an association of accredited correspondence institutions. It provides professional development through conferences, seminars, workshops, and publications. Information on financial aid is published in the *Bulletin*.

Contact NHSC at 1601 18th St., N.W., Washington, D.C. 20009. Tel: (202) 234-5100

Check with your accrediting agency and the associations of which your school is a member. Publications and training may be available to you from these sources as well as the state, regional, and national associations.



SUMMARY

This module has discussed the major responsibilities of the student aid office. At institutions where a staff of financial aid professionals is available, these responsibilities will be divided. In small institutions, a single administrator may handle most financial aid duties alone.

The broad range of activities includes the application for and management of funds, student need assessment, monitoring student eligibility and institutional compliance with federal regulations, and student counseling. These administrative responsibilities will involve interaction with many other offices at the institution.

Where outside services or consultants are employed by the institution, several responsibilities may not be handled by institutional financial aid staff. The institution must define the scope of contractual activity carefully. Also, the institution will remain responsible for the consultant's or service's performance.

A regular exchange of information with other agencies that provide assistance to students should be maintained by the financial aid office. These may be social service agencies, state grant associations, lenders and loan guarantors, and private and corporate scholarship donors.

Several professional associations provide training in student financial aid and representation of their membership to the Congress, the Department of Education, and other agencies. These contacts are an important resource for the development of the profession.

Your role may vary from task to task, and from day to day; you may be an office manager and evaluator, committee member, student counselor, planner, clerical worker, and more.

POST-TEST

1. Which offices provide data for the FISAP--the Fiscal Operations Report and Application to Participate? (circle all that apply)
 - a. the business office
 - b. the registrar's office
 - c. the financial aid office
 - d. the admissions office

2. Which offices have the primary operational responsibility for management of Title IV financial aid funds?
 - a. the business office and the financial aid office
 - b. the financial aid office and CEO's (Chief Executive Officer's) office
 - c. the business office and CEO's office
 - d. none of the above; this is not a shared responsibility

3. Campus-based funds require monitoring by the financial aid office to ensure that expenditures for the award year do not exceed authorized limits. True or False?

4. A student's eligibility for Title IV funds is evaluated only during the initial application processing phase. True or False?

5. Two procedures that determine campus-based awards and eligibility for a Stafford Loan are (1) establishing the cost of attendance, and (2) measuring the family's ability to contribute to these costs. True or False?

6. The financial aid office should not evaluate its own operations, but should rely on outside evaluators. True or False?

7. Which office would write checks to students and credit student accounts for awards, or write checks for the College Work-Study payroll?
 - a. the financial aid office
 - b. the business office
 - c. the registrar's office
 - d. the development office

8. Financial aid counseling is not required by the federal regulations. True or False?

9. An institution that contracts for the services of a financial aid service agency or consultant remains responsible for services performed by that agency or consultant. True or False?

10. Which office(s) play the main role in establishing standards for measuring academic progress that comply with Title IV regulations? (circle all that apply)

- a. the office of the academic dean
- b. the data processing center
- c. the placement office
- d. the registrar's office
- e. the financial aid office

ANSWERS

1. a., b., c., and d. The financial aid office, business office, registrar's office, and admissions office are all likely to contribute information to the FISAP. Other offices may also contribute information. The FISAP reports such data as campus-based program expenditures, characteristics of aid applicants, institutional revenue, and enrollment statistics. (For more information, see Section 4.8.1.)
2. a. Managing Title IV financial aid funds is a responsibility held jointly between the financial aid office and the business office. (4.8.1, 4.10, 4.14)
3. True. Campus-based awarding must be monitored carefully by the financial aid office because these programs have yearly authorized limits of expenditures. (4.8.3)
4. False. Eligibility criteria are examined during initial application processing, again when the student starts classes, and during the period of attendance. (4.4)
5. True. These are two basic factors in the campus-based award process and determination of the amount a student may borrow under the Stafford Loan program. (4.5, 4.8.2)
6. False. Although auditors and the Department of Education will review operations, the aid office should perform self-evaluations. (4.1)
7. b. The business office (or bookkeeper) would write checks or credit student accounts. There must be a separation between the functions of authorizing payment (awarding) and disbursing payment. (4.10)
8. False. Standards for administrative capability in the General Provisions regulations require that the institution provide "adequate financial aid counseling to eligible students who apply for Title IV aid." In addition, the regulations specify exit counseling requirements for institutions participating in the Stafford and Perkins Loan programs. (4.2)
9. True. The institution is held responsible for all services performed by a service or consultant agency. (4.11)
10. a., d., and e. The office of the academic dean, the registrar's office, and the student financial aid office generally play important roles in establishing institutional policies on student academic progress that are in compliance with Title IV requirements. (4.15, 4.19)

Questions: 10

Your Score: _____

Percentage: _____

GLOSSARY

- business office** The office responsible for financial accounting for an institution, including Title IV program activity. This office disburses award payments to students and student accounts and processes loan checks. It is sometimes referred to as the *fiscal office*, finance office, comptroller's office, bursar's office, or the student accounts office.
- campus-based programs** The term that is applied to three federal Title IV student aid programs administered by eligible institutions of postsecondary education. These programs are the Perkins Loan (formerly National Direct Student Loan), College Work-Study, and Supplemental Educational Opportunity Grant programs.
- College Work-Study (CWS)** A federally funded part-time employment program which provides jobs for undergraduate and graduate students who are in need of such earnings to meet a portion of their educational expenses.
- cost of attendance (COA)** Those charges and allowances established by the institution that are applicable to students for attendance for one academic year. Generally, the COA includes tuition and fees; allowances for room and board, books, supplies, transportation and miscellaneous expenses, child care, dependent care, and certain handicap-related expenses. There are significant differences between these components in the Pell Grant and campus-based/GSL programs. See Sections 411F and 472 of the Higher Education Act of 1965, as amended, for provisions on establishing institutional costs of attendance. The term *cost of attendance* is often used interchangeably with *cost of education*.
- cost of education** See *cost of attendance*. The term *cost of education* is often used interchangeably with *cost of attendance*. Prior to the 1988-89 award year, the Pell Grant program had a specific definition of *cost of education*.
- debt management counseling** Counseling for students on the subject of assuming debt and accumulated indebtedness. It includes a projection of the expected monthly payments and the length of repayment for student loans.
- expected family contribution (EFC)** The figure which indicates how much of a family's financial resources should be available to help pay the expenses of postsecondary education. This figure is determined according to statutory formulas. The Pell Grant program calls the EFC the *Student Aid Index (SAI)*. The Congressional Methodology calls the EFC the *Family Contribution (FC)* for the campus-based and Stafford Loan programs.

need analysis	A process used to determine a student applicant's need for financial assistance to help meet his/her educational Cost of Attendance.
need-based assistance	Any form of financial aid awarded on the basis of demonstrated financial need.
packaging	The process of assembling one or more financial aid awards of loans, grants and/or scholarships, and employment for students.
quarter	A standard <i>academic term</i> , usually 10-12 weeks in length. At institutions using quarters to measure student progress, an academic year is defined as the period of time a full-time student is expected to complete the equivalent of three quarters. (For <i>fiscal reporting</i> , the quarters in the Title IV award year are July through September, October through December, January through March, and April through June.)

ACRONYMS

AICS	The Association of Independent Colleges and Schools.
CWS	College Work-Study program, the campus-based Title IV employment program.
EFC	Expected Family Contribution.
FC	Family Contribution (calculated with the Congressional Methodology).
FISAP	The Fiscal Operations Report and Application to Participate in the Perkins Loan, SEOG, and CWS programs.
NAACS	National Association of Accredited Cosmetology Schools.
NACCAS	National Accrediting Commission of Cosmetology Arts and Sciences.
NACUBO	National Association of College and University Business Officers.
NASFAA	National Association of Student Financial Aid Administrators.
NATTS	National Association of Trade and Technical Schools.
NDSL	National Direct Student Loan program. This campus-based Title IV loan program was renamed the Perkins Loan program in the Higher Education Amendments of 1986.
NHSC	National Home Study Council.

- PLUS** Parent Loans for Undergraduate Students. A Title IV program which now provides financial aid to parents only for their dependent students. Prior to the Higher Education Amendments of 1986, independent students were also allowed to borrow under the PLUS program...
- SEOG** Supplemental Educational Opportunity Grant program. The campus-based Title IV grant program.
- SLS** Supplemental Loans for Students. A Title IV financial aid loan program for graduate, professional, and independent undergraduate students.
- TRIO** The special programs for students from disadvantaged backgrounds, including Educational Opportunity Centers, Talent Search, Upward Bound, and Student Support Services.
- VA** Veterans Administration.

KEY RESOURCES

1. U.S. Department of Education, Office of Student Financial Assistance, *Federal Student Financial Aid Handbook*, Washington, D.C., OSFA/ED, 1988.

The *Handbook* is intended to help post-secondary institutions administer the major federal student financial aid programs authorized under Title IV of the Higher Education Act of 1965, as amended. Detailed explanations of the programs are provided. The *Handbook* should be used along with the authorizing statutes and the applicable program regulations.

BIBLIOGRAPHY

1. National Association of Student Financial Aid Administrators, *On Choosing, Using, and Appraising a Student Financial Aid Consultant*, Washington, D.C., NASFAA.

The references listed above can be obtained by contacting the publishing organization. For U.S. Department of Education addresses, see the inside back cover or the Support Booklet. For all other addresses, see the Support Booklet.

APPENDIX

ORGANIZATION OF ED'S OFFICE OF STUDENT FINANCIAL ASSISTANCE AND DEBT COLLECTION AND MANAGEMENT ASSISTANCE SERVICE

Office of Student Financial Assistance

The Office of Student Financial Assistance (OSFA) in the Department of Education has five divisions. The divisional organization is by function rather than program.

1. *Division of Policy and Program Development*

- ◇ Pell Grant Branch
- ◇ Campus and State Grant Branch
- ◇ Stafford Loan Branch
- ◇ Student Verification Branch

2. *Division of Audit and Program Review*

- ◇ Audit Review Branch
- ◇ Program Review Branch
- ◇ Program Compliance Branch

3. *Division of Training and Dissemination*

- ◇ Training Branch
- ◇ Dissemination Branch

4. *Division of Program Operations and Systems*

- ◇ Pell Grant Program Branch
- ◇ Campus-Based Programs Branch
- ◇ Stafford Loan Branch
- ◇ Systems Technology and Management Services Branch

5. *Division of Field Operations*

- ◇ Regional Director, Eastern Regions I-III
- ◇ Regional Director, Central Regions IV-VII
- ◇ Regional Director, Western Regions VIII-X

Debt Collection and Management Assistance Service

There are three divisions within the Debt Collection and Management Assistance Service (DCMAS):

1. *Division of Credit Management and Debt Collection*

- ◆ Student Receivables Branch
- ◆ Institutional Receivables Branch

2. *Division of Quality Assurance*

- ◆ Statistical Analysis Branch
- ◆ Quality Control Branch

3. *Division of Eligibility and Certification*

- ◆ Higher Education Institutional Eligibility Branch
- ◆ Institution and Lender Certification Branch
- ◆ Occupational/Vocational Eligibility Branch

Chapter One of the *Federal Student Financial Aid Handbook* has complete descriptions of the divisions, branches, and sections of OSFA and DCMAS. For addresses and telephone numbers of the ED regional offices, see the inside back cover.

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REGIONAL OFFICES OF STUDENT FINANCIAL ASSISTANCE

REGION I

(CT, ME, MA, NH, RI, VT)

Office of Student Financial Assistance
U.S. Department of Education
J.W. McCormack Post Office and Courthouse
5 Post Office Square, Room 510
Boston, Massachusetts 02109
(617) 223-9338

REGION II

(NJ, NY, PR, VI, CANAL ZONE)

Office of Student Financial Assistance
U.S. Department of Education
26 Federal Plaza, Room 3954
New York, New York 10278
(212) 264-4426

REGION III

(DE, DC, MD, PA, VA, WV)

Office of Student Financial Assistance
U.S. Department of Education
3535 Market Street, Room 16200
Philadelphia, Pennsylvania 19104
(215) 596-0247

REGION IV

(AL, FL, GA, KY, MS, NC, SC, TN)

Office of Student Financial Assistance
U.S. Department of Education
101 Marietta Tower, Suite 2203
Atlanta, Georgia 30323
(404) 331-4171

REGION V

(IL, IN, MI, MN, OH, WI)

Office of Student Financial Assistance
U.S. Department of Education
401 South State Street, Room 700-D
Chicago, Illinois 60605
(312) 353-8103

REGION VI

(AR, LA, NM, OK, TX)

Office of Student Financial Assistance
U.S. Department of Education
1200 Main Tower Building, Room 2150
Dallas, Texas 75202
(214) 767-3811

REGION VII

(IA, KS, MO, NE)

Office of Student Financial Assistance
U.S. Department of Education
10220 North Executive Hills Blvd., 9th Floor
P.O. Box 901381
Kansas City, Missouri 64190
(816) 891-8055

REGION VIII

(CO, MT, ND, SD, UT, WY)

Office of Student Financial Assistance
U.S. Department of Education
1961 Stout Street, 3rd Floor
Denver, Colorado 80294
(303) 891-3676

REGION IX

(AZ, CA, HI, NV, AS, GUAM, PACIFIC ISLANDS)

Office of Student Financial Assistance
U.S. Department of Education
50 United Nations Plaza, Room 270
San Francisco, California 94102
(415) 556-5689

REGION X

(AK, ID, OR, WA)

Office of Student Financial Assistance
U.S. Department of Education
2901 Third Avenue, Room 100
Seattle, Washington 98121
(206) 442-0493