Student Services Annual Plan

SS Program Title

Financial Aid and Financial Literacy

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Contact Person

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Executive Summary

The Financial Aid and Financial Literacy Program provides support, services and financial education as an access mechanism to higher education and is an integral component for student success for all students but particularly for students and families who are low-income, first generation and come from underserved communities. Our priorities this past year emphasized three overarching themes:

1. Financial Aid Access & College Cost
2. Community Resources
3. Dream Act Implementation

During the 2013-14 program review cycle, the Financial Aid Department continued to experience growth in application volume and increased workload due to expanded eligibility and support services for AB 540 students, implementation of new program regulations, software and processing changes and increased outreach in the community.

Program Mission and Vision

The Financial Literacy Program strives to offer learning opportunities on the management of personal finances so students can make informed financial decisions and to aid students in their understanding, application, and timely receipt of all eligible financial aid resources.

The Mission of the Financial Aid Department is to aid students and prospective students in their understanding, application, and timely receipt of all eligible financial aid resources they need to reduce the significant barriers the costs of higher education present. Our philosophy is that everyone is deserving of an education and we support this entitlement through education, compassion and respect.

Relationship of Program to College Mission: *Indicate how the program aligns with the college's mission by checking the appropriate boxes. Check all that apply:*

- ☑ Career-Technical Education
- ☑ Basic Skills
- ☑ Transfer
- ☑ Lifelong Learning

Relationship of Program to College Vision: *Indicate how the program aligns with the college's vision by checking the areas that you address in your program.*

- ☑ Quality of Academic Life
- ☑ Diverse Culture

☑ Personal Support and Development of Students

☑ Student Success Programs

☐ Innovative Programs Preparing Students for the University

☐ Innovative Programs Preparing Students for the Modern Workforce

☐ Innovative Programs Preparing Students for the Global Community

Program Data Measures List: *List the program or department data measures in this box that were used in this past cycle.*

Program / Department Data Measures

During the 2013-14 program review cycle, the Financial Aid Department continued to focus its Student Learning Outcomes on student self-efficacy and advocacy as it relates to their completing the required steps needed to determine financial aid eligibility. To assess learning, a pre-survey was given to students in the fall 2013 semester when attending the FAFSA Tuesday workshops prior to receiving instruction and one-on-one or group assistance for completing or making a correction to their FAFSA. After receiving assistance which included verbal instructions on the necessary "next" steps the student should follow to ensure their application and other requirements are complete, a post-survey was administered to measure students' learning of those key steps.

Other data measures used to assess overall Financial Aid Department success include:

ISIR volume
Number of aid recipients by program
Dollar volume of programs
Staff participation in various training opportunities
Outreach activities & workshops

Reflection on Data: *Provide a reflection on what the data means*

The results of the 2013-14 student SLO are much lower than anticipated based on the 78% success rate recorded in our 2012-13 SLO cycle. Upon reflection, staff identified several contributing factors that could have negatively impacted student learning in this cycle, including:

- Having several different staff and student employees lead the sessions or fill-in at the last minute do to staffing needs.

- Having new student assistants not fully understand the SLO process and therefore failing to provide the pre-survey consistently and/or not reinforcing the three follow-up steps with students while assisting student with their FAFSA applications.

- Not having a set location for the FAFSA drop in workshops during the fall 2013 semester resulted in it being moved to various classrooms around campus at the last minute which was somewhat disruptive and created less consistent assistance and messaging to students.

Other general reflections as it relates to our data measures:

The SAO goal for the past and current year is to increase the application rate by 10% and is associated with Completion Objective 2.5 (100% FAFSA).   Given the flattening out of enrollment and slight decline over the past

couple of years, we may be over ambitious in the expectation that we can continue to see an increase of 10% without a corresponding increase in new or returning students seeking certificates, degrees and transfer programs.

We continue to see growth in BOGFW recipients and expect to see an increase in the number and award amounts for Cal Grant awards as previously ineligible AB 540 students are assisted through the application process in our weekly workshops.

Staff development and training is highly encouraged in our Department and supported by the Vice President of Student Services. Staff, in general, feel well trained and equipped to assist students meet increasingly complex eligibility requirements. They are also prepared to participate in a variety of outreach activities that educate our students, our prospective students, high school partners and others on college affordability, access to financial assistance programs and higher education opportunities.

Accomplishments: *List any program major accomplishments*
Program & Department Major accomplishments:

Financial Literacy Lab

Planning and completion of a 16-computer dedicated lab space called the "Financial Literacy Lab" (FLL) was completed at the end of the fall 2013 semester and programming for its use began in the spring 2014 semester. This is a major accomplishment and was identified as a significant need to enhance the ability to provide consistent and ongoing financial literacy activities and workshops in both the 2011-12 and 2012-13 Financial Literacy Program Plans. Measure G funds were allocated for the spring 2014 semester to assist and provide coordination to the Financial Aid Department and TRiO Student Support Services Program in the development of both a short term and long term plan that will be used to implement ongoing strategies for providing a variety of workshops, CashCourse® financial literacy modules, speakers and presenters as part of the College's Financial Literacy Pathway initiative to commence late spring 2014.

The FLL will be the hub of financial literacy objectives and a place where community organizations can assist in providing a variety of needed services to our low income student populations in an effort to increase their likelihood of achieving financial stability. We look forward to its growth into a mini "SparkPoint" using scaled down services similar to Skyline's exemplary program.

AcademicWorks Implementation

The SMCCCD/Financial Aid Departments contracted with a new scholarship vendor as a result of the prior system failing to meet minimum standards of satisfaction, customer support and data integrity. Implementation of the new product, AcademicWorks scholarship application and management system began in August 2013 after considerable time was spent reviewing several products by district-wide financial aid and scholarship representatives, SMCCC Foundation staff and ITS. The new scholarship application system went live for the 2014-15 scholarship application cycle on December 9, 2013. The application deadline closed on February 13, 2014 and application review is currently in process.

Increased/Improved Automation

Continued Automation of Cal Grant: There has been considerable programming work completed to allow for parts of the data load, initial eligibility determination and payment reporting to be automated. A small workgroup was identified this year to continue the efforts initiated in 2012-13 to streamline a very manual process. Cañada Financial Aid Technician, Rosa Jimenez, continues to work closely with our other colleges and ITS to improve and automate processing and to respond to recent reporting changes implemented by the California Student Aid Commission (CSAC).

Board of Governors Fee Waiver Redesign: For the 2013-14 aid-year, the Board of Governor's Fee Waiver (BOGFW) custom application in WebSMART was redesigned to interface with new Banner baseline functionality (RVASFND). This was a significant project for both ITS and the three colleges' Financial Aid Departments that was necessitated to address upcoming MIS reporting changes. The 2012-13 process could no longer be sustained without significant and ongoing modification by ITS and testing by Financial Aid.

The project continues to require additional testing and tweaks. A component of the redesign anticipated for completion in the spring 2014 term is the automation of new BOGFW letter types that are consistent with the automated messaging implemented in 2012-13 for other financial aid-related communications. Timely and targeted communication is needed to ensure program compliance and integrity.

Presently, all student financial aid documents are scanned and files are reviewed online. As a means of establishing a "starting point" for scanned student financial aid records, all 2011-12 student files were scanned and indexed to the Banner Document Management System (BDMS) and all Federal Family Educational Loan Program (FFELP) student loan documents dating back to the 2007-08 aid year were also scanned and indexed and then the paper records were destroyed. This long term storage solution maintains file access and security.

Workshops and Outreach Events

The Financial Aid Department conducted, participated in and supported several workshops and outreach events and activities this past year that promote increased awareness and access to postsecondary education and specifically to financial assistance programs and services. Several financial aid presentations and workshops were coordinated with and through the College Outreach Office which tripled the amount of high school events we conducted or participated in this year as compared to prior years. Also, in partnership with Outreach, several on campus workshops were offered at Preview Day and again as part of the upcoming spring Priority Enrollment Program (PEP).

Relationships with our feeder high schools and community continue to strengthen. Financial aid staff are more frequently being asked to present to parent groups, participate in early outreach activities for middle school-aged children, younger youth in local after school programs, and with community organizations seeking to improve the educational outcomes for undocumented youth.

The following activities were conducted during the 2013-14 program review cycle:

Activity	Detail/Impact	Target Population
FAFSA Tuesdays	FAFSA workshop held every Tuesday. Average attendance is 10 -12 students weekly throughout the year. Includes assistance for BOGFW-only applicants. Higher attendance during peak periods before/beginning of term and prior to March 2 Entitlement Cal Grant and Cal Grant C Program deadline and September 2 Community College deadline. Dates: Weekly.	Current and new students in need of assistance completing or correcting FAFSA
Dream Application Wednesdays	Dream Application workshop held every Wednesday. Average attendance is 3 -5 students weekly throughout the year. For AB 540 students to help them apply for the Board of Governors Fee Waiver and California Dream Application. Higher attendance during peak periods before/beginning of term and prior to March 2 Cal Grant deadline. Began assisting students with California Dream Application in mid fall term. Dates: Weekly.	Current and new students in need of assistance completing or correcting California Dream Application.
College Night	Financial Aid Workshop: 20-30 minute workshop conducted annually for parents and students attending Sequoia Union High School District College Night hosted by Cañada College. Date: 10/23/13.	Parents and high school juniors and seniors in service area
Sequoia High School	Parent groups and Community College Night presentations (3-4 times per year).	Parents and high school students attending Sequoia High School
Class / Program Presentations	Middle College, ESL, Reading, NSF scholars, Veterans. ECE Pathways – several throughout year as requested.	Various
SUHSD Migrant Families High School Information Night	Bilingual (Spanish-English) presentation on college cost, affordability and financial aid eligibility to migrant families and eighth-graders who will be high school freshman in fall 2014. Date: 2/6/14.	Migrant families in the Sequoia Union High School District service area.

Scholarship Application Workshops	Students learn to apply for scholarships using the new AcademicWorks online ….scholarship application. Two workshops scheduled in December and then three times per week from 1/10/14 – 2/13/14 in the Financial Literacy Lab. Hosted separate workshop at Woodside High School on 1/23/14.	Currently enrolled Cañada students and high school seniors planning to attend Cañada in 2014-15.
Cash for College	Three workshops scheduled to assist students and parents complete the FAFSA or California Dream Application, learn about financial aid programs, eligibility and specifically, applying for the Cal Grant Entitlement Program). Over 250 students and parents attended. Partnered with San Mateo Credit Union. Dates: 1/10/14, 2/1/14, 2/11/14.	Parents and high school seniors in service area – held at Cañada College, Sequoia High School and Menlo-Atherton High School
Preview Day	Hosted nine individual hands-on financial aid activity workshops scheduled throughout morning for approximately 175 high school students. Focused on how the Cost of Attendance is established at different colleges, major federal and state financial aid programs and the application process. Date: 3/28/14.	High school juniors and seniors from San Mateo County
Priority Enrollment Program	Financial Aid overview presentations during PEP; average 40-50 students per PEP date. Dates: 4/8/14, 4/23/14, 4/29/14, 5/6/14 and 5/15/14.	High school seniors planning to attend Cañada; parents also encouraged to attend workshop sessions
Financial Aid BTO Transfer Workshop	Financial Aid Transfer Workshops planned for spring 2014 to assist transferring students to better understand financial aid offers from transfer schools and to access all eligible resources. Date: April TBD	Transferring Students in BTO Program

Changes in your program this year: *What changes has you seen in your program, and why do you think these changes have occurred?*

There are new and more complex regulations for administering Federal and State financial aid programs.

150% Direct Subsidized Loan Limit went into effect on July 1, 2013. Students are now limited in the length of time they can borrow subsidized loans to 150% of the reported program length. Required training to understand complexity of this new regulation began in spring 2013 with several updates since then by the US Department of Education as they continue to modify reporting requirements. System upgrades impacting both Banner Student and Banner Financial Aid are scheduled for April 2014.   New reporting requirements will be required for the 2014-15 year.

Sequestration changes to loan processing in December resulted in several loan originations having to be manually reversed, recalculated and re-reported due to changes in required loan fees. We expect a similar increase to occur in October 2014 at the beginning of the 2014-15 federal fiscal year.

There is increased pressure on all campuses by the California Student Aid Commission to update Cal Grant rosters, report payment codes and reconcile program funds in a short time frame due to recent concern by Commissioners on the utilization rate of Competitive Cal Grant awards particularly within the community colleges. New reporting codes have been implemented. This is a very manual and time consuming process and requires more staff time manage.

The Financial Aid Department is seeing an increased demand for services to support undocumented AB 540 students and students with U-Visas.

2013-14 is the first year where undocumented AB 540 students and U-Visa holders are eligible for Cal Grant funds. There is an increased awareness and corresponding workload associated with serving these formerly ineligible students and their families with information and financial assistance. They often lack experience with or understanding of complex applications and navigating systems. Staff have made great strides to provide clear, consistent and helpful information. Yesenia is the lead staff member serving these students, resolving issues with incorrect or incomplete Dream Application files and presenting in the community. She will be conducting focus groups with students in late spring 2014 to help us gage and improve our services.

Staff are experiencing more requests from both community partners and campus groups to present at and participate in 'Dream' activities including the Sequoia High School Dream Club, Sequoia Union High School Migrant Education Program, Educators for Fair Consideration, Cañada DREAMers Task Force, North Fair Oaks Community Festival, etc.

We are pleased to report that Lucy Nolasco was reclassified to a higher level position as a result of staffing disparities identified in the Financial Aid Business Process Analysis in 2012 and the need to have a highly skilled technical support staff member on each campus. Additionally, the District allocated funds to hire the newly created District Financial Aid Reconciliation Specialist to support the fiscal compliance needs for both the District and three colleges this year.

Similar to what was reported last year, there continues to be significant growth in financial aid application volume and students completing the process to receive state and federal financial aid. We believe these are some of the reasons for the steady increase in application volume:

Adding "Apply for Financial Aid" as Step 2 in the Student Success Steps to apply for college; and,

Improved financial aid outreach locally within our service area through partnerships with our Outreach Department; and,

Ongoing communication strategies statewide about the availability of financial aid at community colleges pushed to high schools and communities through the I Can Afford College campaign www.icanaffordcollege,com ; and,

The implementation of a drop for non-payment policy in 2012; and,

The implementation of the California Dream Act and developing awareness in our feeder high schools of their graduating students' access to state financial aid programs funds; and, the most significant factor,

The continued long-term unemployment of many individual and families with children in college and their overall financial health.

Changes for Next Year: *What changes, if any, do you want to make in your program for next year?*

For the 2014-15 year, the Financial Aid Department plans to implement a more structured Financial Aid Appeal process for students failing to maintain federal Title IV Satisfactory Academic Progress (SAP). A workshop is in development and will be piloted to students in May. Students who have been disqualified from financial aid due to low GPA, Pace (completion rate) or both, must attend a workshop before scheduling a financial aid-related counseling appointment and submitting an appeal to the Financial Aid Department for reinstatement.

Another initiative is the development of a formalized financial literacy "program" in collaboration with other departments. Activities may include:

- Offering regular financial literacy workshops on a variety of topics such as in-school and post-graduation budgeting, loan repayment, personal finances, managing credit, etc.

- One-on-one advising/coaching to help students gain a deeper understanding of how to build financial stability. The breadth of support offerings and services is dependent upon the amount of additional resources that can be directed to this initiative.

At present, a Working Families Grant application has been submitted that would help supplement and fund the coordination of services already provided by various campus departments and also provide the resources necessary to develop and implement more high touch strategies including financial coaching and new community partnerships that would provide essential support for low income students and families to achieve various measures of financial stability.

Describe your student learning outcome and the results you have from last year as follows:
Student Learning Outcome
Assessment Results
Evidence/Analysis
Use of Results
SLO for Next Year
Given the results of your SLO this year, do you plan to keep the same SLO or develop a new one?

2013-14 Student Learning Outcome: After reflection and review by the Financial Aid Department of the 2012-13 program-level student learning outcomes which we considered very successful, we decided to keep the same SLO for 2013-2014.   We want students to develop proficiency in using online tools, particularly WebSMART and availing themselves of accessible resources for managing their financial aid. Becoming proficient in using self-service technologies is a transferable and necessary skill. In the fall 2013 semester, 69 pre and post SLO assessment surveys were completed by students.
After attending a FAFSA Tuesday workshop, students will be able to name the next three steps they should follow after submitting their FAFSA online.
Assessment Results:
Pre Survey:

Of the 69 students assessed –
- 0 students named all three next steps
- 7 students named two of the three steps
- 21 named one of the three steps
- 41 left this section blank or answered incorrectly

Post Survey:
Of the 69 students assessed –
- 9 named all three next steps
- 29 named two of the three steps
- 12 named one of the three steps
- 19 left this section blank or answered incorrectly

Evidence/Analysis:
Pre Survey: 7 students/10% of those who took the pre-survey demonstrated proficiency in understanding the next steps. 62 students/90% did not demonstrate sufficient knowledge of the next steps
Post Survey: 38 students/55% of those who took the post-survey demonstrated proficiency in understanding the next steps 31 students/45% did not demonstrate sufficient knowledge of the next steps
55% of the post-survey respondents provided two or more correct responses after being provided with direct communication of the three next steps we would like them to take after submitting their FAFSA.
Our success metric for this year and last is that 75% of the students will be able to name at least two of the three steps. Our outcome is 20% below our success metric and therefore, we failed to demonstrate student learning at a rate that we had predetermined would indicate success. There are a variety of contributing factors included in the data reflection section. Because students were provided with the correct responses and other information before leaving the workshop, we still believe that all students benefitted from workshop attendance and are much better informed on the next steps and equipped with the necessary information to monitor and follow-up independently. We have decided to change our SLO for the 2014-15 cycle.

SLO Changes: *If you are changing your SLO(s), please describe why*

☐ Keep same one(s)

☑ Created new one(s)

SLO Changes: *If you are changing your SLO(s), please describe why*

SLO Changes for 2014-15: We will develop two different Student Learning Outcome assessments for 2014-15 and anticipate using a pre and post test assessment instrument to measure student learning.
The two areas we plan to implement an assessment are with the new Financial Aid SAP Workshop and with a Financial Literacy workshop. At this time, we may use a CashCourse® financial literacy module or align the assessment with a locally developed workshop. Over the summer, these two SLOs will be developed and launched in fall 2014.

SLO Relationship to Strategic Directions: *Check each of the college's Strategic Directions that your SLO addresses*

☐ Teaching and Learning

☑ Completion

☐ Community Connections

☑ Global and Sustainable

SLO and Strategic Directions: *Describe how your SLO relates to the strategic directions*
The new SAP Workshop SLOs for 2014-15 will support Completion Objective 2.3 by providing those required to attend with a thorough understanding of the academic standards required for financial aid eligibility and expectations they must meet in order to regain good status.
The SLOs will also continue to support Completion Objective 2.5 by emphasizing the importance of timely application for financial aid and the benefits of acquiring financial literacy through the participation in workshops and other activities.
Additionally, as students become more self-ware of how their choices or circumstances have adversely impacted their success and eligibility for financial aid, it is anticipated that they will choose to make future decisions that result in improved completion which supports Completion Objective 2.9.

SAO Action Plan:
List your SAO for the upcoming year and describe the Following:
Student Learning Outcome
Activities to Achieve the SLO
Assessment Measures
What do you expect to learn

We will continue to measure application rate as an indicator of success in achieving the 100% FAFSA Initiative (EMP Completion Objective 2.5). We also have two other objectives we plan to achieve in 2014-15:
SAO 1: Develop Satisfactory Academic Progress workshop and incorporate its required attendance into the SAP appeal process.
SAO 2: Develop and schedule a menu of financial literacy workshops in the Financial Literacy Lab for the 2014-15 year beginning early in the fall 2014 semester.
SAO 3: Increase FAFSA application rate by 10% from 2013-2014 to 2014-2015 aid year.

Service Area Objectives:

Summarize the assessment results of your Service Area Objectives, to include the impact on the quality and success of the program.

Financial Literacy Program SAO: Increase FAFSA application rate by 10% from 2012-2013 to 2013-2014 aid year

Results:

The 2012-13 SAO was successful. There was an 11.7% increase in application volume from 2011-12 to the 2012-13 year through 6/30/2013.

Total unduplicated FAFSA application volume for 2011-2012 was 3,861. The total unduplicated FAFSA application volume for 2012-2013 was 4,313, an increase of 11.7%. The total unduplicated FAFSA volume for 2013-2014 as of 12/31/2013 is 3,887. Data is not yet available to compare how the 2013-14 year may have increased over last year and will be reported in the next program review cycle (March 2015). This is an ongoing effort to incrementally increase the application rate of all students to as close to 100% as possible. Students who have applied for financial aid early are more likely to be prepared with the necessary books and supplies when classes begin each term.

Service Area Objectives: Next Year

Describe the Service Area Objectives for next year:
Service Area Objective
Activities to be Conducted
Assessment Measures
Why this was selected

Service Area Objectives for 2014-15:

SAO 1: Develop Satisfactory Academic Progress workshop and incorporate its required attendance into the SAP appeal process.

- *An adjunct counselor is developing workshop materials that we plan to pilot to a group of students in May and then roll out in June. The workshop content will be appropriate for professional staff to administer.*

SAO 2: Develop and schedule a menu of financial literacy workshops in the Financial Literacy Lab for the 2014-15 year beginning early in the fall 2014 semester.

- *A few workshops have been tentatively scheduled for the fall 2014 semester with local credit unions and banks.*

SAO 3: Increase FAFSA application rate by 10% from 2013-2014 to 2014-2015 aid year.

- *Continue monitoring and encouraging FAFSA and California Dream Application by all students as eligible and incorporate staff recommendations.*
  - *Improve FAFSA and Dream Online help and change from "workshop" to something else less formal.*
  - *Student don't expect to stay the full allotted time*
  - *Students don't expect a presentation - focus more on the one on one help where students can feel comfortable enough knowing they can fill out their own applications next year.*
- *Increase FAFSA and Dream Workshop hours with appropriate staffing – possibly Tuesday and Wednesday morning and evening hours.*

Add sign-in to SARS for FAFSA/Dream lab assistance so we have more accurate tracking on how many student we are serving in each workshop.

Relationship to EMP Teaching & Learning: *Check any EMP Teaching and Learning Objective that relates to your Service Area Objective*

- ☐ 1.1 Assess SLOs
- ☐ 1.2 Flexible course scheduling
- ☐ 1.3 Professional development
- ☐ 1.4 Student engagement
- ☐ 1.5 Facility Planning

Relationship to EMP Completion: *Check any EMP Completion Objective that relates to your Service Area Objective*

- ☐ 2.1 Connections and outreach
- ☐ 2.2 Assessment testing
- ☑ 2.3 Orientation
- ☐ 2.4 Student pathways
- ☑ 2.5 100% FAFSA
- ☐ 2.6 Intentional counseling
- ☐ 2.7 Basic skills effective practices
- ☐ 2.8 Mentorships
- ☑ 2.9 Degrees and certificates
- ☐ 2.10 Career center
- ☐ 2.11 Transfer center
- ☑ 2.12 Monitor student success

Relationship to EMP Community Connections: *Check any EMP Community Connections Objective that relates to your Service Area Objective*

- ☐ 3.1 Community outreach advisory group
- ☐ 3.2 Community advisory group
- ☐ 3.3 Service learning
- ☐ 3.4 Contract education

Relationship to EMP Global and Sustainable: *Check any EMP Global and Sustainable Objective that relates to your Service Area Objective*

- ☑ 4.1 Sustainability and Social Justice groups
- ☐ 4.2 International and University Centers
- ☐ 4.3 Sustainability in the curriculum

☐ 4.4 Sustainability awareness

Resources: Faculty and Staff:
Describe your new staff needs:
Position Title
FT/PT (%)
Rationale

A 1.0 FTE Financial Aid Technician has been requested the last four years and for the 2014-15 year, the position has been approved. No additional positions are being requested.

Resources: Professional Development: *List your area's professional development needs*
Ongoing professional development is required by all staff to remain current on state and federal regulatory changes, guidance on best practices, updating system to maintain current automation and functional use and for personal and professional growth. Fortunately, the Financial Aid Department continues to have sufficient funding to cover most if not all of its training and professional development needs. As needed, staff may also seek Classified Staff Development funds. This year, staff participated in the following professional development trainings, workshops and conferences:

- California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA) Fall Training
- California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA) Pre-Conference
- California Association of Financial Aid Administrators (CASFAA) Annual Conference
- National Association of Student Financial Aid Administrators (NASFAA) National Conference
- Ellucian Live (Banner) Users Conference
- Banner Webinars on recent product releases
- California Student Aid Commission Webinars (Dream Application Processing, Cal Gant Payment Codes and Reconciliation, etc.)
- All CCC Financial Aid Directors Training
- Federal Student Aid Conference
- FSA Webinars (150% Loans, R2T4, DL Reconciliation, etc.)
- SMCCCD/EAP Sponsored Trainings (variety of topics)
- Region III Financial Aid Meetings
- Educators for Fair Consideration Educators Conference & Symposium

Financial Aid Department staff will attend similar trainings, workshops and conferences next year. Regulatory and processing training is critical due to the frequency of significant changes in program eligibility enacted by state and federal legislation each year. Oftentimes, regulatory guidance from state and federal agencies requirements impact multiple areas within the institution requiring an institutional response. Therefore it is very important that financial aid staff stay current and engaged so they can then alert college administration of pending changes (example: Gainful Employment Disclosures).

Resources: Equipment: *Describe the equipment you need*
N/A

Resources: Technology: *Describe the technology equipment you need*
N/A

Research Requests: *Describe the research requests you have to assist you in planning and program review*

Data requests are required annually to update Gainful Employment Program disclosures and will soon be reinstated for temporarily suspended reporting requirements going back six academic years. Assistance from PRIE will be needed to ensure MIS data files produced by the CCCCO is still accurate.

Facilities Requests: *Describe facility requests you have*

Change paint/color scheme in Financial Literacy Lab for vibrant SparkPoint look and feel.

Curricular Offerings: *Attach the following TracDat and CurricUNET data on courses*

N/A