

# the CCCSFAAA report

A Publication of the California Community Colleges Student Financial Aid Administrators Association

## President's Message



I can't believe it's now the end of the year and my term as President has come to its finality. The last Board meeting and 2006 transition meeting was held the last week of October. Karen Micalizio, your incoming President, is well on her way to assuming her new role, and I know she will do a great job.

As I reflect back on this past year, I realize that as an association, we have much of which to be proud.

One of our greatest accomplishments this year was our advocacy efforts. It all began when several EdFund board members were removed. CCCSFAAA quickly responded by writing a letter to the Commissioners to express our

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## Special Conference Edition 2005

# “Mining Student Potential”

by Toni M. DuBois, CCCSFAAA Conference Co-Chair

Finding gold in the California foothills depended on luck. Getting the gold out of the ground depended on hard, back-breaking work. Most of the miners who traveled to the gold country expected to pick up nuggets off the ground, and when they realized how much hard work was involved in mining the gold, they left disillusioned.

Over 1.5 million students attend California community colleges. They are lucky to be living in a state that supports higher education at such a level. In order for many of these students to succeed,

they need the assistance of a financial aid professional. That's where the hard, back-breaking work is taking place. Those who thought it would be easy have already left the financial aid office to work elsewhere. Those of us who are part of the financial aid community recognize the value of the hard work, as we are “Mining Student



Potential.” Just as the gold miners dug fortunes out of the hills, we find fortunes in students, as they pursue their college goals.

“Mining Student Potential” is the perfect theme for this year's conference in our State capital. It is an opportunity to learn more about our professional and share ideas that will benefit our colleges, and most

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## EFSI Announces the Unveiling of its Transfer Planning Guide

Students preparing to transfer from a California community college to a four year school will enjoy this new resource from EFSI – the *Transfer Planning Guide*. EFSI has developed this tool specifically to help students attending two year colleges determine appropriate transfer procedures and course equivalencies.

EFSI's *Transfer Planning Guide* has been designed as a folder so that students can use the guide as safe place to keep all of their transfer documentation, in addition to providing a transfer checklist, transfer preparation tips, BOG Waiver description and application guidelines.

“Our goal is to provide a transfer planning tool for two-year students who ultimately want to transfer their credits to a four-year college and earn their bachelor's degree,” says Marie Pattillo, Vice President for Education Financing at EFSI. “This guide will not only help them plan, but plan ahead and avoid surprises.”

Get a **copy of the Transfer Planning Guide** when you **visit the EFSI booth** at the **CCCSFAAA Conference in Sacramento.**



Lender Code 833617

EFSI - Western Region  
P.O. Box 3058 • Mission Viejo, CA 92690-1058  
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[www.efsi.net](http://www.efsi.net)

# “I Can Afford College”

## Campaign Celebrates Successes; Plans for the Future

The “I Can Afford College” campaign recently passed a significant milestone — the 18-month anniversary of the campaign’s launch.

Through advertising, public relations, and community outreach efforts, the campaign has educated hundreds of thousands of Californians about the availability of financial aid and the affordability of California’s community colleges, while driving nearly 330,000 individuals to the [icanaffordcollege.com](http://icanaffordcollege.com) Web site. This landmark serves as an optimal time to reflect on past experiences and pave the way for future campaign activities. A recent survey allows us to do just that.

### Research

A survey was recently conducted by an independent research company on behalf of the “I Can Afford College” campaign. The purpose of the survey was to determine the recall of campaign messages amongst target audience members and measure the effectiveness of mediums used in the campaign.

This summer, more than 500 surveys were conducted by random digit dialing calls to the campaign’s target audience of current and prospective community college students statewide. The results



> Participants of the Latino Book and Family Festival received one-on-one advice from financial aid experts at the “I Can Afford College” booth.

are compelling and provide substantial insight. The results also demonstrate that the campaign is working and the messages are resonating with the intended audiences. In fact, nearly 90 percent of survey participants recalled some information or messages from the “I Can Afford College” campaign.

We also learned that, while our target audience is receiving our message through various communication channels, 59 percent of respondents recall hearing the message from a high school teacher, counselor, or staff. The survey indicates other significant sources of message recall include parents, relatives or friends (51 percent), television ads (50 percent), and community colleges (49 percent).

The survey also revealed that 70 percent of our target audience accesses the Internet either daily or weekly. This reinforces that the [icanaffordcollege.com](http://icanaffordcollege.com) web site is an effective tool for delivering basic financial aid information and excellent portal to the

community college financial aid offices.

The knowledge gained through our research will help us plan advertising,

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### President's Message

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disapproval and request an explanation. CASFAA followed suit, and then CLFE joined in. This was the beginning of joint advocacy efforts to follow.

Other efforts included speaking before legislative staff and at Commission meetings; sending a letter to Secretary Bersin, to congratulate him on his new position as Secretary of Education, and sending a letter to the Governor in support of appointing a new Commissioner to represent community colleges.

Most recently, CCCSFAAA nominated Dr. Pat Hurley for a position on the EdFund Board. If selected, she will be an asset to the Board, because she knows the history of the loan program.

It was indeed a very busy year, and we must continue our advocacy efforts. There are still many issues outstanding that will require our attention. One such issue is that of the California High School Exit exam, which will affect students’ eligibility for Cal Grant A & B entitlements. As an association, we must stay involved and give input as decisions are made. We must continue to advocate on behalf of our students.

Another accomplishment this year was the enhancement of our outreach activities. The month of May was declared as California Community College Financial Aid month, and virtually all institutions participated by hosting some type of event.

An association is only effective if there is participation of its membership. Throughout the year, I had the support of many that I now

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> Pat Hurley from Glendale Community College helps spread the word at the Latino Book & Family Festival that financial aid is available and within reach.

# Opportunity Knocks

By Susan Jones, CCCSFAAA President  
**Director of Financial Aid, Mt. San Antonio Community College**

The last several years have been challenging ones for the California Community Colleges. In addition to the statewide fiscal crisis which resulted in severe budget cuts and reduced course offerings for the colleges, students were challenged by consecutive fee increases when the enrollment fee increased from \$11 to \$18 per unit in 2003-04, and then increased to \$26 per unit in 2004-05. Over that two year period, the community college enrollment fee increased by more than 136 percent.

In the 2003-04 Budget Act implementing the first of two consecutive fee increases, the Legislature redirected \$38 million from the Partnership for Excellence to the Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) allowance, specifying that \$34.2 million would be dedicated to expanding local college financial aid outreach and administrative capacity. The Budget Act designated the remaining funds--\$3.8 million--for a statewide media campaign to promote public awareness of financial aid availability and increase participation, and to promote the affordability of a community college education. The 2004-05 Budget Act maintained the augmentation to the BFAP SFAA allowance for colleges while reducing the statewide media campaign funds by \$1 million. The 2004-05 Budget Act continued to maintained the augmentation to the BFAP SFAA allowance for colleges while and maintain the media campaign funding at the 2nd year level of \$2.8 million.

Language in both budget acts required the Chancellor to submit a series of reports to the Legislature on the effect of the fee increases on enrollment and on access to and participation in student financial assistance programs.

This article is a synopsis of the significant findings reported to the legislature in the June 2005 report which contains a final report for 2003-04 summarizing the system's performance relative to the first year of the BFAP-SFAA augmentation. This and the other legislative reports regarding the student financial assistance administrative funding can be found on the System Office website:

[www.cccco.edu/divisions/ss/financial\\_assist/attachments/full\\_report\\_05c.pdf?t"\\_blank"](http://www.cccco.edu/divisions/ss/financial_assist/attachments/full_report_05c.pdf?t)

Report to the Legislature - Student Financial Aid (May 2005)

[www.cccco.edu/divisions/tris/rp/impact\\_study\\_051.pdf?t"\\_blank"](http://www.cccco.edu/divisions/tris/rp/impact_study_051.pdf?t) Impacts of Student Fee Increase and Budget Changes on Enrollment and Financial Aid in the California Community Colleges (April 2005)

Report to the Legislature - Student Financial Aid (May 2005)

[www.cccco.edu/divisions/ss/financial\\_assist/attachments/senate\\_budget\\_committee.pdf?t"\\_blank"](http://www.cccco.edu/divisions/ss/financial_assist/attachments/senate_budget_committee.pdf?t)

Report on Use of Financial Aid Outreach and Administration Funds (April 2004)

[www.cccco.edu/divisions/ss/financial\\_assist/attachments/sfa\\_rep\\_leg1103.pdf?t "\\_blank"](http://www.cccco.edu/divisions/ss/financial_assist/attachments/sfa_rep_leg1103.pdf?t )

Preliminary Report to the Legislature (November 2003)

## The Challenge

### Financial Aid Programs in the California Community Colleges

Financial aid offices at each community college administer more than a dozen state and federal student aid programs to nearly 750,000 unduplicated recipients. Some highlights of most recent year program data include:

In aggregate, the community college student financial assistance programs established a significant milestone by surpassing more than \$1 billion dollars in aid to more than three quarters of a million students in 2003-04.

The program serving the LARGEST NUMBER OF STUDENTS is the Board of Governors Enrollment Fee Waiver (BOGFW) program, which served 639,105 credit students (26 percent of credit enrollment) and waived more than \$168,185,600 in enrollment fees in 2003-04.

The program providing the GREATEST AMOUNT OF FUNDING is the Federal Pell Grant Program, which served 246,093 students (10 percent of credit enrollment) and provided \$566,248,344 in direct aid to students in 2003-04.

The Cal Grant Program provided 58,089 students (2.4 percent of credit enrollment) with \$66,563,118 in direct aid to California Community College students in 2003-04.

**2004 Financial Aid Program Statistics by Type and Source**

Type	2003 - 2004	
	Awards	% of Total
Total Aid, All Programs	\$ 1,018,060,333	
Total Grants	\$ 860,811,977	84.55%
Total Loans	\$ 114,321,192	11.23%
Total Work Study	\$ 30,477,625	2.99%
Total Scholarships	\$ 12,449,539	1.22%
Total Federal Programs	\$ 735,672,579	72.26%
Total State Programs	\$ 259,147,249	25.45%
Total All Other/Institutional	\$ 23,240,505	2.28%



### Initial Implementation Issues and Obstacles

Commonly cited challenges facing college FA administrators in their attempts to implement spending plans were consistent statewide and often proved to be formidable. Despite these obstacles all colleges employed strategies to identify and serve students on campus and in their communities. Some of the more significant challenges included:

**Timing:** The infusion of funds was not expected and did not provide an opportunity for planning. The appropriation was made as part of a delayed budget that, because of the fee increase, necessitated repackaging fall financial aid awards, placing competing demands on financial aid administrators that significantly taxed them.

### Administrative Process Constraints

**Exacerbated by Budget Cuts:** College hiring freezes, coupled with regular administrative processes, Personnel Commission requirements and collective bargaining constraints posed significant implementation challenges. Many colleges expressed concerns about limited success in the requisition and approval for the recruitment, hiring and training of qualified staff. At many colleges, the only hires allowed were temporary or student workers.

**Fear that Funds were Temporary:** The state's ongoing fiscal crisis and experience from 2002-03 fueled local district concerns about the potential for mid-year categorical funding cuts in 2003-04 and a lack of confidence in continued funding for the BFAP-SFAA augmentation into 2004-05 and beyond. This made many campus administrations unwilling to hire permanent staff, which was particularly challenging given the training required for complex operations.

**Campus Fiscal Constraints:** Because the

## 2004 Financial Aid Program Statistics by Program

Source	Program	2002-2003		2003-2004	
		Awards	Funds	Awards	Funds
<b>Grants</b>					
Federal	Pell	239,925	\$ 533,720,693	246,093	\$566,248,344
Federal	SEOG	60,366	\$ 27,963,252	64,916	\$ 29,908,097
State	Cal Grant B	47,428	\$ 58,043,322	53,156	\$ 64,540,235
State	Cal Grant C	5,095	\$ 2,100,281	4,933	\$ 2,022,883
State	EOPS	35,325	\$ 11,353,50	39,799	\$ 14,517,553
State	CARE	6,011	\$ 3,919,77	7,123	\$ 5,684,995
State	BOG Fee Waivers	597,330	\$ 102,726,455	639,105	\$168,185,622
All Other	Various Grants	10,125	\$ 8,834,724	11,807	\$ 9,704,248
<b>Loans</b>					
Federal	Perkins	2,644	\$ 4,696,718	1,322	\$ 2,155,500
Federal	Stafford - Subsidized	20,261	\$ 51,540,859	22,366	\$ 58,513,170
Federal	Direct - Subsidized	6,361	\$ 15,868,162	6,476	\$ 15,854,981
Federal	Stafford - Unsubsidized	9,338	\$ 26,327,412	10,907	\$ 32,498,141
Federal	Direct - Unsubsidized	1,300	\$ 3,748,055	971	\$ 2,629,282
Federal	Parent Loans - PLUS	172	\$ 959,880	310	\$ 1,561,883
State	EOPS	170	\$ 36,990	90	\$ 21,517
All Other	Various Loans	334	\$ 541,080	416	\$ 1,086,718
<b>Work Study</b>					
Federal	Federal Work Study	13,584	\$ 26,484,014	13,267	\$ 26,303,181
State	EOPS Work Study	263	\$ 320,417	286	\$ 368,770
State	State Work Study	990	\$ 1,579,911	155	\$ 309,657
State	CalWORKs Work Study	3,800	\$ 5,241,424	2,151	\$ 3,496,017
<b>Scholarship</b>					
Institutional	College Scholarships	6,678	\$ 5,045,219	7,512	\$ 6,486,074
All Other	Private Scholarships	4,860	\$ 4,223,524	6,005	\$ 5,963,465
<b>Total Aid, All Programs</b>		<b>\$895,275,669</b>		<b>\$1,018,060,333</b>	

### Comparison of Public System Financial Aid Administration Funding Per Student

The financial aid support funds designated in the 2003-04 Budget Act, of which \$34.2 million was earmarked to enhance financial aid service and capacity at community colleges, represented a significant investment in improving financial aid administrative resources. However, when viewed in the overall context of the public higher education segments in California, the average financial aid administrative funding of \$36 per credit student at community colleges still remains dramatically below corresponding expenditures in the other public postsecondary systems, CSU and UC.

## Summary of Administrative Funding for Student Financial Aid Administration in Public Postsecondary Systems

	UC	CSU	CCC
2003-04 Undergraduate, Credit Enrollment	159,486/1	322,609/2	2,690,594/3
2003-04 Estimated Expenditure on SFA Administration	\$34,700,000/4	\$31,600,000/4	\$97,254,000/5
<b>Expenditure per Student</b>	<b>\$218</b>	<b>\$98</b>	<b>\$36</b>

**Sources:** 1/UC Statistical Summary Student Fall 2003; 2/CCC Fall Term Enrollment Survey Fall 2003 Profile; 3/System Office MIS; 4/LAO February 2004 Analysis of the 2004-05 Budget Bill; 5/CCC expenditures include the ongoing BFAP-SFAA Administrative Allowance, the new financial Aid Outreach and Administrative Capacity augmentation and the reported expenditures from institutional and federal funds that support financial aid administration.



the only source of new funds in the general context of budget cuts, there were no campus resources to encourage and support successful implementation. Colleges identified concerns about locating adequate space or having adequate fiscal resources for capital outlays necessary to accommodate newly hired staff.

**Enrollment Management Challenges:** Although the BFAP-SFAA augmentation was intended to increase the enrollment of low-income students, most colleges were being forced to cut course sections and shed unfunded enrollments due to budget cuts. There was concern that outreach would result in new students enrolling for whom classes and support services were not readily available. The problems facing access were broader than a fee increase alone.

**Lack of Outreach Infrastructure:** Community college financial aid offices have historically been focused on functions related to the processing and administration of the student financial aid programs and were challenged to develop outreach activities at the same time they were charged with processing an increased volume of applications. Outreach activities by other campus entities had been limited in recent years due to inadequate budgets to support enrollment demand.

spending the new funds to bring those students into the financial aid office, provide assistance in the application process, and increase financial aid office capacity to administer complex student aid programs on their behalf.

Colleges were explicitly directed to use the augmentation for costs associated with enhancing student financial aid information and service and improving financial aid participation rates. Colleges are required to submit BFAP-SFAA spending plans and reports to the System Office, detailing the locally planned expenditures with respect to the specific strategies pursued.

A summary of college spending reports for 2003-04 and estimated college spending plans for 2004-05 indicate that the most significant expenditures are related to increased staffing, including direct costs such as salaries/wages and benefits, as well as indirect costs such as recruiting, staff development, and equipment for new hires. College spending reports for 2003-04 demonstrate that nearly 80 percent of the augmentation to community colleges was used for expenditures related to increased staffing. Most of the remaining 20 percent was used for expenses related to outreach and in-reach activities, such as on-campus and off-campus community events,

translation services, publications, printing, and advertising. For 2004-05, colleges indicate that their spending will remain consistent with the 2003-04 patterns, with some increase realized in staffing sub-categories for salaries and benefits. This is as result of increased campus hiring flexibility, as well as release of funds that were needed in the first year for recruitment, equipment and staff development.

During 2003-04, there were significant barriers to hiring permanent staff due to budget reductions in most community college districts that resulted in staff cut-backs, creating heightened union hiring concerns and imposing process barriers. In addition, widespread fear that the augmented financial aid funds would not be ongoing caused many districts to delay making a long-term commitment to hiring permanent staff. It is expected that final reports for 2004-05 will reflect additional increases in the number of permanent full-time staff.

This infusion of staff continues to pose training issues for the colleges so the System Office, along with the California Community College Student Financial Aid Administrators Association (CCCSFAAA), maintains a task force of financial aid program partners and service providers to develop and promulgate a calendar of training activities and events and

## The Game Plan

Colleges understand that strategies for spending the BFAP-SFAA augmentation must pass the litmus test of providing financial aid information, an increased level of financial aid service, or otherwise result in increased participation in the student financial aid programs. The funds are provided to improve participation in student aid programs in order to mitigate the fee increases.

The System Office continues to encourage college financial aid offices to aggressively identify strategies for using this money for defined local populations who are not served or who are underserved. Strategies are focused on

### Community Colleges – BFAP-SFAA Expenditures

Financial Aid Hires by Type	Number
Permanent Full-time	249
Permanent Part-time	137
Temporary Hourly	317
Student Help	556
Financial Aid Hires by Function	Number
Professional	66
Counseling	84
Technical	139
Clerical	500
Outreach	469

Sources: 1/2004-05 estimates based upon spending patterns reported by colleges for 2003-04.

## California Community Colleges - Financial Aid Hires for 2003 - 04

Cost Categories	2003-04 Percent	2003-04 Actual Dollars	2004-05 Estimated Dollars
Expenses related to staffing including salaries/wages, overtime, benefits, training, recruitment, equipment and workstations	79.0%	\$ 35,147,694	\$36,824,737/1
Expenses related to outreach including events, translation services, publications, printing and advertising	20.0%	\$7,000,641	\$7,334,671/1
Other expenses	1.0%	\$361,350	\$378,592/1
<b>Total</b>	<b>100%</b>	<b>\$42,509,685</b>	<b>\$44,538,000</b>

### Increased Staffing

Since the 2003-04 Budget Act was signed, the California Community Colleges have increased financial aid staffing by more than 1,250 employees for administration of the financial aid programs and outreach to unserved or underserved populations.

to identify additional training needs. Participation of training partners, including the U.S. Department of Education, California Student Aid Commission, California Association of Student Financial Aid Administrators (CASFAA), EDFUND, and USAFunds, has produced an extremely positive response. We continue to survey colleges to determine the demand for specific training topics and to ascertain specific training targeted at staff with varying and changing levels of responsibilities and experience.

### Targeted Outreach to Low-income and Disadvantaged Students

The diverse composition of students and prospective students who enroll in the community colleges requires specialized attention and activities help students understand the intended message: "Community colleges remain affordable and financial aid is available to help students realize their educational and/or vocational goals." Specific strategies employed in 2003-04 and continuing in 2004-05 to

identify and better serve low-income and disadvantaged student populations in the local communities in which they reside, are listed below.

Establish and maintain relationships with high schools to educate school Influencers and to increase awareness of financial aid for community college attendance

- Expand outreach to targeted underserved high school students and their parents
- Expanded outreach to adult populations
- Local development and coordination of media advertising

### Student Service Program Support Integration Focus

One of the primary initial goals of the implementation of the augmentation was to improve access and participation in the SFA programs for low income and disadvantaged students currently served by other Student Service programs (EOPS, DSPS, CARE, AmeriCorps, CalWORKs, Transfer Centers).

Significant gains in these populations contributed to the statewide increases, and have provided the opportunity to leverage SFA administrative funding to coordinate and expand student benefits by integrating outreach among all cooperating student service programs. Many colleges have continued to build these collaborative relationships as an important strategy for better serving current students and recruiting new students.

### Development of Multi-Language Materials

One critical need identified by local colleges was for accurate and timely information in multiple languages. In an effort to provide materials and services to targeted limited-English-speaking populations, colleges identified the most common languages including Spanish, Vietnamese, Chinese, Korean, Hmong, Russian, Armenian, Khmer, Persian, and Afghani. Strategies regarding Multilanguage materials and services included: Translators and translation services to create materials, publications and deliver presentations to limited English populations.

Bilingual staff for one-on-one and group activities and events targeted at limited English populations.

In an effort to realize some economies and efficiencies in the development of second-language materials, the System Office will use the Student Financial Assistance Programs Web site to warehouse translated materials for reference and subsequent use by all colleges statewide.

### May 2005 Declared as Community College Financial Aid Awareness Month

Many high school students and adult re-entry students miss the March 2nd Cal Grant deadline, despite the extensive public awareness campaigns sponsored by CSAC and California Cash for College, because they make their enrollment decisions virtually year-round. They are often unaware of the availability of, and application requirements for, various financial aid programs or are



confused by the Cal Grant deadline and as a result believe that no additional student financial aid is available after March.

At a May 3, 2005, press conference, California Community Colleges Chancellor Mark Drummond proclaimed May 2005 as "Community College FA Month." In support, most community colleges across the state are hosting free financial aid events and workshops throughout the month to help students identify and apply for the financial aid programs that are available year-round at community colleges.

The California Community College Student Financial Aid Administrators Association challenged all of its members to join the state wide effort in May to increase financial aid awareness and 98 of the 109 community colleges hosted more than 235 events and activities on their campuses or in their communities during the month, featuring information on financial aid and assistance with the application process. Plans are in place to continue this partnership in future years.

#### **College In-Reach and Service Improvements**

Recognizing that many community college students are eligible for financial aid but either are not aware of its availability or fear the application process, financial aid offices expanded on-campus awareness activities and implemented service enhancements to increase participation. The FAFSA and BOGFW applications were made more widely available and computer stations were staffed to enable more students to utilize the FAFSA on the Web application. In addition, specific strategies used to identify low-income and disadvantaged student populations already attending community colleges included all of the following:

- Banners were created and hung in high visibility areas of the college campus.
- Flyers were created and posted throughout the campuses and communities to inform readers of upcoming FAFSA workshops, financial aid opportunities and deadlines. These

flyers urged students to complete the 2003-04 FAFSA as well as the 2004-05 application.

- College staff organized and conducted almost 3,100 on-campus workshops to inform currently enrolled students of the opportunities available in receiving student financial aid. Campus workshop attendees numbered more than 72,000.
- Specific workshops were developed for and presented to transfer students about their special needs and issues.
- Many colleges published Financial Aid Handbooks in multiple languages to help students and parents better understand the requirements, timelines, rights, responsibilities and benefits of various financial aid programs.
- Financial Aid Directors reported a significant reduction in the time required to process the student financial aid file backlog. This is a result of the additional staff that was hired as a result of the augmentation.
- Some financial aid offices established telephone banks to inform students immediately if additional information or documents were needed to complete their file to determine Pell Grant or fee waiver eligibility.

### **The Score Board – Student Financial Aid Performance Indicators**

#### **2003-04 System Performance Relative to the 2002-03 Benchmarks**

Current aggregate system results are reported by all colleges through their annual Management Information Systems (MIS) data submissions. These submissions year to year comparative results reflect a number of significant milestones including the following:

A decline of 237,108 (-8.8 percent) of unduplicated credit enrollments from base

year 2002-03 to 2003-04.

Despite the significant reduction in students resulting from the credit enrollment decline, a net increase of 6,168 (+2.6 percent) in unduplicated Pell Grant awards from base year 2002-03 to 2003-04.

Despite the significant reduction in students resulting from the credit enrollment decline, a net increase of 41,819 (+7.0 percent) in unduplicated BOG Fee Waivers from base year 2002-03 to 2003-04.

As a result of three primary contributing factors, the increase in community college fees; the increase in BOG Fee waiver participation; and an increase in the average credit course load; aggregate results for the system reflect a net increase of \$65,459,167 (+63.7 percent) in the dollar value of BOG Fee Waivers from base year 2002-03 to 2003-04.

As a result of four primary contributing factors, (1) the increase in community college fees resulting in the negation of the Tuition Sensitivity factor; (2) the increase in Pell Grant recipients; (3) an increase in average credit course load, and (4) an increase of \$50 in the maximum Pell award from \$4,000 to \$4,050, aggregate results for the system reflect a net increase of \$32,527,651 (+6.1 percent) in the dollar value of Federal Pell Grant award payments from base year 2002-03 to 2003-04. The aggregate results for the system in all Student Financial Assistance Programs (SFAP) reflects a net increase of \$122,784,664 (+13.7 percent) in the dollar value of all SFAP award payments from base year 2002-03 to 2003-04. For the first time in the history of the California Community Colleges system, total payments for all student financial assistance programs in the 2003-04 year exceeded \$1 billion dollars.

#### **2003-04 College Performance Milestones Relative to the 2002-03 Benchmarks**

Current individual college results are reported by California Community Colleges through their annual Management Information Systems

(MIS) data submissions. The table reflects a number of significant milestones. Of the 108 community colleges in our system at this time:

- 104 (96 percent) reported a decline in credit enrollment from base year 2002-03 to 2003-04. 73 (68 percent) reported growth in the number of Pell Grant awards.
- For all colleges reporting growth, the number of Pell Grant award recipients increased by an average of 8.3 percent per college.
- 102 (94 percent) reported growth in the percentage of credit enrollment served with Pell Grant awards.
- 88 (82 percent) reported growth in the number of BOG Fee Waiver recipients.
- For colleges reporting growth, the number of BOG Fee Waiver recipients increased by an average of 10.6 percent per college.
- 104 (96 percent) reported growth in the percentage of credit enrollment served with BOG Fee Waivers.

#### **In-reach - Quantifying Existing Students Not Previously Served by SFA Programs**

To measure the performance of the

community college's in-reach efforts in effectively reaching students on campus who were underserved or unserved, the System Office defined two specific subsets of our student population:

Students who were on campus in 2002-03 and did not receive any student financial assistance (SFA) but subsequently received SFA in 2003-04. Systemwide community colleges were successful in targeting and serving 66,738 new students.

Students who were enrolled in a community college for any prior period, was unserved by any SFA during that period, and subsequently, received SFA in 2003-04; systemwide community colleges were successful in identifying and serving 89,739 new students.

#### **Outreach - Quantifying New Students Served by SFA Programs**

To measure the performance of the community colleges' efforts in outreach to effectively reach potential students off campus in the communities where they live, we again identified two specific subsets of our student population: Students who were not enrolled in 2002-03 and who enrolled in 2003-04 and received SFA. The community colleges were successful in targeting and serving 270,509 such students as financial

aid recipients.

Students who were never enrolled in any period prior to 2003-04 and who enrolled in 2003-04 and received SFA. Systemwide, the community colleges were successful in reaching and serving 207,899 as new students who were financial aid recipients.

## **CONCLUSIONS**

In conclusion, the BFAP-SFAA Augmentation funding did exactly what it was intended to do: increase awareness of financial aid programs, improve the delivery of funding to students, and increase assistance with the application process. Combined, these resulted in an increased number of financial aid recipients and an increase in financial aid dollars going to students. Many colleges continue to see large increases in the number of students applying for aid despite the fact that many colleges are experiencing declined enrollment. We have also established a new higher standard for the level of service our students now expect as a result of increased services. Now the focus is on maintaining service levels and participation rates as more students continue to apply for aid.

## **A Common Linkage: How College Affordability and Financial Aid Impact Enrollment Management Efforts in California Community Colleges**

*by Richard F. Rams, M.S.Ed.*

**Director of Financial Aid & Scholarships, Golden West College**

**Vice-President, California Community College Student Financial Aid Administrators Association**

In 1947, President Truman's Commission on Higher Education warned the nation that:

"By allowing the opportunity for higher education to depend so largely on the individual's economic status, we are not only

denying millions of young people the chance in a life to which they are entitled; we are also depriving the nation of a vast amount of potential leadership and potential social competence which it sorely needs."<sup>1</sup>

The goal of stabilizing college costs has been at the forefront of the financial aid world since the rise of federal and state financial aid programs. Financial aid plays a unique role in higher education. There are few issues American families worry about more than how to pay for their children's education. Increasing costs are not the only reason that college is becoming less affordable. Contemporary research has indicated that families have diminishing resources.

As costs of higher education increase, financial aid has been called upon to become involved in the planning of recruitment and

retention activities for various campus goals and endeavors. As enrollment management becomes an increasingly common strategy at schools across the country, financial aid offices will be expected to take some responsibility to meet institutional enrollment goals. Despite efforts from the State of California and local districts and colleges, the goal of ensuring universal access, even to a community college, is slipping further away.

### **BACKGROUND**

To facilitate my discussion, I must first define the concept of enrollment management. As a rookie financial aid director, I attended a conference in Sacramento where a community college student service officer



said “Enrollment management isn’t needed in community colleges. We are open access.” In a feeble attempt to connect my previous graduate studies with my current work assignment, I revisited literature in modern higher education management that confirmed most current higher education strategists associate enrollment management with recruitment, retention, and persistence measures across academic and student service programs.

Enrollment management, especially in community colleges, is not a simple matter of access. Some have yet to acknowledge that effective community college enrollment management strategies will be needed in the near future as costs for students approach the costs of four-year institutions. In fact, when educational costs such as room and board, transportation, and books and supplies are added to enrollment fees, the full-time inclusive cost of attending a community college for a typical California resident approaches \$10,000 per year. As annual costs reach heights never imagined under the original California Academic Masterplan, each college and district will need to rethink its definition enrollment management, especially regarding financial aid packaging, outreach efforts, and academic program management.

### **ECONOMIC FOUNDATION OF ENROLLMENT MANAGEMENT**

In assessing the ability of institutions to meet their enrollment targets, one must address capital costs and student capital costs. Currently, the relationship between college costs and student costs drives our attitudes concerning enrollment management. It is understandable to approach enrollment management this way since retaining FTES and meeting growth targets is one of our primary concerns.

To distinguish student capital versus capital costs, I think about economist Dr.

Gordon C. Winston, who posed the question: “Why are capital costs ignored by colleges and universities and what are the prospects for change?” More than a decade has passed since he posed this question and not much has changed. According to Dr. Winston, capital costs are ignored because “we don’t know the real costs of higher education, we can’t make informed choices about how best to do what we have to do, our operations are redundant, and capital costs are hard to recognize . . .”<sup>2</sup> Essentially, capital costs are those that are incurred as the result of doing business.

In contrast, student capital is a bit different. Colleges can actually earn an implicit return on their students. Enrollment growth and meeting enrollment targets is a critical element for a community college to operate because funding can be impacted by FTES. Unfortunately, community colleges do not have massive endowments or fundraising resources to subsidize operating costs systemwide. Thus, student capital fuels funding and our ability to keep our doors open to the communities we serve.

Community colleges have usually operated in a climate of certainty—one in which we anticipate a steady flow of students each and every year. With the 2004 fee increase from \$18 to \$26 per unit, one might have predicted a decline in enrollments. Currently, we are not certain whether the fee increase will have a significant detrimental impact on community college enrollment. It is probable that over the 2005-2006 academic year enrollments will decline in many of our institutions, forcing CEOs to scramble to meet minimum enrollment goals.

In light of legislation and politics that determine our funding outcomes each year, how an institution might best utilize their programs to recruit, retain, and graduate students in a timely fashion is one of many keys to unlocking student capital for community colleges.

### **ENROLLMENT MANAGEMENT IDEAS IN A NUTSHELL**

At times we are caught between rising

costs and somewhat stable revenues and appropriations. As a result, we are constantly challenged with options to reduce programs, increase productivity, or raise enrollment fees. Expanding class sizes, hiring more faculty, increasing teaching loads can be dangerous in times of increased fees and competition for students. If action is taken that reduces the quality of academic programs, enrollment will surely decline. The resulting damage to a college’s reputation could be much more costly than increased enrollment fees. Institutions should look internally to mechanisms that develop and grow an enrollment management plan.

Pathways to College Network (2004) identifies some of the most inviting options for community colleges to develop a solid enrollment management plan.<sup>3</sup> Some of the key elements include:

Improving information about the courses students need to take in high school to prepare for college.

Initiating partnerships between high schools and selective colleges so that promising students from low-income families are identified and tracked early.

Providing high school guidance counselors and families with more information on college enrollment and financial aid options, and involving all family members in the college planning process. Offering low-income student grant aid instead of loans.

Using merit aid criteria that do not disadvantage students from lower-income families.

Coordinating the elements above into your institution will test the unity of both the academic and student service divisions. More importantly, it will allow administrators and faculty to rethink their strategies on retention and recruitment of students. Focusing on the internal dynamic of the institution will allow the institution to assert greater control over its ability to meet enrollment goals, and it will increase access



and participation rates of students if a plan is implemented and coordinated properly.

## **FINANCIAL AID IS THE BACKBONE TO ENROLLMENT MANAGEMENT**

As a financial aid director, I believe financial aid is the backbone of enrollment management. I make this claim because, as higher education becomes more expensive, it becomes easier for aid programs and federal policy to meet the goal of providing access to lower-cost public institutions. However, it has also become more difficult for aid policy to help students realize the goal of choosing higher-cost public and private colleges.

It is almost never the case that price is the single factor that prevents an otherwise interested and qualified student from entering college. Certainly, if a family does not have the money to pay the enrollment fee on the day that the bill is due, affordability will be the deciding factor. The determination of what a family can afford is very subjective. One lower-income family may make enormous sacrifices to cover the price of a high-priced college, while a wealthier family may judge the same school to be affordable.

The fact that families determine college affordability in their own way does not mean that college price is unimportant. Price plays a key role in the decision to attend college. While the individual decision to go to college may not be made according to a cost-benefit calculation, college price and college participation rates behave in ways much like the price and sales volume of other commodities in the market. All else being equal, as price goes up, participation goes down and as college prices go down, participation rates go up.

Below are some ways a financial aid office can assist with the development and enhancement of an enrollment management plan to market itself to recruit, retain and graduate students.

Expand outreach activities: During 2003-2004, systemwide aggregate spending on

financial aid administration was \$97.3 million, with local districts and colleges spending \$51.9 million.<sup>4</sup> Community college financial aid offices have been allocated resources to reach targeted populations and assist with the recruitment and retention of students. Financial aid should be the primary engine to drive outreach efforts on campus. It has resources, staff, and the ability to influence college affordability and choice.

Work with local high schools: Feeder high schools should be invited to campus often. In fact, visits should be made with feeder high school counselors so they receive updates concerning academic programs, student services, and financial aid. We must be proactive in providing high schools the tools to educate their students. Workshops, seminars, and outreach events are critical with your high school partners.

Train outside staff on financial aid: Staff in Admissions and Records, EOP/S, Disabled Student Services, and Counseling should have a basic understanding of how the financial aid process works and what a student who applies for financial aid at your institution can expect. Training should be given before the recruiting season begins for the upcoming academic year and should include any staff members who have contact with prospective students.

Participate in admissions recruiting activities: Financial aid staff should be present at recruiting activities since parents and students often see the cost of education as a critical component in their decision-making process.

Expand methods of communications: You should use electronic resources and provide a variety of print consumer information. You should also utilize email, mail, campus newspapers and your local media. Web sites that can help students predict costs, search for scholarships, and obtain loan information are helpful. Typically, institutions that have a variety of communication methods are the most

successful at recruiting and retaining students.

Become a partner in enrollment goals: While this article suggests a variety of ways that the financial aid office can contribute to the institution's enrollment management efforts, these initiatives also present challenges in terms of staffing and resources. Developing an implementation plan can show your willingness to undertake these efforts and help make the case for additional resources.

Financial aid produces meaningful student learning outcomes: We can demonstrate our impact on enrollment by communicating to our executive teams vital information such as the percentage of students who are aid recipients and the comparative enrollment rates and graduation rates of aid applicants versus non-aid applicants; early versus late applicants, gift aid versus self-help aid recipients, etc. Combining this information with other assessment measures will allow your accreditation team to address key themes. It also offer important evidence required for accreditation.

The objective should be to make financial aid a key partner in the enrollment management goals of the institution. The above mentioned items might be the best way to integrate the mission of financial aid with the mission of the institution.

## **FINAL THOUGHT: PROTECTING YOUR FINANCIAL AID CORE VALUES**

Increased enrollment fees and unchanged state and federal grant awards have forced students to pick up more of their own college costs. Students are expected to finance more costs and even borrow loans with rising interest rates to subsidize their education. As students save for their education, costs still increase.

An example of a potential increased cost is the proposed State legislation (AB 982—Laird) that could empower local districts and colleges to charge our most needy community college fee waiver recipients the student health fee. It makes me recall Dr. Winston, who said "We don't know the real costs of higher



education, we can't make informed choices about how best to do what we have to do, our operations are redundant, and capital costs are hard to recognize." By charging our most needy students to create some revenue for our already poorly funded student health centers, legislators have diverted attention away from the plight of needy students and from other solutions to the problems plaguing the capital costs of student health centers on community college campuses statewide.

Sadly, policy-makers are able to create the impression that they are working hard to solve the problems of the student health centers when they really have neither the financial resources nor political will to reverse the underlying problems of our most needy students and the poorly funded student health centers.

The student health fee is an example of a minor cost associated with attending a community college. Needy students, especially the 650,000 students who are

exempted from the paying the fee, utilize our student health centers since higher cost private insurance may not be affordable. Charging these students approximately \$13 a semester is an inexpensive cost for health care and financial aid administrators realize that. *What is most concerning, however, is that any increased costs to students can indirectly exacerbate the college affordability problem.*

As former University of Kansas Chancellor Gene Budig observes, "The institution exists for only one purpose, to serve people. It should respect the past, enhance the present, and safeguard the future. Colleges and universities were built with the understanding and resources of a citizenry that wanted something better for succeeding generations. They sacrificed so others could learn, grow, and prosper."<sup>5</sup>

For many potential students, whether or not they will go to college is a function of the tuition charged and the availability of government-funded student aid. Whether or not they go to college, in turn, has a lasting impact on their

career choices, on their lifetime earnings, and on the quality of much of the rest of their lives. I hope that in presenting this article, I made clear the essential linkage between enrollment management and the opportunities to pursue a higher education that are available to all students and their families. The future of higher education and especially California community colleges might depend on the strength of this linkage and our ability to recruit, retain, and graduate our students.

1 President's Commission on Higher Education, Higher Education in American Democracy, vol. 2 (Washington, D.C.:GPO, 1947), p.3.

2 Winston, Gordon. "Why Are Capital Costs Ignored by Colleges and Universities and What Are the Prospects for Change?" in NACUBO Business Officer, June, 1993.

3 Pathways to College Network (2004). A shared agenda: A leadership challenge to improve college access and success. Boston, MA.

4 Report to the Legislature on Increases in Capacity and Outreach for Student Financial Aid in the Community Colleges. May 2005, pages 5-6.

5 Gene Budig (2002). A Game of Uncommon Skill. American Council on Education. p. 51.

## Navigating the Higher Education Act What it means to California Community Colleges

By Patricia Hurley, Ed.D.

Associate Dean/Financial Aid Director  
Glendale Community College

Today, federal student financial aid programs are big business, totaling over \$81 billion disbursed to almost half of all college students. Federal programs provide over 70% of all available student aid funds, compared to 19% from private and institutional sources, 5% from federal tax credits and 5% from state grant programs.<sup>1</sup> As the federal programs have grown, the government has stepped up oversight of its investment. As the Higher Education Act has become more complex and grown into a document of over 500 pages, Congress has used student aid as leverage to expand the scope of the Higher Education Act

into areas formerly left up to institutional control, such as, campus security, definitions of eligible academic programs, consumer information, and voter registration.

### A Bit of History and Process

It is interesting to note that most major higher education legislation was created during a time of war or national crisis. World War II brought the passage of the GI Bill (Servicemen's Adjustment Act) in 1944, which started this country's tradition of providing federal funds for students in higher education, although it was restricted to veterans.

The next major piece of higher education legislation, the National Defense Education Act, creating the National Defense Student Loan program, was passed in 1958 in response to the need to build our intellectual arsenal during the Cold War. This bill marked

the first program targeted to any financially needy college student, still the philosophical underpinning of the federal student aid programs. Much of the credit for establishing that focus goes to President Johnson and his dream of a "Great Society". His social programs included the Economic Opportunity Act of 1964, which created the Federal Work-Study, Head Start, Vista and Upward Bound, along with Talent Search and Student Support Services, now known as the Trio Programs. One year later, in the midst of the Viet Nam War, the omnibus Higher Education Act of 1965 was passed, which incorporated the existing student aid programs, except for the GI Bill, and added the Educational Opportunity Grant Program (now the Supplemental Educational Opportunity Program) and the Guaranteed Student Loan Program. Since that time, most new programs or changes to existing programs have come about as

amendments to the Higher Education Act of 1965. The Basic Educational Opportunity Grant Program, now the Pell Grant Program, was part of the Higher Education Act (HEA) Reauthorization of 1972 and since then, the HEA has been reauthorized in 1976, 1980, 1986, 1992 and 1998.

As of this writing, both the House Committee on Education and the Workforce and the Senate Health, Education, Labor & Pensions Committee have completed marking up their bills and must now get their bill approved by their respective branch of Congress. A Conference Committee will be formed to iron out differences between Senate (S 1614) and House (HR 609) versions before the bill is sent to the floor of both houses of Congress for a vote. At any point in the voting process, amendments can be offered from the floor changing the provisions of the bill.

Once both houses agree to the bill, it goes to the President for signature and becomes law.

The action then moves to the U.S. Department of Education (USDE). It is the job of the USDE to provide regulations that interpret or clarify the language in the law for those of us who actually have to implement it. In 1990, Congress passed the Negotiated Rule-Making Act of 1990 directing federal agencies to follow a formal consultation process when writing federal regulations. Since the 1986 Reauthorization, the Department of Education has called together representatives from higher education to form negotiated rule-making committees when new federal regulations are needed. Working with the actual language of the law and what they know of Congress's intent when the bill was written, the committees are charged with writing regulations that clarify the law where it is ambiguous and provide the operational details needed by colleges or the Department of Education for implementation. This process can be a contentious when one segment's interests conflict with another's or

tedious when trying to define terms, such as, how to count weeks in an academic year, but is a process that most people consider to be fair and inclusive.<sup>2</sup> We are very fortunate that, in the past, the American Association of Community Colleges and the USDE have primarily appointed the community college representatives from California. Linda Michalowski, CCCCCO Vice Chancellor for Student Services, has often served as a lead negotiator. In addition, Susan Lipsmeyer, Financial Aid Director at Grossmont College, and I have also participated as negotiators representing community colleges.

We are currently in midst of a reauthorization of the Higher Education Act that Congress began working on in 2004 and is expected to complete in late 2005 or early 2006. In addition to financial aid issues, Congress is looking at college costs, college policies regarding acceptance of transfer credits and institutional demographic reporting requirements. Some of these may be of particular interest to California Community Colleges.

#### **Some HEA Proposed Amendments of Interest to CCC's**

##### **Change in Allocation Formula for Campus-Based Funds (FWS, SEOG, Perkins)**

The House bill recommends eliminating a guarantee that many colleges and universities have had assuring them of high levels of FWS, SEOG and Perkins funds over schools with high numbers of low-income students, such as, community colleges. It is expected that this would shift funds from private universities in the Northeast to public universities and community colleges in the Southwest. However, this provision is not included in the Senate bill and Senator Kennedy, who represents a state of predominantly private universities, is expected to attempt to block it in Conference.

##### **College Costs**

There was much concern nationally when the Congressman McKeon proposed penalizing

colleges that raised their tuition by a percentage that was more than twice the consumer price index. Private institutions argued that this amounted to price control, did not take into account uncontrollable expenses, such as utilities and construction, and was unwarranted federal interference in private enterprise. Public institutions pointed out that they had no control over tuitions that were set by state legislators. California Community Colleges pointed out that our tuition was so low that an increase of only \$3 per unit would put us in violation of the rule and it seemed counterproductive to penalize the least expensive schools under a provision that attempts to cut college costs! Since then, an exemption has been added for colleges that increase their fees less than \$500 per year or are in the lowest tuition quartile for institutions of that type, both of which California community colleges meet. Although the Senate bill does not include this provision, the House feels very strongly about curtailing college costs and it is likely to be in the final bill.

##### **Distance Education**

Some of the restrictions on institutions offering large distance education programs have been eliminated and the distinction between telecommunications courses and correspondence has been clarified.

##### **Elimination of the Pell Grant Tuition-Sensitivity Provision**

The current law prohibits students at -cost institutions from receiving the maximum Pell Grant. Since enacted, this has only affected California community college students and in 2001-2, 2002-3 and 2003-4 our students received a lower Pell Grant award than other students, creating one of the more publicized rationales for increasing the enrollment fee to \$26 per unit. Elimination of the tuition-sensitivity calculation is in both the Senate and House bill, so seems likely to pass.



### **Federal Work-Study JLD Allocation**

The amount of the college's Federal Work-Study allocation that can be used to fund a Job Location & Development program is increased from 10% of the allocation up to %50,000 to 15% of the allocation up to \$75,000.

### **Gear-Up and TRIO programs**

These programs are reauthorized in both bills, but with increased accountability requirements. .

### **Ineligibility for Conviction of Drug or Sexual Offense**

Both bills amend the provision that prohibits students convicted of drug offenses to apply only to students who received that conviction while receiving federal student aid. The House bill also prohibits students with a conviction for a sexual offense from receiving federal student aid.

### **Increased Institutional Reporting Requirements**

To provide more public information on the US Department of Education's College Opportunity On-Line (COOL) website, the House bill increases IPEDS reporting requirements to include information on institutional cost, financial aid recipients, faculty information, additional student demographics and other data.

### **Pell Grant Award Increases**

The Senate bill proposes increasing the Pell maximum to \$6000 beginning with 2006-2007. The House bill would increase Pell to \$5100 in 2006-2007 with annual increases thereafter of \$300 per year.

### **Pell Grant Eligibility Limited to 18 Semesters**

Both bills limit students to 18 semesters of Pell Grant "without regard to whether the student is enrolled on a full-time basis."<sup>3</sup> While 18 semesters sounds like a long time, it includes all undergraduate terms the student attends, does not provide a pro-ration for less than full-time students and does not have a provision for appeals or special circumstances.

For example, a half-time student who could only take 6 units per semester would only be eligible for Pell Grant funding for up to 108 units over the 18 semesters. This provision penalizes students who have jobs, families or disabilities that prevent them from attending on a full-time basis. Most students in these situations who plan to attend a community college and transfer would lose their Pell Grant eligibility before being able to complete their 4-year degree. Students who need to take ESL or remedial classes would be at even greater a disadvantage.

### **Simplifying the FAFSA Form**

Both bills create an E-Z FAFSA Form, similar to the E-Z tax return, with a minimum number of items to be completed by families that are eligible for welfare benefits, SSI benefits, food stamps or free school lunch programs. This simplifies the process for these families and greatly expands the number of applicants for whom financial assets are not counted in the need analysis formula.

### **Single Institutional Definition**

Currently, proprietary schools have full benefits of higher education institutions only for the student aid programs under Title IV. The House bill would extend that eligibility to programs and grants in other Titles, such as Title III and Title V, except that proprietary schools would not be eligible "if such grants are awarded on any basis other than competition on the merits of the grant proposal or application."<sup>4</sup>

### **Student Consumer Information**

In addition to the existing consumer requirements, the House bill requires institutions to provide students with information on completion and graduation rates and policies regarding the acceptance of transfer credit.

### **Student Free Speech**

In response to complaints that

conservative political views are treated equitably on college campuses, the Senate and House bill reaffirm a "sense" of Congress that intellectual pluralism be evident in campus activities and the curriculum.

### **Student Loans**

Loan limits are increased for first and second-year students and there are repayment deferments and cancellation benefits for students who go into nursing, active military, public service and teaching. Other changes concern reductions in subsidies and special allowances paid to lenders and guarantee agencies, the ability of the student to select a fixed or variable interest rate on consolidation loans and more flexibility for students in obtaining consolidation loans..

### **Transfer Credit**

The House bill required colleges to evaluate all transcripts provided by incoming transfer students solely on the academic merit of the transcript, regardless of the accreditation status of the institution providing the transcript.

### **Year-Round Pell Grant**

Both bills attempt to encourage students to accelerate completion of their program and graduate earlier by allowing more than one Pell Grant per year. However, the House bill restricts this to 4-year colleges that have a 30% graduation rate and 2-year colleges that have an above average graduation rate. This is beneficial to students but would require major reprogramming for college and the Department of Education computer systems.

This is just an overview of some of the major issues covered in the 300+ pages of each of the proposed bills. Congress is under political and financial pressures that will impact the final version of the Reauthorization Bill. Prior to Hurricane Katrina, the Education Committees were charged with finding \$ 11 billion in savings in the Education budget. Much of that will come from reductions in subsidies and special allowances to lenders

and guaranty agencies participating in the federal Stafford student loan program and a “pay-go” mandate that any proposals for new expenditures must be accompanied by a corresponding plan on how to generate the funds to pay for it. With the federal costs of hurricane recovery added to the mix, we are unlikely to see funding increases in existing programs and may have a hard time hanging on to the additional funding provided for in these bills. If you feel strongly about any of these proposals, now is the time to let your Congressional representatives know about it.

- 1 Baum, Sandy, Ph. D, Trends in Student Aid 2004, College Entrance Examination Board, 2004
- 2 Harter, Philip. J., “Assessing the Assessors: The Actual Performance of Negotiated Rulemaking”, New York University Environmental Law Journal, Vol. IX, 2000
- 3 HR 609, Title I, General Provisions, Sec. 101(b)(1)(B)
- 4 HR 609 & S 1614, Title IV – Student Assistance, Part A-Grants to Students, Sec. 401(g)(5)

[http://www.cccco.edu/divisions/ss/financial\\_assist/forms.htm](http://www.cccco.edu/divisions/ss/financial_assist/forms.htm)

### ***“I Can Afford College”*** (continued from page 3)

Visitors to the “I Can Afford College” area were welcomed with a three-booth display featuring the campaign’s signature orange-colored signage, displays, and materials. Computers with Internet access allowed event participants to explore [icanaffordcollege.com](http://icanaffordcollege.com). Financial aid representatives were available to answer questions about financial aid options, help visitors sign-up for a FAFSA PIN online, and demonstrate the “I Can Afford College” web site. Our colleagues from Mt. San Antonio College, Citrus College, Glendale Community College, and San Bernardino Valley College helped staff the booths and promote the event on their campuses. Their support was crucial and instrumental in this organizational effort.

In addition, an announcement about the campaign was publicized in *La Opinion*, California’s second largest Spanish-language newspaper. The announcement promoted the availability of financial aid assistance at the “I Can Afford College” booth at the Latino Book & Family Festival.

4th Annual College & Career Convention The “I Can Afford College” campaign also participated in the 4th Annual College & Career Convention in Los Angeles this October. The event, coordinated by LA Cash for College and UNITE-LA, was designed to increase awareness of higher education and financial aid opportunities in the Los Angeles metro region.

The convention provided “I Can Afford College” a great opportunity to showcase the campaign and reach a significantly large, high-school-aged audience. Convention organizers estimated more than 12,000 participants from local high schools throughout the Los Angeles Unified School District attended the event.

The booth space was donated by UNITE-LA, a partner of the campaign. UNITE-LA is an affiliate of the Los Angeles Chamber of Commerce that facilitates education and workforce development programs.

### **Moving Forward**

The “I Can Afford College” media

campaign is in full swing, having just aired campaign ads in 20 markets throughout California. With a renewed focus, based on research findings, the public relations and outreach efforts are also ramping up. The campaign will be conducting current and prospective student outreach and in-reach, disseminating messages that financial aid is available—and within reach— at each of California’s 109 colleges.

With the Cal Grant Entitlement Award season just around the corner, the “I Can Afford College” campaign is preparing to complement efforts with public relations and earned media support. The campaign will be mindful of the Cal Grant efforts and careful not to dilute the March 2 deadline message. Rather, “I Can Afford College” will promote financial aid workshops occurring statewide and emphasize the importance of maximizing financial aid options, by filling out the FAFSA and GPA Verification Form by March 2.

The “I Can Afford College” campaign is also in initial planning stages for the Second Annual Financial Aid Awareness Month, scheduled for May 2006. Last year’s efforts were successful, resulting in significant media coverage and collaboration with community colleges statewide. More than 300 financial aid events and workshops were conducted at California community colleges in May. We expect this year to be an even bigger success, with corporate sponsors and key legislative leaders joining the effort. The “I Can Afford College” campaign looks forward to collaborating with CCCSFAAA and the 109 community colleges on the initiative.

For more information about the campaign, or for additional “I Can Afford College” collateral materials, please visit [www.icanaffordcollege.com](http://www.icanaffordcollege.com). For general campaign questions, please e-mail the project director, Paige Marlatt Dorr at [pmarlatt@comcast.net](mailto:pmarlatt@comcast.net).



### President's Message

(continued from page 3)

would like to thank for their contributions, support, and efforts. Following are my personal notes for a special group of people who assisted me throughout the year:

**2005 Board members** – Thank you for your support. Much was accomplished, and I appreciate your dedication.

**Rick Rams and Steve Arena** for the new and professional newsletter.

**JoAnn Bernard** for your service as Treasurer and assuring that we remain fiscally responsible.

**Craig Yamamoto and Karen Micalizio** for always being there for me. You were in the forefront of our advocacy efforts, and I could always count on your support. Thank you!

**Pat Maga** for hosting the May outreach press conference and for your support at Commission meetings.

**Tim Bonnel and Richard Quintana** for your expertise and wisdom.

**Jackie Carmona** – There is no way I could have survived the year without you. You are the greatest secretary!

**Toni DuBois** – Thank you for facilitating my transition meeting. You were instrumental and contributed in defining my goals. I appreciate your continuous support.

**Marco De La Garza** – You seem to know just when to interject your comments. When you speak, everyone listens! Your input is so valuable.

**Beth Asmus** – You made sure I communicated with the membership by reminding me and making me stay on task with the President's message.

(continued on page 18)

# A HOLIDAY MESSAGE!



▲ NYFD Lieutenant Michael Warchola

What do we hear on the news these days? Bush lied; Arnold wants to cut our funds; no war in Iraq...Not in Our Name!

Let us reflect for a moment.

What I see is a thriving economy; our nation, the United States of America, is a world leader; and we supply foreign aid, research, military protection, and economic stability to the entire planet. We Americans remain warm and safe in our homes, because thousands of enlisted men and women serving overseas are keeping terrorism from our shores.

Ever since the Twin Towers went down in 2001, I keep a photo on my office door. Beneath an American Flag is the picture of my childhood friend, New York Fire Department, Lieutenant Michael Warchola. Mike will not be celebrating the holidays with his family this year. He was on first call from the Houston Street Station in lower Manhattan when the terrorist planes hit the towers. Rather than allow a rookie to enter the building to rescue those stranded inside, Mike went in, and died when the building crumbled. He is, as are the rest of our protectors, one of our heroes.

I am thankful for having Michael as a friend.

I am thankful for our strong military. I send donations to support our troops, as well as contribute to scholarship funds for the children of those fallen.

I am thankful for my good health. I am so thankful for my family, and that I can spend every day, and holiday, with those I love.

So, my colleagues, for whom I am also thankful, take a little time to count your blessings and remember those, so far away, who defend us. Adopt a Soldier....send a card....thank their families.

We are a nation blessed.

*Sincerely,  
Judy Cohen  
Laney College  
CCCSFAAA Secretary*

# BFAP FUNDING AT WORK

**Submitted by:**

**JoAnn Bernard, Director of Financial Aid Mira Costa College**

On October 8, 2005, the MiraCosta College Financial Aid staff was fortunate to participate in the 2nd Annual Encuentros Career Exploration and Education Conference held in San Marcos. Approximately 700 Latino Boys from North San Diego County middle schools attended.

Education in Today's Society was the focus of this year's conference. Numerous local celebrities were on hand to share their educational/career experiences with the young attendees. The \$150 registration fee enabled us to share financial aid information with a large target audience and was money well spent.

**> A future generation of students to be served at Mira Costa College**



**< Mira Costa Staff assist at one of many financial aid outreach events held each year.**

**Top Story** (continued from page 1)

importantly, our students. The entire event has been formed around the topic of student success and our role in making that a reality for more and more students. From the keynote speaker to the closing session, the focus is achievements by students.

One of the most beneficial outcomes of the CCCSFAAA conference is always the sharing of ideas among colleagues. Please take the time to listen to each other, and you will surely benefit from the thoughts and accomplishments of 109 California community colleges. This is the largest and most diverse system of

education in the world. Participate and you will gain a great deal.

When the gold miners needed to relax after a hard day in the mines, they attended the melodramas. After a "hard" day at conference you too can unwind. There should be plenty of melodrama at the hypnotist show following dinner on Friday evening. And if you don't find any drama there, then check out the DJ later into the night. Saturday evening, a very talented group of mariachis will play for the president's reception, where there should be at least a few melodramatic moments.

Hopefully, you will have an

opportunity to meet some new friends and reacquaint yourself with some former friends. Networking is a wonderful by-product of the CCCSFAAA conference. Finding people you can call upon to ask questions or talk over a difficult situation is a reward for those who participate.

A special welcome goes out to those of you who are attending the CCCSFAAA conference for the first time. And a very special thank you goes out to the many sponsors who have contributed to the success of this event.

*President's Message*  
(continued from page 4)

**Mt. SAC Financial Aid staff –**  
You kept the office functioning in my absence, and I appreciate all you did to serve our students.

**Joanne Brennan and CASFAA –**  
Your partnership efforts contributed much to the success of our advocacy efforts, and we thank you.

**Finally, I would like to thank the membership for the opportunity to serve you as your President. It was an opportunity for me to grow professionally and personally. Thank you, and may you have a safe and happy New Year.**

> Susan Jones  
Director  
Mt. San Antonio  
Community College

## Chancellor's Office Update

# Notes from Sacramento...

**By Richard Quintana, Specialist,  
Student Financial Assistance Programs, Chancellor's Office**

Hi everyone!

Where did the year go? As in your office, it seems that a year filled with many pressing financial aid issues has caused the past 12 months to speedily pass by.

What's coming up? The Chancellor's Office is beginning to work on setting up additional training opportunities for campus staff and community service agencies. We are in the process of planning and developing 3 separate conferences to discuss the vital issues affecting Transfer, Foster Youth and Outreach. These areas have been in the spotlight of late and we need to discuss and share ideas of how to make financial aid information and processing as effective as possible.

We have seen a surge in the area of Outreach, not only because a lot of money is now available to do something about this subject but also because virtually all colleges have identified a person(s) to specifically work on this task. To that end, we want to put the same kind of spotlight on our need to help our Transfer and Foster Youth students. We feel it would be quite beneficial for each Financial Aid Office to identify a Transfer Student facilitator to work closely with the Transfer Center Director and the Transfer Center staff. This person could offer financial aid workshops and provide information that transfer students could use to make the transition to a 4-year campus as problem free as possible, thereby encouraging the transfer process.

Likewise, we would like to see the Financial Aid Office identify a Foster Youth facilitator to work with identified foster youth on campus and in the local community, as well as with Independent Living Program staff. The facilitator would

also offer financial aid workshops and provide information that would prove invaluable to community agency staff working with foster youth. Think of the possibilities! This effort would surely result in allowing more foster youth to decide whether to pursue a college education, knowing that vital campus support services like Financial Aid and EOPS services are there to help. Without a doubt, having this information on hand, we would expect more foster youth to take advantage of a community college education, be it in our extensive vocational education or transfer programs.

Our planned Outreach conference will encompass encouraging campus outreach and encouraging financial aid staff to meet and discuss strategies and share ideas for the most effective tools and events to stimulate enrollment. Included would be ways to encourage high school counselors to view community colleges as a viable alternative for their students, whether their students are planning to complete a 4-year degree or obtain a vocational education certificate. These conferences, expected to be offered in the Spring, will gather the Transfer Student and Foster Youth facilitators and the Outreach personnel to a training session jam packed with information and ideas to help the respective staff accomplish their goals.

We hope these training opportunities have stimulated your interest in participation. Expect more information on all 3 conference sessions in the near future. We hope you are in agreement that this is the way for us as a system to move.

What else should you expect? Thanks to the participation of almost all community colleges last year, we had a hugely

(continued on page 19)

**Notes from Sacramento** (continued from page 18)

successful "May Financial Aid Awareness Month." Our colleges were involved in over 300 financial aid events/workshops throughout our state providing information to students and their families. And all this was relatively quickly planned at the last minute. CCCSFAAA is already preparing for its Second Annual event. It would be helpful to start thinking of events your office would be able to provide to your campus and community for this endeavor. Look for more information in the coming months.

The California Student Aid Commission has announced that funding is available for 2005-06 Chafee Grant Program awards for foster youth. Renewal students must have completed the application process by November 18. After November 18, new students meeting the eligibility criteria will be awarded. New students should apply as soon as they are identified as foster youth. The maximum amount to be awarded will be up to \$5,000 but no less than \$2,500. So, if you are able to identify new foster youth on your campus, there is a resource available to

financially help them. Contact the CSAC Specialized Programs Unit if you have questions.

The Real Estate Scholarship packet has been disseminated for 2005-06. The amount available for funding for this academic year is \$30,000, and the deadline for the student to submit the application to the Financial Aid Office is March 15, 2006. It is expected that the funds will be exhausted prior to the arrival of the deadline date. We should encourage those students majoring in Real Estate to submit their applications early to avoid disappointment. The scholarship packet can be found on the Student Financial Assistance Programs web page and can be accessed at this link:[http://www.cccco.edu/divisions/ss/financial\\_assist/real\\_estate.htm](http://www.cccco.edu/divisions/ss/financial_assist/real_estate.htm)

Beginning this year, we are now requiring that documentation of completion of the first 3-unit college Real Estate class be sent with the scholarship application.

For the 2004-05 year, we were able to award \$40,000 to 72 recipients from

22 colleges to help them meet the costs to continue with their Real Estate studies. This couldn't have been accomplished without your help. Thank you.

In conclusion, we at the Chancellor's Office wish to acknowledge the great job accomplished by President Susan Jones in guiding CCCSFAAA during this past year. Faced with many issues and last minute projects, she was able to devote the necessary time to deal with the issue or delegate tasks to her equally capable Executive Board. We thank her for her enthusiasm, courage, flexibility, and creativity and look forward to an equally responsive and beneficial term with equal attributes under incoming President Karen Micalizio. Might I add that I feel CCCSFAAA has great leaders and a terrific membership!

Happy Holidays to you and your staff from all of us at the Chancellor's Office, including Chancellor Mark Drummond, Linda Michalowski, Sarah Tyson, Tim Bonnel, Cynthia McFarland, Charles Mawson, Patricia Falero and me!

Enjoy yourself at the conference!

## Region Updates

### Region 1 Update

Lassen Community College has been going through reorganization in an effort to keep the school financially stable. Over the past five years, FTE numbers dropped drastically, which is one of the main reasons the school is having financial difficulties. One solution which seems to have been successful is LCC's offering of a range of prison correspondence courses at California Correctional Center and High Desert State Prison.

Effective September, 2005, Dr. Karen Grozs was hired as Dean of Instruction. Dr. Grozs also oversees the Student Services Department, as there is

currently no Dean of Student Services.

Outreach events, both on and off campus, have resulted in a successful outcome for students in attendance. Some activities include a monthly "Dorm Night," where current and potential students are invited to attend and become aware of the financial aid available, while enjoying a nice casual atmosphere with music, Bingo, contests, etc. Each month is new treat!

Requests to make CSSO have been a major concern for Region 1.

Family Resource Centers have been a great asset to connect with the population of individuals

"thinking" about going back to school. In our rural areas, reaching the prospective students can be challenging yet rewarding, with the possible outcome of getting these students back into school.

Check out the new Cal Grant flyers on the website. They are well developed flyers that are easy for the students to understand and serve as a great resource for presentations in high schools and financial aid workshops.

## Region 7 & 8 Update

The conference is right around the corner, signifying another year passed.

So much has happened: AB205 (Registered Domestic Partnership) and AB982 (Community College Health Fees) were signed into law; we held our first annual All Directors training and our first annual Community College Financial Aid Awareness month: plus...oh, so many changes.

Those of us in Region 8 also went through significant changes this year; changes in personnel. Let's start with the Directors.

After months with an interim director, Citrus College took Lilia Medina away from her duties as Student Affairs Assistant at Cerritos College and hired her as the new Financial Aid Director. It's a big change for Lilia, who was at Cerritos College for so many years. She is up to the challenge, however, and is doing a great job!

Just around the corner at Cypress College, Marlene Miranda, Director of Financial Aid, decided it was time to retire after more than 20 years in the financial aid profession. Marlene, who worked at Cypress College for 15 years, has built a beautiful home in the Arizona mountains. You can bet the view is spectacular!

Marlene did leave the office in good hands—Keith Cobb has been serving as interim director since February, 2005. Fortunately for the students at Cypress College, Keith has worked in the Financial Aid Office since 1997 and knows the ins and outs!

### Not done yet—

Syed Rizvi is back. After spending a number of years in the private sector, Syed has returned to financial aid as the new director at Rancho Santiago College. They are lucky to have him. Syed has a wide range of financial aid experience after working at Long Beach City College, Santa Ana College, Rio Hondo College, CSU San Marcos, and ITT. Welcome back Syed!

Not too far away, Cecilia Vielma-Schouwe, director at Santa Ana College decided to return to the CSU by accepting the Director of Financial Aid position at CSU San Marcos. CeCe, who lives in San Diego County, was sad to leave Santa Ana College after 8 years but is happy that she is no longer commuting 110 miles a day (although the train ride did give her a chance to read the newspaper). We'll miss you at CCCSFAAA, CeCe.

Fortunately for Santa Ana College, Steve Woodyard was ready for a change. He started at Santa Ana College on Sept 6th as the new Financial Aid Director. Steve worked at Orange Coast College from 1989 to 2001 as Director of Career Placement and Cooperative Work Experience Education. For his last three years at OCC, he was the Director of Financial Aid. In 2001, Steve began working at Mt. San Antonio College as the Director of Career Placement and Cooperative Work Experience Coordinator. Now he's back in financial aid and catching up with the people that he's missed over the last 5 years. Welcome back Steve!

Well, I think that's it. Keeping track of the comings and goings has been difficult. You can bet there have been other changes in staff. Just the other day, Ray from Fullerton College mentioned...that's another article. I'll leave that one to Kim Westby, your new Region 8 representative.

## Region 4 Update

*Submitted by Andi Schreiber,  
Region 4 Rep, Las Positas College*

Over the past year we've had a number of director changes within the region. Beatriz Chacon replaced John Bostic (who retired) at Foothill College. At Gavilan College, Angeles Fuentes replaced Audren Morris, who was hired as Director of Financial Aid at CSU Monterey Bay. Octavio Cruz replaced Pat Burke at San Jose City College, who retired and is now doing freelance financial aid. Susan Elbe is holding an interim position at Ohlone College as replacement for Jacque Bradley, who took the job as director at Mendocino College.

We are all so very sad for Evergreen College director Alma Tanon, who suffered the tragic loss of her son, Joey Cavallero, 18. Joey died August 30th as a result of injuries suffered from a fall while climbing rocks at Capitola. Our hearts go out to Alma as she goes through this incredibly difficult period of her life, while still dealing with the everyday challenges and stress that come with the job of being a financial aid director.

We've been meeting as a region regularly after each Financial Aid Regional Reps meeting. On everyone's mind at our most recent meeting, on November 5th, was a discussion of how each school planned to implement the health fee as a result of the passage of AB982. It seems that only one semester school, Ohlone, planned to implement charging BFAP students the health fee for this spring, while DeAnza, which is on a quarter system, will implement for the spring quarter following the winter quarter. All other schools planned to implement in summer or fall of 2006. We also shared outreach efforts and ideas. Cindy Castillo from DeAnza is once again mailing holiday greeting cards to each of their financial aid applicants, which contains a reminder to reapply for aid after January 1st. Great idea!

At Las Positas College, we are working in

conjunction with a local bank's foundation to provide a Financial Literacy course on campus during a short-term session this spring, for one unit of credit. I'm personally very excited about this venture, as it's been one of my goals for a long time. I feel that young adults are almost never taught this important information, unless their parents happen to educate them about money and personal finance. Of course, many times their parents are just as illiterate about the issues, which is one of the reasons our society gets into so much debt with so little savings! I'll be team-teaching the course with a counselor. Wouldn't it be great if K-12 would incorporate this into their curriculum?

I also wanted to mention the State MIS workshop we had at the Chabot/Las Positas College district office, in conjunction with other community colleges in our area. Three very knowledgeable staff from the State MIS office joined us for the day and reviewed the data elements and data collection for each area of the college. This was set up by our Director of ITS. It was very enlightening to learn details about data collection efforts in the other areas of the college, how that data affects us, and how our data affects other areas. Several departments realized they were not reporting as accurately as they could and, as a

result, were not collecting as much funding. It was a very worthwhile day, and I highly recommend other colleges look into this if your data collection efforts are not accurate, especially since the State MIS data drives dollars to your college.

Well, that's about it from Region IV. Looking forward to a great conference, and sleeping in those incredibly comfortable Sheraton beds! You'll see exactly what I mean, if you haven't had the pleasure before!

## REGION 4 SPOTLIGHT SCHOOLS:

### DE ANZA COMMUNITY COLLEGE FINANCIAL AID OFFICE



▲ Front row from left to right: Sarah Ratner, Joyce Feldman, Alma Garcia, Dawna O'Malley, Cindy Castillo, Willie Mae Ogilvie, Kevin Harral, Nicholas Huynh back row from left to right: Susan Bloom, Karen Hunter, Janet Schmidt, Joe Ngo, Lan Trinh (missing is Nina Van)

### TEAMWORK AT HARTNELL COLLEGE



< Hartnell Financial Aid and EOP&S staff standing in front of a banner and table was taken at an outreach event during the annual American Cancer Society Relay for Life Event.

### MONTEREY PENINSULA COLLEGE FINANCIAL AID OFFICE



> (from left to right) Terri Murphy, Destiny Carrillo, Patricia Chapman, Rafael Ochoa, Brenda Kalina, Deanna Galdo, Cattoung Hoang, Claudia Martin

# Nominations and Elections

By *Craig Yamamoto*

The Nominations and Elections Committee worked to find a solid slate of nominations for the 2006 year, which was no easy feat (we used the twisted arms method, but this is becoming harder to employ, so we resorted to begging). We solicited the membership and appreciate the nominations received.

After speaking with the candidates to make sure they understood the duties and expectations of the positions (also known as the last chance to weasel out of the nomination), the committee selected the following slate:

## **President-Elect:**

**Beth Asmus**  
*College of the Canyons*

## **Vice President:**

**Jacque Bradley**  
*Mendocino College*

## **Secretary:**

**Judy Cohen**  
*Laney College*

## **Treasurer:**

**Brad Hardison**  
*Santa Barbara City College*

The elections were conducted on the CCCSFAAA website this year. We acknowledge the work of Beth Asmus, Webmaster, and Paula Gordon from ATAC to put the elections on the website. The elections ran from August 29 to September 16 to allow three weeks for voting. We thank the entire slate of wonderfully committed financial aid professionals. A total of 144 members voted, and I am pleased to announce the new 2006 CCCSFAAA Officers and Executive Board:

**Beth Asmus, President-Elect**  
*College of the Canyons*

**Jacque Bradley, Vice President**  
*Mendocino College*

**Judy Cohen, Secretary**  
*Laney College*

**Brad Hardison, Treasurer (2 year term)**  
*Santa Barbara Community College*

**Karen Micalizio, President**  
*Butte College*

**Susan Jones, Past-President**  
*Mt. San Antonio College*

## **Region 1 Representative:**

**Reina Branum**  
*Lassen College*

## **Region 2 Representative:**

**Craig Yamamoto**  
*Sierra College*

## **Region 3 Representative:**

**Kris Shear**  
*Santa Rosa Junior College*

## **Region 4 Representative:**

**Andi Schriebman**  
*Las Positas College*

## **Region 5 Representative:**

**Steve Arena**  
*San Joaquin Delta College*

## **Region 6 Representative:**

**Sherrie Padilla**  
*Antelope Valley College*

## **Region 7 Representative:**

**Pat Hurley**  
*Glendale Community College*

## **Region 8 Representative:**

**Kim Westby**  
*Cerritos College*

## **Region 9 Representative:**

**John Muskavitch**  
*Crafton Hills College*

## **Region 10 Representative:**

**JoAnn Bernard**  
*MiraCosta College*

## **CASFAA Community College Representative**

**Steve Arena**  
*San Joaquin Delta College*

We thank you for your participation in this most important election process to ensure we have great leaders to guide the CCCSFAAA organization and to keep up the great work of the previous CCCSFAAA Executive Boards.

Congratulations!

# Halloween PHOTOS



## ^ ME AND SUPER DORK

Butte College staff, Dan "Pedro" Torres from Financial Aid and Serena Jennings & Becky Sirias from Assessment.



## ^ CCCSFAAA President-Elect Sheriff

Babyface vows to keep CCCSFAAA safe.

# The California High School Exit Exam

Beginning with the graduating class of 2006, California high school students are required to pass the California High School Exit Exam (CAHSEE) to be awarded a high school diploma.\* Those not passing the CAHSEE will earn a Certificate of Completion, which certifies that they have completed all of the course work and credits required but have not passed the CAHSEE.

There are two sections to the exam: mathematics and language arts. The students must pass both sections of the exam, but they do not have to pass them both at the same time. Once they pass a section, they are not required to retake that particular section. Students take the exam once during their sophomore year. They are then given two opportunities to retest during their junior year and three opportunities to retest during their senior year. At the discretion of the school district, one of the senior year opportunities may be given after the end of the school year.

\*Students enrolled in private high schools are not required to take the CAHSEE.

## **Students with disabilities**

Students with disabilities are required to pass the CAHSEE. They can be offered the same accommodations that are included in the student's IEP. If the student passes using the accommodations, the school district must apply for a waiver in order for the scores to be acceptable and the student to be awarded the full diploma.

## **Increases the chance of conflicting information on campus**

Depending on the timing of when each office collecting information about high school graduation asks the

question, a student's answer could be different. For instance, the FAFSA may be filed by March 2, but many students will be retesting at least once after that date, and in some instances they will have two opportunities to retest. The student will mark "yes" to high school graduation on the FAFSA, knowing they still have two opportunities to test. If, when they complete their admissions application, they have exhausted their testing options, they will mark "no" to high school graduation. By this time, you may have already packaged the student and mailed an award offer.

If the college chooses to use the self-reported information from the FAFSA, or an early admissions application, and does not get confirmation after high school is finished, the conflict may occur when the student renews their FAFSA the next spring. At that point, you are in the middle of an award year (and possibly award period), when you discover the conflicting information.

## **Compulsory Age**

As a condition of the Title IV Participation Agreement, the college must not be admitting students under the age of 18 who do not have a high school diploma or equivalent as "regular students." The ATB testing option does not apply to students under the age of 18, and therefore does not allow this group of students to receive federal student aid without a high school diploma or equivalent.

## **Cal Grant Entitlements**

Your representatives to the Grant Advisory Committee (GAC) and the State Issues Committee have been in discussions with the California Student Aid Commission regarding the CAHSEE and the Cal Grant Entitlement Program. As you know, a student's year of high school graduation designates which year the student qualifies for the Cal Grant Entitlement. At present, those students who do not pass the

CAHSEE do not meet the initial qualifier for the Entitlement Program, and therefore would be channeled into the Competitive Program.

The GAC has made a formal recommendation to the Commission to allow the federally approved ATB tests to be used to meet the high school graduation requirement for the Entitlement Program. It is our understanding that the Commission will consider the GAC recommendation at their November meeting.

## **Is Your College Aware of the Impact?**

The GAC proposal to accept the ATB test in lieu of a high school diploma for Entitlement Program consideration appears to be a reasonable solution. However, it will add to the workload of the responsible office. I have informed the Coordinator of Assessment at my campus of the potential impact to her office. She was appreciative of the advanced notice and remains extremely supportive, in spite of the additional work load on a very small staff.

After the discussion that took place during the October CCCSFAAA meeting, I realized I needed to begin a similar discussion on my campus. I took it to our Student Services leadership team. Although some had been following the news about test outcomes in our district, no one in the room had yet thought about how it applied to our students. The discussion was thoughtful and supportive. It is my hope that each of them will take the information back to their respective professional organizations for feedback.

You may want to consider having similar discussions on your campus if you have not yet done so. To learn more about the CAHSEE, including statistics for your district, log on to [www.cahsee.cde.ca.gov](http://www.cahsee.cde.ca.gov).



# CCCSFAAA Supports Student Potential and “Strikes Gold” by Awarding Twenty \$500 Scholarships!

In November 2005, \$500 checks were mailed to each of 20 wonderful and deserving student recipients of the 2005 CCCSFAAA scholarships. Two recipients from each of ten regions were selected by your CCCSFAAA regional representatives to receive an award. Here are the dreams and plans of our 2005 scholarship recipients:

**Region X:** Mykell Johnston, currently attending Imperial Valley College, plans on completing the Registered Nursing program and becoming a Nurse Practitioner. (Second winner declined to have the information shared publicly.)

**Region IX:** Jordan Davis, currently attending San Bernardino Valley College, plans on transferring to UCLA, earning a JD in Criminal Law and becoming an attorney. Kirsten Andries, currently attending Victor Valley College, plans on transferring to CSU San Bernardino, majoring in Administration of Justice, and working in a youth detention center.

**Region VIII:** Eunice Lee, currently attending Irvine Valley College, plans to transfer to UC Irvine, major in Psychology, and become a child psychologist working with disabled children. Mary Anne Stecko Rains, currently attending Saddleback College, plans on becoming a Registered Nurse, receiving a MSN and becoming a Nurse Practitioner.

**Region VII:** Cristy Hill, currently attending LA City College, plans on receiving a BSN and specializing in psychiatric nursing, directing a shelter for homeless women and children who have been victims of domestic violence. Yolanda DelaTorre, currently attending Pasadena City College, plans to complete the LVN program, complete the LVN to RN ladder program, and become a nurse.

**Region VI:** Edna Barajas, currently attending Taft College, plans to transfer to CSU Bakersfield, major in Liberal Arts, earn a teaching credential and become a teacher in the Bakersfield community. Vicky Giese,

currently attending Allan Hancock College, plans on transferring to UCSB, majoring in Cellular Biology, and becoming a researcher in the medical field.

**Region V:** Rhonda Woodlief, currently attending Columbia College, plans to complete the Automotive Technology program and open a “mom and sons” business. Dana Tockey, currently attending Fresno City College at the Clovis Center, plans to transfer to Fresno State, major in Liberal Studies, earn a teaching credential, and teach severely disabled children in a special education program.

**Region IV:** Kara Bobila, currently attending Cabrillo College, plans to earn an AA degree, then earn an AS degree in Human Services, while working as a Medical Assistant. Jacqueline Young, currently attending Monterey Peninsula College, plans on transferring to San Francisco State University, majoring in English Literature, obtaining a teaching credential, and teaching high school.

**Region III:** Walter Salguero, currently attending Canada College, plans to transfer to Cal Poly SLO, major in Engineering, and ultimately coordinate research projects “to design and improve the environment while protecting human, animal and plant life.” Daniel Tostado, currently attending Skyline College, plans to transfer to UC Santa Cruz, major in English, earn a Master’s Degree and PhD, and then become a community college counselor.

**Region II:** Carly Kennedy, currently attending American River College, plans to transfer to CSU Sacramento, complete the Nursing program there, then work at the UC Davis Health Center or at a local hospital in Labor & Delivery or the OBGYN department. (Second winner declined to have the information shared publicly.)

**Region I:** Cheryl Buliavac, currently attending Shasta College, plans on completing the Fire Technology program and

becoming a firefighter and paramedic. Roberta Pangallo, currently attending Lassen College, plans to transfer to University of Nevada-Reno, major in Human Services-Alcohol and Drug Rehabilitation, and open her own treatment center.

Seventy schools nominated applicants for our scholarship program, so nearly 150 applications were considered for

**CONGRATULATIONS**  
to our twenty scholarship winners!

our twenty awards. Many more applications were reviewed at the school level, prior to the nomination process. THANK YOU to each financial aid office for advertising this scholarship opportunity, and for the time and effort that went into the nomination and selection process. WATCH FOR \*\*FUN\*\* FUNDRAISING OPPORTUNITIES at the December conference; there are 3 ways for you to help raise funds for our 2006 scholarships: 1) purchase one (or two or three!) “Susanators” at the big dinner; 2) participate in the 50/50 “Mining Student Potential” game at the big dinner; and 3) participate in the silent (or not-so-silent!) auction at the big dinner.

As always, THANK YOU for your support of our fundraising efforts—the money is obviously well spent!

> Kris Shear  
CCCSFAAA Scholarship  
Committee Chair



## The CCCSFAAA Report

This publication is an official publication of California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA). The CCCSFAAA Report is mailed to all current members.

For membership information or to report address changes/corrections, please e-mail to: support@cccsfaaa.org.

CCCSFAAA welcomes member views, articles, photographs or reports. Submissions are subject to editorial review and modification. Please submit articles to:

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### ARTICLE SUBMISSION DEADLINES

2006 Issue	Print Date	Deadline
1st Issue	Spring 06	3/15/06
2nd Issue	Summer 06	5/30/06
3rd Issue	Early Fall 06	9/15/06
4th Issue	Annual Conference: Ontario 2006	11/15/06

Opinions expressed in this newsletter, The CCCSFAAA Report, are those of the authors and not necessarily those of the Association or of the institutions represented by the Association.

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Published  
Courtesy of:



# Call for Volunteers

## Hello Constituents.

As your incoming CCCSFAAA Vice-President, I look forward to working for you and with you in the coming year. I'm not even official yet, and I already have a message for the newsletter.

Most of you are already aware that the Vice-President is responsible for chairing the Federal Issues Committee. A committee is a body of persons delegated to consider, investigate, take action on, or report on some matter. If you would like to be part of the body of persons who monitors Federal Issues regarding Financial Aid and Education, please send me an email at jbradley@mendocino.cc.ca.us.

It is increasingly important that we participate in lobbying our legislative bodies, both state and federal, on behalf of our

students. Our students need our leadership in this area.

Join me on the Federal Issues Committee, or volunteer for another committee or assignment. CCCSFAAA is a strong and vital organization that requires active participation by its members to remain dynamic. Most of us are already very busy with our campus positions, but if each of us volunteers to serve CCCSFAAA in some capacity, the extra workload will be smaller and the contribution will be more inclusive and diverse. If you want to know how to get more involved, talk to your Regional Representative or one of the Executive Board members.

## See you at the conference!

– Jacque Bradley, CCCSFAAA Vice President  
Mendocino College

## Job Opportunities

### Looking for a JOB?

[www.cccsfaaa.org](http://www.cccsfaaa.org)

Visit CCCSFAAA's web site for **FREE** info about current financial aid related job openings.

### Looking to Advertise a JOB?

#### Employers:

Check the CCCSFAAA web site for more info on how to place your **FREE** job ad or contact Andi Schreiber at (925) 424-1585 or email [aschreiber@laspositacollege.edu](mailto:aschreiber@laspositacollege.edu)



### Let's get together at CCCSFAAA

No matter what your education needs are, EFSI can help. We are committed to bringing a new level of excellence to education financing by providing the best possible lending solutions.

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Acapita Graduate Lending with Zero Fee Stafford Loans for Graduate Students.



Pick up your copy of our  
**Transfer Planning Guide**

w w w . e f s i . n e t

### Help STOP Financial Aid Fraud!

If you believe a student has been a victim of Financial Aid Fraud, Please file a complaint form:

**Public Inquiry Unit  
Attn: Financial Aid Consulting Scam  
Office of the Attorney General  
P.O. Box 944255  
Sacramento, CA 94244-2550**

California Rural Legal Assistance offices are assisting the AG to help students and their families who have experienced financial aid fraud. Visit [www.crla.org/](http://www.crla.org/) to find an office in your area.

The California Association of Student Financial Aid Administrators, the California Community Colleges Student Financial Aid Administrators Association, the California Student Aid Commission, and California Rural Legal Assistance offices have joined California's Attorney General to stop illegal financial aid practices.

### CCCSFAAA Report Credits

**Editorial Director:**  
Rick Rams  
Golden West College

**Chief Copy Editor:**  
Steve Arena  
San Joaquin Delta College

**Production Directors:**  
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EFSI



Lending for Learning

P.O. Box 3058

Mission Viejo, CA 92690-1058

# the CCCSFAAA report

Special  
Conference  
Edition 2005

## Treasurer's Report

As my term as your treasurer comes to an end, I am happy to report that we have a solid financial base. Our association has over \$154,000 in reserve. We have \$50,000 in a cash maximizer account, and the checking account has enough money to pay the bills.

Registration for our fall 2005 conference is on-going, so additional bank deposits will be forthcoming. The conference expenses have not been tallied or paid. As you know, the fall conference is our most costly activity, so an accurate checking account balance is not available to you at this time. I have been assured that the conference will net some income to the association. This can be attributed, in part, to the generous support of our sponsors. Thank you!

The close working relationship with the California Community College Chancellor's Office also contributes to our fiscal health. Since the ten Regional Reps also serve as Regional Coordinator's for the Chancellor's Office, the Association shares expenses for board meetings, thus freeing up additional funds we use for training, federal and state issues, and other important activities. A BIG thank you to the Chancellor's Office staff!

I have mentioned before that the "Spring Fling" mini-conferences fund our scholarships. What a worthwhile cause; our members have access to first class training, and 20 students across the State benefit. Please continue your support, by attending "Spring Fling" 2006, at one of the four sites soon to be announced.

Thank you for allowing me the opportunity to serve as your treasurer during the last two years; I congratulate Brad Hardison, from Santa Barbara City College, who will take on the task for the next two years.

Your treasurer,

> JoAnn R. Bernard  
Director, Financial Aid  
MiraCosta College