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We're on the Web!

See us at:

www.wfaa.org

The President's WFAA Conference Report:

There were approximately 157 attendees gracing the halls of The Enzian Inn, October 23-25, 2013, for the annual WFAA Conference *Crossing Bridges*. It may be you were one of the attendees and we hope your experience was complete!

Jim White of Gonzaga University and Isabelle Mora of St. Martin's University chaired and co-chaired the conference. Jim's trademark was a step-by-step timely preparation with no guesswork and, in the end, a definite concern about government shutdown. Four sessions hinged on our ability to secure our Department of Education liaison, not a small obstacle to overcome. We were favored in the end and sincerely appreciated Suzanne Scheldt's preparation and presentations.

The Enzian is a small and cozy inn with proximity to shops and restaurants in Leavenworth, Washington. The theme is definitely German as we were reminded daily in the upper breakfast room when the alphorn was gently sounded. Various groups randomly gathered for meals and entertainment after hours but our daily collective experience was full of options and financial aid servings. Several vendors showed their support through registering and attending and informing us regarding the invaluable services they provide. We thank Charter One, Inceptia, Discover Student Loans, Great Lakes Higher Education, Higher One, American Student Assistance, Nelnet and Wells Fargo for their continued support of WFAA.

It can be said overall, that none failed and all accessed the best of what a WFAA Conference can offer. Contacts were made, energies renewed and I, for one, noticed the level of engagement and desire to participate of the many. This means new faces, new volunteers, a renewed organization with fresh ideas for continuity and the support of our most precious asset, the student.

I am proud of WFAA and its sustainability because of you – Go Washington!!!

- Monique

**Congratulations,
Award Winners!**

Unsung Hero Award

Yeumie Truong, Renton Tech. College

Marianna Deeken New Professional Scholarship

Jennifer Snellink, Perry Tech. Institute

Distinguished Service Award

Marilyn Ponti, Whitman College

Committee of the Year Award

Conference Committee

(Isabelle Mora, Kevin Berg, Janet Cantelon, Carlie Curlee, Danette Iyall, Ron Noborikawa, Marilyn Ponti, Traci Stensland, Linda Weir, Jim White)

Developing a Strategy for Your Social Media Effort

Linda Peckham, Senior Training Strategist
Great Lakes Higher Education Guaranty Corporation

An increasing number of financial aid offices have entered the social media space in an effort to communicate critical information to students in timely ways. Although many have embraced the two-way communication and transparency that social media encourages, aid directors have acknowledged that they struggle to create more meaningful social media goals. For offices just wanting to use their Facebook or Twitter accounts to send out timely financial aid information, posting content on a regular basis might be a sufficient objective. But others are looking for some of the longer-term benefits that social media can provide—such as improving awareness, developing influence in the community, or increasing engagement with students—and those goals require the development of a more thoughtful strategy.

Liz Gross, Social Media Strategist at Great Lakes Educational Loan Services, advises that aid offices interested in developing a social media strategy should first consider goals that support their office mission. “If your mission is to provide great customer service or to improve financial literacy, then there are ways to build your social media strategy around those goals—and there are tools that you can use to assess your progress. But for aid offices just starting in the social media world, I encourage them to first determine how they will develop content for social media, and then focus on using that content to increase their number of fans and followers. You can’t fully reach your social media goals and implement your strategy until your community is large enough to make it worthwhile.”

Social media experts generally advise that organizations develop a strategy around three goals: volume (how often you post), engagement (how many followers interact with a post), and influence (whether your content is shaping follower behavior or opinion). But how do these strategic goals translate into the financial aid world?

Gross says that **volume** in the financial aid space is important because students tend to interact more with social media sites when content is refreshed often. She recommends that aid offices refresh their

Facebook content and Twitter feed at least five times a week. “Aid offices should definitely be measuring volume,” says Gross, “because if the volume isn’t high enough, students will never have the chance to see your message.”

Engagement is simply defined as how many people interact with each post. As with the volume metric, this one is also important for aid offices because their mission is tied to student service and engagement. “If people don’t interact with your posts, it’s very hard to continue to develop your strategy. Good social media posts will invite conversation and allow you to learn more about your audience.” In the social media world, engagement is measured by how many likes, clicks, comments, shares, replies, or re-tweets result from the post.

One of the more difficult and controversial factors to assess is **influence**. And it may take aid offices time to make progress towards this goal if influence is part of their strategy. Influence is a measure of how well your messages are affecting your followers in either their actions or feelings. Some common reasons that aid offices might want to measure their influence is to see if student behaviors (attending exit counseling or reducing loan levels, as examples) result from your posts about these topics.

For aid offices seeking to improve their social media strategy and identify specific goals, Gross recommends the following resources:

- A Student Affairs Social Media Plan: edcabellon.com/tech/socialmediaplan – A blog post that details the steps a campus department should take to develop their social media plan.
- The Elements of a Great Higher Ed Twitter Account: bit.ly/HigherEdTwitter – A blog post analyzing what makes a campus Twitter account great, with input from professionals at many campuses.
- *Social Works: How Higher Ed Uses Social Media to Raise Money, Build Awareness, Recruit Students, and Get Results* by Michael Stoner: eduniverse.org/socialworks – A book full of case studies from campuses around the country.

Continued from Page 2

- *Social Media ROI* by Olivier Blanchard: <http://smroi.net/> – While not an introductory book, professionals interested in developing a social media program can find everything they need here.

Great Lakes will feature a three part series of SmartSessions webinars on social media in the financial aid office, with sessions on getting started, creating a strategy, and assessing outcomes. The series runs from September through December. To learn more or to register, visit mygreatlakes.org/smartsessions.

Cohort Default Rates: The third year of the three-years

Shelia Dunlap, TG Assistant Vice President for Default Prevention

We are in the midst of one of the most notable transitions in federal student aid history: the conversion to the 3-year cohort default rate (CDR). Toward the end of this federal fiscal year, the Department of Education (ED) will issue the third 3-year CDR, and the final 2-year CDR. After September 2014, the shorter measure will be no more.

What's the big deal? Now we'll just have a longer time frame for tracking the borrowers who default on their student loans after leaving school.

Except that it is a big deal. The third year of the 3-year CDR is also the first year that schools will be subject to sanctions based on these longer measures. And whereas ED estimates that only 8 schools may be penalized for 2-year CDRs based on the latest rates issued for FY 2011,¹ it looks like a significantly larger number of schools may be subject to sanctions based on 3-year rates.

While we won't know exactly how many schools will be caught up in the first wave of penalties until September 2014, let's look at some relative data. For FY 2009, 255 schools exceeded either the 30% or 40% threshold for sanctions associated with the 3-year CDR.² And for FY 2010, 221 schools are above these thresholds.³ How many schools will be on this list in this third year of the three-years?

Taking a proactive approach

Even if your school isn't in immediate jeopardy, perhaps you're examining your institutional CDR trends and aren't happy with what you see. Or maybe you want to

provide a forward-thinking, comprehensive service to your student borrowers, so that they start repayment strong and your school's CDRs stay in the clear.

Whether you recruit from within, hire from without, or enlist a third party to provide this service, make sure that your goals are well defined. It's also important that you can track, measure, and improve your outcomes. Need a resource to get started? TG has published the white paper [Taming the Default Rate Beast](http://www.tgslc.org/pdf/Taming-default-rate-beast.pdf) (<http://www.tgslc.org/pdf/Taming-default-rate-beast.pdf>), which offers key strategies schools can implement to help reduce CDRs and better prepare students for responsible loan repayment. It can serve as a guide to help your school make key decisions as we complete the transition to the 3-year CDR.

¹ Per <http://www.ifap.ed.gov/eannouncements/attachments/2013OfficialFY112YRCDRBriefing.pdf>.

² A school is subject to sanctions if it has three consecutive years of official 3-year CDRs of 30% or higher, or if it has a single official 3-year CDR higher than 40%. Information on schools exceeding these thresholds retrieved from

<http://www.ed.gov/news/press-releases/first-official-three-year-student-loan-default-rates-published>.

³ Per <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>.



WFAA Training Committee Update

The WFAA Training Committee has continued its hard work to provide timely and informative training opportunities for you and your staff. This summer the committee was pleased to plan and facilitate two successful Summer Training events in July. Attendance was strong with 104 participants. One event, for the West side folks, was held on the beautiful campus of Pacific Lutheran University. The other, for the East side, was held on the lovely campus of Gonzaga University. Both host schools deserve our gratitude for providing logistics coordination and great facilities for each meeting. The relaxing environment and delicious lunch and refreshments were appreciated by the attendees.

The Summer Training events included the state update from the Washington Student Achievement Council (WSAC) and the federal update from the Department of Education. The events also included a presentation on the role of ethics in the financial aid arena and a panel discussion about the pros and cons of going to a paperless office. We could not continue to provide critical training opportunities without your help and expertise! The WFAA Training Committee would like to thank the following presenters:

Julie Japhet—WSAC
 Steve Thorndill—WSAC
 John Breneman—Whitworth University
 Sarah Everitt—Gonzaga University
 Rich Stefani—Western Washington University
 Wendy Olson—Whitworth University
 Suzanne Scheldt- Department of Education
 Kim Wells—Department of Education

The Training Committee continues to update the WFAA Training website as upcoming training events become available. The next big conference that many will be attending is the FSA Conference in Las Vegas in early December. Please feel free to contact anyone on the Training Committee with your ideas or suggestions. We love to get your feedback.



Monitor Cohort Default Rates Year-Round

Inceptia's Free Cohort Default Rate Reporting Tool Provides Real-Time Data

As financial aid administrators process the impact of their newly released 2- and 3-year cohort default rates from the U.S. Department of Education, Inceptia is making its proprietary Cohort Activity Report freely available to any school that wants to monitor their default rate.

Administrators can use this report to receive updated data on open cohort default years and monitor borrowers so that they can actively help student borrowers while lowering their default rate.

"The Cohort Activity Report gives schools the power to see what's happening right now with their borrowers," said Dave Macoubrie, Inceptia vice president of repayment solutions. "By proactively addressing the cohort of student defaulters, they can take steps to remove them from the list and make a positive impact on the trajectory of their school's cohort default rate helping to save those student borrowers from default."

Sign up for the Cohort Activity Report by visiting www.Inceptia.org/CDR-tracking.

Once registered, upload your School Portfolio report to the Cohort Activity Report system. The data from the School Portfolio report will be analyzed and organized into a simplified report for you to gain updated insights in real time.

This report can be used to monitor:

- number of borrowers in repayment
- number of borrowers in default
- impact one default borrower has on their rate
- number of rescued borrowers needed to reduce the rate by one percent
- open and closed cohort year comparison data

You may also download a list of loan details on each defaulted borrower. With cohort default rates on the rise, schools need to proactively monitor cohort default rates year round in order to gain the knowledge required to lower their rate and help student borrowers.

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The details in this report can help you closely monitor default borrowers so that you can proactively work to correct defaulted loans prior to closing years.

"We want to show every school the impact they can have on their rate, simply by lowering it by even one percentage point," Macoubrie said. "For some institutions, that may be as few as five borrowers. But lowering the rate over time can have a significant impact on a school and is good for student borrowers." Inceptia's goal is to help students borrow wisely, resolve their delinquency issues and guide them to successfully repay their student loan obligations; while also helping schools reduce their cohort default rates. Find out more about Inceptia's default prevention services by contacting Inceptia at 888.529.2028.

About Inceptia

Inceptia, a division of National Student Loan Program (NSLP), is a non-profit organization providing premier expertise in default prevention and financial education. Since 1986, we have helped more than two million students achieve their higher education dreams at 5,500 schools nationwide. Annually, Inceptia assists more than 150,000 delinquent borrowers in repaying their student loans. By using practical tools of cohort analysis, financial education and repayment outreach, Inceptia educates students on responsible personal finances and loan repayment counseling and provides default prevention strategies and services to schools. More information at Inceptia.org.


College Goal Washington

College Goal Washington, formerly known as College Goal Sunday-Washington, is now being administered by the Washington Student Achievement Council (WSAC). The mission of College Goal Washington, to increase FAFSA completion, clearly aligns with the WSAC's mission to increase educational attainment for Washington students. The statewide FAFSA filing events have been steadily growing in past years, under the successful administration of NELA who launched the program in Washington in 2007. It is WSAC's goal to continue to increase awareness amongst the college-going population, especially first-generation and low-income students, of the importance of early FAFSA filing.

Anna Batie has accepted the position of Program Associate for Outreach for the Washington Student Achievement Council and GEAR UP. She will be managing College Goal Washington, the College Application Campaign, and will lead our postsecondary partnerships to ensure that our students have meaningful on-campus experiences, especially for summer camps and events. Anna previously worked with the College Goal Sunday – Washington campaign and comes prepared take the lead of these essential programs.

For those of you who requested College Goal Washington events in January, Anna will be contacting you directly about identifying a College Goal Washington event in your area, or about the opportunity to host an event in your area. She will attend a limited number of events as she is available.

For information about College Goal Washington, send an email to cgw@wsac.wa.gov.



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FALL LEGISLATION UPDATE

What a roller coaster ride these past few weeks have been with the federal government shutdown! I imagine that many of you were experiencing the same thoughts and emotions I was, waiting in anxious anticipation to see if federal payments would continue and how federal student aid would be affected if a federal budget and debt ceiling issues were not resolved sooner than later. And, while it appears that (for now) U.S. lawmakers have managed to reach a resolution to extend the federal debt limit and restore federal government services, there were also some important regulatory updates announced by the Department of Education of which aid administrators should be aware.

The first of these is the further reduction to TEACH Grants and Iraq-Afghanistan Service Grants (ISAG) under new sequestration budget cuts, implemented under the Budget Control Act of 2011 for the fiscal year 2014. Per the GEN-13-22 announcement issued on October 11, 2013, TEACH Grant and Iraq-Afghanistan Service Grant awards **where the first disbursement is made on or after October 1, 2013**, must be reduced by 7.2 percent from the original statutory amounts. Please note that this is an additional update from the sequestration guidance issued last spring, where the TEACH and IASG grants had to be reduced by 6.0 percent under the fiscal year 2013 sequester. Any TEACH or IASG awards **where the first disbursement was made after March 1, 2013 and prior to October 1, 2013** will not need to be updated further and should still follow the guidance issued under the FY 2013 sequester.

Also as of October 1, 2013, the FY 2014 sequester mandates an increase to the origination fees charges to borrowers of Direct Loans. However, the Department of Education clarified that due to all of the circumstances and delays related to the government shut down, the new loan fee percentages will only be applied to loans **where the first disbursement is made on or after December 1, 2013**, to allow for the Department of Education to make necessary processing updates to federal systems. As previously announced by the DOE last spring, new loan origination fees will be 1.072 percent for Direct Subsidized and Unsubsidized Loans and 4.288 percent for Direct PLUS Loans. The Department requests that schools begin modifying their systems now so that a timely transition can be made to correctly report first

disbursement loans with the new fees. Any loans for the 2013-2014 academic year where the first disbursement was or will be made prior to December 1, 2013 will continue to have the 1.051 percent and 4.204 percent origination fees and will still be accepted by COD, even after the December 1st transition.

Encouraging the Student-Servicer Relationship

Mike Doman, Regional Marketing Director
Great Lakes Higher Education Corporation and Affiliates

We're partners in helping students borrow responsibly, complete their education, and find repayment solutions that work for them. Providing loan servicers with valid contact information for your students is a vital step in making sure your students receive the assistance they need from their servicer throughout the life of their loans.

Communicating contact information that changes rapidly as students transition to a new phase in life is one of the best ways to help your students succeed in life beyond campus. When loan servicers can't connect with your students, it's difficult to help them. There are several ways you can help.

- **Encourage your students to stay in contact with you** to provide their current contact information, as well as their enrollment status, as necessary. If you have current contact information, you should share it with loan servicers, which can usually be done easily online.
- **Encourage your students to sign up for an account on their loan servicer's website**, where they can access important account information—and many other useful resources—and easily make updates to their contact information to make sure it is current.
- **Help students understand who their loan servicers are** so that they can watch for and respond to important timely information they receive about their loan obligations and options. Students are often inundated with information and may not know how to differentiate their loan servicer from other organizations and companies.

Whether it's the spring graduates entering repayment in the next few months or the new students enrolling this fall, make sure you're connecting them with the help they need. While we can't always control the obstacles students face, solid relationships and clear communication provide the pathway to success.

FedLoan Servicing's At-Risk Delinquency Resolution Contest



who would impact their 2011 or 2012 Cohort Default Rate, if their delinquency was not resolved. The contest ended on August 28, 2013. Here are some highlights:

- **350** Schools Participated (5 Washington schools)
- **7,356** Cured Delinquencies (30 from Washington schools)

Congratulations to all participating schools in the winning region – WASFAA! Schools within the Western region cured 31% of their loan delinquencies.

FedLoan Servicing extends a special **thank you** to all participating schools for the assistance provided to your alumni! Winning schools were provided a customized poster, congratulatory letter, and the option to participate in our FedLoan Servicing FiveStar Training webinar on default prevention or a spotlight in an upcoming FedLoan Servicing Quarterly Bulletin.

Beginning in May 2013, FedLoan Servicing held an At-Risk Delinquency Resolution Contest for schools. Participating schools were provided with a listing of delinquent borrowers, serviced by FedLoan Servicing,

Tiers	Winning School	Sector	% of cures
NATIONAL WINNERS			
< 50 borrowers	Bryan College (CA) Plaza College (NY)	Proprietary	100%
51 – 250 borrowers	Howard Community College (MD)	Public	53%
> 250 borrowers	Herzing University (WI)	Proprietary	37%
PUBLIC SECTOR WINNERS			
< 50 borrowers	City College of Chicago (IL)	Public	80%
51 – 250 borrowers	Howard Community College (MD)	Public	53%
> 250 borrowers	University of North Texas (TX)	Public	31%
PRIVATE SECTOR WINNERS			
< 50 borrowers	Resurrection University (IL) Sharon Regional Health System (PA)	Private	100%
51 – 250 borrowers	Robert Morris University (IL)	Private	45%
> 250 borrowers	Keiser University (FL)	Private	29%
PROPRIETARY SECTOR WINNERS			
< 50 borrowers	Bryan College (CA) Plaza College (NY)	Proprietary	100%
51 – 250 borrowers	Vista College (TX)	Proprietary	43%
> 250 borrowers	Herzing University (WI)	Proprietary	37%
GRADUATE AND PROFESSIONAL SECTOR WINNERS			
< 50 borrowers	Assemblies of God Theological Seminary (MO) Eastern Virginia Medical School (VA)	Graduate	100%

Volunteer: Helping Yourself While Helping WFAA

Abril Hunt, WFAA President-Elect

We all have busy lives. It's so easy to say that we can't find time to volunteer. But I challenge you to just take a moment to consider the benefits of volunteering. The right match can help you network, learn new skills, and even advance your career.

The most obvious benefit of volunteering is the impact you make on WFAA. Our association leadership is comprised entirely of unpaid volunteers. Volunteering is a two-way street, and it benefits you just as much as it does WFAA. It allows us to connect with our colleagues in financial aid and work together to advocate for our students. Dedicating your time as a volunteer also helps you learn new skills, and I'm not just talking about Roberts' Rules of Order.

One of the best ways to make new contacts and strengthen existing relationships is to commit to a shared activity together. Volunteering is a great way to meet new people, especially if you are new to financial aid. Volunteering also exposes you to people with common interests. It also provides you with professional resources, and fulfilling accomplishments.

It keeps the crazy away

Okay maybe that's a bit of an exaggeration, but it does improve self-confidence, self-esteem, and overall life satisfaction. Helping others provides a natural sense of accomplishment. The better you feel about yourself, the more likely you are to have a positive view of your life and future goals, right? Volunteering actually does help against depression by keeping you in regular contact with others. Your support network is there for you when you're going through challenging times.

Volunteering is especially beneficial for people over 40. Studies have found that people who volunteer have a lower mortality rate than those who do not. Volunteering has also been shown to lessen symptoms of chronic pain and heart disease.

It can move you up the career ladder

If you're considering a career move, volunteering can help improve a specific skill set. But, even if you're not planning on making a change, volunteering gives you the opportunity to practice teamwork, communication, problem solving, project planning, and organization.

You're more likely to stretch your wings at work once you've sharpened your skills in a volunteer position.

Just because volunteer work is unpaid doesn't mean that you only learn basic skills. Many opportunities provide extensive training. For example, the Annual Conference committee offers a wide range of opportunities ranging from graphic design, to publicity and arranging local logistics. And there is always someone on the committee who's "Been there, done that". Volunteering helps you build upon skills you already have but may not currently have an opportunity to apply. You will have a richer and more enjoyable volunteering experience if you first take some time to identify your goals and interests. Start by thinking about what you would enjoy doing. Opportunities that match both your goals and your interests will be both fun and fulfilling.

You get out what you put in

You're donating your valuable time, so it's important that you enjoy and benefit from your volunteering. It's important to make sure that your volunteer position is a good fit. Ask questions. You want to make sure that this is the right fit for your skills, goals, and the time you want to spend. If you have any questions, be sure to speak up. Get with your Volunteer Coordinator (Hey, that's me!) and ask about time commitment, if there's any training involved, who you will be working with, and what to do if you have questions during your experience.

You want to make sure you know what you've gotten yourself into. Maybe start small so that you don't over-commit yourself at first. You want to have flexibility to change your focus if needed. So don't be afraid to speak up if your experience isn't what you expected. Why force yourself into a bad fit? Talk to the volunteer coordinator about changing your focus or consider looking for another match.

Remember to have fun

Most importantly, enjoy yourself! If you're not, ask yourself why. Is it the work you're doing? The people you're working with? Or is it maybe just that the whole thing is new and unfamiliar? You need to pinpoint what's bothering you before you can move forward.

Whether you realize it or not, people pay attention to what you do outside your work hours. Volunteering offers tangible proof of your commitment, dedication and interests. Show people what you are passionate about and maybe you will inspire them too!

Resilience and Volunteering

Monique Theriault, WFAA President

I was thinking of resilience as I'm often told people are looking out for me. I wonder what it is they are looking out to do because when I engage in a responsibility, I've already measured the breadth and depth and height of my commitment and am at least equal to the task and sometimes just a bit taller. Nevertheless, I appreciate the care and concern.

Here's a childhood example of measuring.

I was five and small to try the adult size balloon bike on the gravel road but I spent time considering it. I had three brothers, and five sisters who posed no threat. My big brother was in league with my little brothers when he needed support. There was territorial management of boy land as a natural, visceral measurement of authority where too many children and too few adults exist in the world of large families. In his world, he was the bike owner.

I sized up the bulky bike every day at the quiet bike hour just before sunset, the gravel road, my smallness and five-year old legs. It seems to me everyone else riding the bike could sit up on the seat and lean forward to make long strides on the gravel road.

So I launched one evening placing the bike on the gravel, straddling it to look up at the handlebars. I favored my right leg so I pressed the pedal as hard as

I could, pushing against the gravel with my left foot then hoisting foot to pedal but the harsh thud confirmed over and over my short reality. I wasn't very big!

I tried and tried, picking up the pace with more determination as the sun slipped a little more each time. Then, the moment - my head bobbing above and below the handlebars, above and below! So where to go and how to stop this? I made a quick move to the left to follow that road, not seeing anything in a moment of private elation, just hearing the voice of Monsieur Isabelle sitting on his stoop calling out, "You finally did it!"

"Are these transferrable skills?" you ask. I think so, like the fortitude to believe where you don't expect anyone is watching. And it is beneficial in darker moments.

Are there special skills required to volunteer? It may be there are but more importantly, there are demands on good character, working when no one notices, being constant and dependable as many are, caring about outcomes, about the organization and the ultimate financial aid beneficiary, the student!

Contact me. I'd like to know what you'd like to do and how you'd like to use your talents. The organization thrives on this alone. Name yourself and ask your questions. All ears are open and mine!
mtheriault@cornish.edu or 206.726.5013.

Announcements

Tacoma Community College's Financial Aid Office has promoted Lorena Saucedo from program coordinator to Assistant Director.

Washington State University Vancouver is pleased to announce the newest addition of our team - Financial Aid Counselor, Liliya Yefimov.

Liliya comes to us with over four years of financial aid experience from both a public 4 year and also a community college in California. She is also bi-lingual – speaks Russian – so we are excited about the opportunity for her help with outreach to our Russian community. She is new to the Pacific Northwest – she and her husband just arrived from North Carolina last December. Liliya has hit the ground running and was able to attend the WASFAA summer institute in Portland this summer. It has been a great six months – welcome Liliya.

Executive Committee

President: Monique C. Theriault (Cornish College of the Arts)

Vice President for Ethnic Awareness: Marcela C. Pattinson (Washington State University – Pullman)

Vice President for Legislation: Linnea Todd (Central Washington University)

Vice President for Training: Traci L Stensland (Whitworth University)

Secretary: Danette Wells (Bastyr University)

Treasurer: Jim DeWilde (Western Washington University)

About Our Organization...

WFAA is a professional membership organization of individuals whose aim is to promote higher education through the availability, support and administration of student financial assistance programs. WFAA is an example of a variety of state, regional, and national financial aid associations. Voting members are comprised entirely of financial aid professionals employed at Higher Education Institutions. Vendors are not eligible for elected office. Go to the National Association of Financial Aid Administrators site at <http://www.nasfaa.org> for more information and many resources.

Announcements, cont'd.

University of Washington would also like to announce three new Financial Aid Counselors.

- Lindsey Bain-McCorkle (from Shoreline)
- Jason Sievers (from University of Colorado, Denver)
- Joshua Kosanke (from Stanford) will be starting in early November.

Pacific Lutheran University would also like you to join them in welcoming their new staff members:

- Heather Alegre, Financial Aid Administrator who joined our staff back on April 23, 2013, and came to us from Northern Arizona University, Flagstaff, AZ another WASFAA member state. She brings with her a wealth of financial aid experience as well as her ability to work with diverse populations and she has the added talent of being bilingual.
- Craig Chamberlain, Financial Aid Administrator, who joined our staff on July 29, 2013. He is a recent graduate of PLU with experience working for the Admission Office while attending PLU. He brings with him computer science and math skills a very valuable skill set in the Financial Aid Office.
- Eileen Kemink, Financial Aid Administrator, who joined our staff on August 12, 2013. Previously she worked for the University Development Office and brings three years of experience working with donors and potential supporters of the University. We are especially fortunate to have someone like Eileen with experience, the understanding and rapport in dealing with scholarship donors.

Bellevue College welcomes Saeed Ali, Shereese Braun, Ryan Dingle and Jennifer Feters to their financial aid team.

WASHINGTON
FINANCIAL AID ASSOCIATION

Washington Financial Aid Association

WFAA - Helping You Build Your Dreams!