

MASFAP MONITOR

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AS THE CROWE FLIES

Jason Crowe
MASFAP President
Barnes-Jewish College

As we begin a new decade, it seems appropriate to “turn the page” in so many ways. Yet, as we begin this new year we all must have a similar resolution in our professional lives...to make sure we all work in the best interest of students and families throughout the state.

There are also many things we should all be thankful for as we look forward. We are part of an association that has been responsible enough to weather difficult times. We are in a state where the budget cuts have not impacted student aid programs as significantly as others even within our own region (so far). And we have a network of colleagues that not only support us professionally, but also care about us on a personal level. Sometimes it is necessary to change the lenses that we look through so that we can maximize the view of all the blessings we do have.

Still, this year may provide

challenges that many of us in the profession have never seen. It may create a level of stress that surpasses the comfort zone of most. What can we do? We can lean on each other. We can come together as a group and know that we are all in this together with a common purpose and goal. After all, isn't that the purpose of a professional association?

We have changed some things that we think will enhance our organizational resources. Our Summer Institute and the leadership program have been incorporated into the Spring Conference. With these changes we will need your input and skills to make these a success. I ask that each of you volunteer your time to a committee within the association, make your voice be heard, and encourage others to get involved.

As the bitter winds blow this winter, know that this year shall pass and we will find a way to jump the hurdles that we face in 2010. Before we know it, we will be reading a new message



from President Mayfield a year from now. Then as we look back, we will once again distinguish ourselves as the experts in our field, that we do this job because we care, and that regardless of our differences when we stand together we are stronger than when we stand individually.

I am looking forward to a great year. One filled with hope, promise, and opportunity. Regardless of what this year brings, my hope is that we can all remain optimistic and inspire each other. It might not hurt to bring along a little sense of humor as well.

Hopefully I will see you all at the Spring conference. Mark your calendars now for March 24-26.

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FIVE WAYS YOU CAN PUT SOCIAL MEDIA TO WORK

Submitted by Jay Rhodes, TG Regional Account Executive

Social media: It's not just the latest Internet buzzword that's here today and then forgotten like yesterday's Twitter blast. Social media refers to any number of ways that people use the Web or related technology to meet, chat, entertain themselves, and even learn. Chances are you've jumped on the social media bandwagon without realizing it if, like a lot of people, you're a member of Facebook or a fan of YouTube, have shared photos or videos online, have a personal blog, or even just chat via an online message client like Instant Messenger.

The key distinction about social media is that the medium creates a dialogue among participants, unlike spam or newsfeeds, which are one-way communications. In this regard, social media can be a great vehicle for engaging high school students in college outreach. Many students are already veteran users of the online tools your campus could use. The tools themselves are dynamic in nature. Depending on the medium, you can post content, invite feedback and discussion, and even spur your readers to explore college admissions and planning for themselves.

If the tools are rich in possibilities, where to start in using them for college outreach may not be immediately clear. To help you begin that process, consider a few of the suggestions below. Each idea employs a particular social medium for a specific purpose or audience. In designing an outreach campaign, it's important to focus your message for the audience and emphasize the interactive aspect of the online experience.

- **First-year student blog:** Invite a first-generation student to blog about his or her first year on campus, and offer a link to the blog to high schools or students you're targeting for outreach. You may be able to collaborate with an instructor for a freshman course, and even offer extra credit to students who would be willing to blog about their experiences. For many future first-generation students in high school, that first year of college can be a source of anxiety. If these high school students can read about the lives of similar students negotiating the challenges of that first year, they may be more likely to enroll in college and continue their educational pursuits.
- **College admissions process by social networking site:** Applying to college can seem intricate to someone just beginning that process. Enlist an admissions counselor to talk about the admissions process, and have the person document that effort through a social networking site such as Facebook or MySpace. Let photos, succinct captions, and embedded videos tell the story of what it's like to apply. You might also discuss ways that students can distinguish themselves from other candidates, provide essay-writing tips, or offer online campus tours.
- **Financial aid event live-cast:** Financial aid events are some of the best ways to reach prospective students and interested parents. You can podcast or live-cast your financial aid outreach event, capturing common questions from students, offering a virtual way of understanding the process for completing the Free Application for Federal Student Aid, and inviting further interaction through your college's Web site.
- **Parent outreach via webinar:** If you work with local high schools, you can invite parents of prospective students to listen in on a webinar on how to plan and prepare for college. The webinar could explore any number of college-related topics, but you might focus on areas that give parents initial anxiety about college, including the application process, financing, and the separation from their children.
- **Online video post for first-generation or at-risk students:** Similar to the first-year blog, this idea explores the first-year student's college experience through multimedia, in this case a video that you could post to your college's Web site. The video could be a testimonial from first-generation students or students who are at-risk for dropping out of school, including low-income students. These testimonials could be handled as Q&As with a counselor prompting students with questions about their classes, campus life, and adjusting to college.

For more help

You'll find a rich assortment of information about the way colleges are already using social media through various online publications, including *University Business* (www.universitybusiness.com) and *Campus Technology* (www.campustechnology.com). Type "social media" into the search engines for either of these Web journals and you'll discover a wealth of information as well as a variety of ideas on how to use social media for your outreach efforts.

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COLLEGE ACCESS CHALLENGE GRANT UPDATE

Timothy Hopkins, MDHE Research Associate
Kathy Love, MDHE Public Information Officer
Morgan McAboy, MDHE Marketing Specialist
Leroy Wade, MDHE Assistant Commissioner

In December, the Missouri Department of Higher Education (MDHE) awarded \$200,000 to two groups for programs that help low-income students attend college. This was the midyear cycle of the federal College Access Challenge Grant (CACG) awards in 2009. The federal grant program was created by Congress in 2007.

Missouri received a total of \$900,000 to distribute this year, based on the number of residents living below the poverty line. Nine groups received amounts up to \$100,000 in the first round of applications. The MDHE expects to receive a similar amount for distribution in 2010.

The midyear grant recipients are:

- **The University of Missouri Extension 4-H Center.** The center's 4-H Youth Futures program works with high school youth to make college an obtainable goal by providing mentoring, college orientation experiences and follow-up. University of Missouri and Lincoln University Extension 4-H youth development staff and volunteers plan and implement the program, recruiting youth and parents in St. Louis, Kansas City and mid-Missouri. The program currently serves 60 high school students. Sixty-eight percent of the students served since 2002 have enrolled in college and many have graduated. University Extension 4-H will provide an in-kind match of \$50,000.
- **Metropolitan Community College-Penn Valley** promotes a college bound culture for 2,000 low-income students and families in the Kansas City urban core. The group works with students to complete the Free Application for Federal Student Aid (FAFSA) by the April 1 priority deadline, and provides workshops about financial literacy, student aid and the benefits of higher education. MCC-PV will provide an in-kind match of \$64,022.

The MDHE is now accepting proposals to identify additional eligible projects for the second round of the CACG. Completed proposals should be submitted to the MDHE by **Friday, Jan. 29, 2010**. RFP application materials were made available to the public via the MDHE Web site in late December.

As in past review processes, all grant proposals will be required to meet federal statutes established under the CACG program. Preference will be given to proposals that are geared toward providing information to students and families on postsecondary education and career benefits, promoting financial literacy and debt management, conducting outreach activities to students at risk of not enrolling in a postsecondary institution, and assisting students in completing the FAFSA.

For additional information regarding the CACG, please contact MDHE Research Associate Timothy Hopkins at (573) 522-2384 or timothy.hopkins@dhe.mo.gov.

EARLY AWARENESS COMMITTEE UPDATES

Submitted by Julie Meyer and Jessie McCoy, 2010 EAC Co-Chairs

FAFSA Frenzy* Events in 2010

One of the state's biggest outreach programs is coming over the next couple of months: College Goal Sunday (CGS). Historically, CGS has occurred on one main date – the first Sunday following the Super Bowl. For 2010 CGS activities, MASFAP and MDHE are expanding the program to three main dates, and a few sites are offering multiple dates. Because not all CGS events will be on Sundays this year, it may be confusing to use the name "College Goal Sunday." The MDHE and MASFAP discussed naming options with the [MDHE's High School Counselor Advisory Committee](#), and decided to use the name "FAFSA Frenzy," a term used by the Missouri Western CGS site for the last several years. Missouri's high school counselors agreed that using "FAFSA" in the title was critical. (Note: The CGS logo, colors, and branding will continue to be used on all promotional materials.)

Volunteer to help!

As in past years, volunteers from Missouri's financial aid community will drive the success of the 2010 CGS program. Missouri will have 36 sites this year, representing 18 Missouri counties and occurring over seven different dates. This means there are plenty of opportunities for you to help out at a site near you! To see [a complete list of all sites](#), visit the MDHE's Web site. Or, to [search for a site close to you by county](#), visit the MASFAP WuzUp site. Please note that CGS times are generally from 2:00-4:00 p.m., with approximately an hour of set-up time as well as an hour of clean up. If a site has a different begin or end time, that information is noted in both the WuzUp database as well as on [dhe.mo.gov](#). If you have any questions regarding on-site logistics, you can also contact an individual site coordinator directly.

You don't need to be a teacher or a FAFSA expert to help students

Missouri needs your help regardless of your level of financial aid or FAFSA expertise. Even if you are a newcomer to financial aid, there are plenty of things you can do to help. You also do not need to be a member of the MASFAP Early Awareness Committee (EAC) to volunteer. Remember, the lives and futures of Missouri students are dependent upon the generous support of your time.

Other EAC activities

CGS is not the only outreach event that MASFAP members assist with. There are various other events such as college fairs and financial aid nights that are an important part of Missouri's outreach efforts. Most of these events are listed in the WuzUp database on [masfap.org](#).

If you have any questions regarding FAFSA Frenzy/CGS or other EAC activities, you may contact [Julie Meyer](#) or [Angie Beam](#), your MASFAP EAC co-chairs for 2010. If you would like to join the EAC as an official member, complete the Committee Volunteer Form at: <http://www.masfap.org/docs/forms/memVolunteer.html>.

*FAFSA Frenzy, a program of [College Goal SundaySM](#) is offered in Missouri through partnerships between the [Missouri Department of Higher Education \(MDHE\)](#) with the [Missouri Association of Student Financial Aid Personnel \(MASFAP\)](#), the [Missouri Higher Education Loan Authority \(MOHELA\)](#), the [Lumina Foundation for Education](#), and the [YMCA](#).

TIDBITS

- Steve Nichols is the new Director of Financial Aid at Cox College.
- Kyla McCarty of College of the Ozarks and her husband welcomed Kaylyn Grace McCarty into the family. She was 10 lb 4 oz!



Kyla and Kaylyn McCarty

THE HEOA NET PRICE CALCULATOR

By Michael Passer, University of Missouri—Kansas City

The Higher Education Opportunity Act includes a requirement that institutions provide a "net price calculator" to allow students to compare costs minus financial aid between institutions. The requirement for institutions receiving Title IV aid to implement the calculator was to go into effect two years after the Department of Education made a calculator available, which the Department did on October 29, 2009, starting the two year clock running and thus establishing a deadline date of October 29, 2011 for institutions.

Institutions may use a calculator generated from the template application provided by the Department, one from a third party provider (such as the Voluntary System of Accountability), or develop their own. In any case, it will be necessary to coordinate the effort to comply with this requirement between Financial Aid, Institutional Research or similar department, and those responsible for maintaining the institution's web site. The focus of this article is the template application the Department provides.

The act requires that whatever calculator is used to present estimates "be accompanied by a prominent disclaimer noting that the estimate is not final, is not binding, and may change" as well as that it include a link to the FAFSA website and language specifying that the student must complete the FAFSA[1]. The template application provides this disclaimer in the calculator it generates.

The Department hired a contractor to build a web application that generates a calculator based on data entered by an institutional representative. The application is available for institutions at <http://npc.inovas.net/institution/>. The output of the web application is a ZIP-compressed file containing HTML and JavaScript files that the institution can provide to their web server administrators to use as a turnkey solution for compliance with the requirement.

To use the application to build a net price calculator for your institution, you'll need to have the following data at hand from your 2007-2008 or 2008-2009 (most recent available) IPEDS full-time, first-time undergraduate cohort. For institutions that don't complete the IPEDS survey within the Financial Aid office, the Institutional Research or similar office should be able to provide these data:

1. Cost of attendance information provided on IPEDS Institutional Characteristics Part D
2. The median amount of need and non-need based grants and scholarships from public sources ("Federal, State or Local Governments") or the institution [2] accepted by first-time, full-time students broken out by:
 - Residency (if applicable)
 - Housing Type (on-campus, off-campus not with family, off-campus with family)
 - EFC Ranges:
 - \$0
 - \$1,-1,000
 - \$1,001-2,500
 - \$2,501-5,000
 - \$5,001-7,500
 - \$10,001-12,500
 - \$12,501-15,000
 - \$15,001-20,000
 - \$20,001-30,000
 - \$30,001-40,000
 - above \$40,000
 - Non-filer/unknown EFC

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HEOA NET PRICE CALCULATOR, CON'T

3. The percentage of full-time, first-time students who received grant or scholarship aid from public sources or from the institution
4. Any explanations, instructions, or caveats you would like to have appear to the prospective student or parent on the calculation results screen. There will be an opportunity to enter these when proceeding through the application.

The template application doesn't provide a way to save work in progress to return to it in another session, so keeping your source data in a separate place such as a spreadsheet is a good idea, as is making a screen print or PDF images of each page as you step through the process so that future updates or corrections to your institution's calculator will be as painless as possible. This also serves as a way to document the data entered to create the calculator.

For any cells for which you have no data or a sample size of less than three, leave that cell blank and the program will attempt to interpolate a value based on the surrounding cells.

Once you have entered and submitted all the data, you download a compressed file (currently named NetPriceCalculator.zip) that contains a minimal net price calculator ready for posting to your institution's web site. You can preview the resultant calculator and run it through its paces by extracting it to your own machine and opening it with your favorite web browser.

The resulting calculator asks the student several questions regarding residency (if applicable), housing plans, dependency, and income. It uses the income and dependency information to calculate a rough EFC and uses that along with residency and housing plans to calculate an estimated gift aid amount based on the information provided in the setup. It presents the prospective student with a total price of attendance and its components: tuition and fees, room and board, books and supplies, and other expenses. It then lists the estimated grant aid and the estimated net price, which is the difference between the cost of attendance and estimated grant and scholarship aid.

Resources:

[1] DCL GEN-08-12

[2] http://npc.inovas.net/institution/Npc_5.aspx Net Price Calculator Template instructions

http://nces.ed.gov/ipeds/news_room/ana_netprice_1029.asp Announcement of Net Price Calculator Template

<http://www.ifap.ed.gov/presentations/attachments/20TheNewInstitutionalNetPriceCalculatorRequirementInHEOA V1.pdf> FSA Conference Presentation "The New Institutional Net Price Calculator Requirement"

HOW I GOT HERE—COLLEGAGUE'S FINANCIAL AID STORIES

Jackie Lewis, Missouri State University, Assistant Director of Financial Aid:

In 1996 I found myself as a single mom with two children to support who was living on minimum wage. I decided to go back to school to get my degree and a better paycheck for my family. After being admitted to school I walked across the hall to the Office of Financial Aid and completed the FAFSA. I visited the Office of Financial Aid on a daily basis until the processing of my aid was complete, I was awarded, and my first disbursement was made. One day, around the first of April, I received a phone call from the Associate Director of the Office of Financial Aid asking me to come in to meet with the director, "He would like to speak with you". I could not imagine what I had done wrong and agreed to meet. After the usual niceties at the beginning of the meeting the director offered me a work-study position. He stated that I had been in the office so often they felt they had already trained me and there was nothing left except for me to be doing the job. I accepted and have worked in Financial Aid ever since.

Continued on next page

NEW MASFAP MEMBERSHIP RATES

The vote results regarding the Membership Fee Increase (ballot language below) were as follows:

84.31% In favor of the change
15.69% Opposed to the change

The MASFAP membership fee shall be changed to a three tiered rate based on each individual institution's annual IPEDS enrollment report and charge Associate members and non-higher education members (i.e. high school counselors) a \$175 flat rate.

Tiered Rate	Institution Enrollment IPEDS Report
\$175.00	1-999
\$325.00	1000-9999
\$475.00	10,000 and higher

The Executive Board would like to thank everyone who voted and the strong show of support for MASFAP and the organization's mission. This new increase will be in place beginning April 1, 2010.

THE MAGIC OF
MASFAP

MARCH 24-26

LODGE OF
FOUR SEASONS,
LAKE OZARK
MO

HOW I GOT HERE— COLLEAGUE'S FINANCIAL AID STORIES CON'T

Phil Shreves, University of Central Missouri, Director of Student Financial Assistance

In 1981, I had just completed all my required coursework (and also had successfully passed my written and oral exams) for the EdD degree in Higher Education Administration I was pursuing at the University of Kentucky in Lexington. During the previous two years, I had been working in a doctoral assistantship position for the U.K. Vice-President for Student Affairs, whose office just happened to be located down the hall from the U.K. Office of Financial Aid. My wife and I decided that before getting started on my dissertation, what could it hurt to apply for one of two professional positions that were available in that office. If I was hired, we could possibly buy our first house, have another child, and even have a little extra spending money. Well, I was indeed hired as the Financial Aid Coordinator for the Kentucky Community College System, and guess what? I've never put the first word on paper for my dissertation. Four years at U.K., 7 years as Director of Financial Aid at the University of Nebraska at Omaha, and 17 years now at the University of Central Missouri. Where has the time gone? I certainly didn't use any of it to write my dissertation, but I've truly enjoyed being a part of the financial aid profession. Retirement? 2 years and counting!

Karen Koenig-Griffin, East Central College, Director of Financial Aid:

I sort of fell into financial aid. I was working at a bank as a teller and attending college at night when I noticed that a job was available at the college. I had heard that you could attend college for free if you were an employee – so I figured I'd give it a shot ... and twenty-four years later I am still working in financial aid. It's really an easy industry for finding a job once you have experience. I am working for my sixth college/university and find the work very rewarding.

Kimberly Warren, Kansas City Art Institute, Director of Financial Aid:

I started out as a work-study student in the financial aid office at Avila University. Upon graduating Cindy Butler the Director of Financial Aid at AU at the time approached me about a front desk position. Within a five year time frame I went from a financial aid assistant, coordinator, assistant director, and to the director of financial aid.

We have more stories to share in upcoming Monitors! Submit yours to hendricksonjl@umkc.edu.

THOUGHTS ON MASFAP LIFETIME MEMBERSHIP AWARD

By Sue Neely, Retired

Just last November 9 at the MASFAP conference three of your “seasoned” and “retired” members were privileged to receive the MASFAP Lifetime Membership Award: Melinda Wood, Ronn Ramey, and myself. And privileged is the right word. This means we join the list of names including some of my own personal mentors back when I began work in the Financial Aid Office in 1973, like Allan Purdy, Wayne Newman, George Brooks, Buford Baber, Merle Howard, and others. These were some of the voices willing to speak up in the friendly debates I learned so much from at conferences. And Allan Purdy was so gracious when I once told him at dinner (after several years) that when I first heard him speak I barely understood the financial aid lingo and what he was saying. He then said that would be his fault for not stating things in a way all, including new financial aid people, could follow. Anyway, I hope all people now in financial aid will have many chances to listen to the voices of experience in good debates over issues common to all. And when I heard both Jan and Jason ask for member input at the business meeting about the dues structure and number of conferences, and some in the audience answered in front of everyone (sometimes a brave thing to do), I smiled . . . remembering.



Sue Neely, Ronn Ramey, and Melinda Wood

When it was time to go to the podium and accept my award I intended to comment on the conference theme, “Clue”, and how appropriate that was and is! (But in the nervousness of the moment I forgot.) I wanted to say I spent 35 years trying to get a clue! Every time someone would tell me I sure must know a lot about financial aid after so many years, my answer would always be the same: “yes, I should, and would . . . if the programs and rules and regulations would just stop changing every couple of years.” And think about the technology, since as Ronn stated in his award acceptance we started with pencils and pads of paper (thanks, Ronn, for pointing that out.) Can you imagine life without PCs, e-mail, list-serves, faxes? When I retired last year my typewriter was the last one in the office. Now I hear it is there but in storage. So, I hope all people currently employed in financial aid don’t get too discouraged trying to have all the answers, and that the new things that come along will help make the job easier—not harder. And while I am talking about having all the answers, you know what the most common one is? How about “it depends.”

Also at the podium, looking at a roomful of faces, it is hard to say how much friends and coworkers have meant over a long career. I truly think financial aid has some of the smartest, most thoughtful, caring, friendly people. When I retired I found it hard to leave my second family in the office, the associations, the challenges, advice, and constant learning. Todd, if you are out there, one of the reasons I retired was remembering some of your advice. At a MASFAP meal one day you said it is time to retire when you look at the figures on paper and find out you are continuing to work over 40 hours a week for a couple hundred dollars a month. So, I retired; but just from those 40 plus hours a week and peak season paperwork. I still like financial aid friends and associations. I read NASFAA, MASFAA, and MASFAP news and finaid-l. And financial aid folks make great friends. So, I hope you who are currently deep in financial aid can lean on each other for help now and in the process make some friends who last a lifetime.

Well, this concludes part of what I wanted to say. My MASFAP Lifetime Membership Award is a beautiful award plaque and is in a place of honor in my home library, where my work space is now, beside pictures of former co-workers. Thank you again MASFAP for the award and many memories. Keep up with the struggles and challenges, and maybe I will see some of you at a future conference and you can tell me what’s new. Meanwhile I will be cooking, reading, traveling, crafting, and watching MASFAP-L.



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MONITOR ARTICLE SUBMISSION POLICY:

Articles may be submitted by any person, company, or organization for consideration by the MASFAP Monitor staff and are subject to approval prior to printing the newsletter. The author's name should be included in the submission. The editor reserves the right to reject or edit the content of any article or information submitted.

Articles will be edited for accuracy, quality and appropriate length. Submissions are limited to one article per Monitor per person, company or organization.

Articles are intended to be informational and for the benefit of MASFAP members and not for company promotion or advertising.

If the author is unavailable or a resolution cannot be reached, the editor will refer it to the Committee chairperson and President for a decision about publication.

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