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Jeff Baker addressing regulatory changes at an MSURSD meeting.
Photo and Interview by J. Daughtry-Miller

JEFF BAKER IS RETIRING: “SAY IT ISN’T SO”

Jeff Baker Retires

Jeff Baker is an icon in the field of financial aid with more than 40 years of service. He has served for almost 23 years as the Director of the Policy Liaison and the Implementation Staff of the U.S. Department of Education’s Federal Student Aid (FSA) office. Jeff is revered for his ability to explain technical information in simple terms so everyone understands. Well, the day has come for Jeff, known by many as the Godfather of Financial Aid, to retire and begin a new life chapter.

In our interview, what impressed me the most is Jeff’s honesty, his forthrightness, and his modesty when his experience in financial aid is referenced.

Jeff was born and reared in Rhode Island. He has four siblings, including a twin sister that he brags, “I’m taller than and seven

minutes older.” His parents were his mentors as they instilled a sense of value, pride and responsibility. They also emphasized and demonstrated a strong work ethic. Jeff left Rhode Island to go to Boston, Massachusetts, to earn a B.S. in Business at Northeastern University and an M.S. in Education from the University of Wisconsin. He did postgraduate study in higher education administration at the University of Southern California.

His career began as a public school teacher in the Port Washington, Wisconsin public school system, and then began his financial aid career first at the University of Wisconsin at Milwaukee and for almost 20 years at San Francisco State University.

In 1994, Jeff received a call from Bill Moran, who was then Program Director for the federal

Jeff Baker Retires (cont.)

student aid programs at the Department to meet with Leo Kornfeld, then the Deputy Assistant Secretary for student aid. During that summer 23 years ago, Jeff Baker became a member of the FSA team.

Over the course of his career, Jeff has been steadfast in his belief in education and serving students and helping them with the challenges they may face.

According to Jeff, "All I want to do is help poor kids go to college, and with the help of my colleagues, I've been pretty successful doing that." Further, he states, "As a federal employee my goal is to do the job well and help others do their jobs well, come to work to do the best you can so that we are able to excel." Anyone who might have been in an elevator with Jeff in the morning has probably heard him say, "Let's go do the People's work."

Jeff loves financial aid and feels especially fortunate to have fallen in love with his late wife, Marilyn LeBlanc, who also worked in financial aid on college campuses and at FSA.

Looking to the future, Jeff is eager to start his new career as a Peace Corps volunteer in September. He will be going to Macedonia, a country in southeastern Europe, where he will focus on community education projects and community economic development. He will learn the language and live with a Macedonian family.

His work with the Peace Corp brings to mind one of his favorite quotes: "If it were easy, anyone could do it."

As Jeff moves on to his next journey, he would like to be remembered at the Department as a man who worked hard and kept his eyes on the prize —and as a public servant who hopes he did something to help our country by making postsecondary education available to all students, especially those from low-income backgrounds.

Jeff is an individual who tried to get the best from everybody, to do the right thing and has respect for other people. Jeff Baker, the man with "FINAID" on his car tags, has left his imprint on the Department and FSA, and he will be missed!

MSURSD Staff Member Receives Award

John Gritts, MSURSD Team Lead for Tribal Colleges and Universities, was honored at the March 2017 meeting of the **American Indian Higher Education Consortium (AIHEC)**. The annual banquet and awards dinner was held in Rapid City, South Dakota, in collaboration with the AIHEC conference and the American Indian College Fund (AICF), and included scholarship and student of the year awards. During that ceremony John received the first AICF Lifetime Achievement Award.



Prior to joining Federal Student Aid, John served as Director of Financial Aid at Black Hills State University in South Dakota; Program Manager for the American Indian College Fund, Denver, Colorado; and Director of Admissions, Records and Financial Aid at the Institute of American Indian Arts in Santa Fe, New Mexico.

Pictured with John is **Cheryl Crazy Bull**, President of the American Indian College Fund and **Joel Harrell**, Senior Advisor, Customer Experience Group, Federal Student Aid.

SPOTLIGHT

Dr. Charlene Dukes

An
Interview
with
Dr. Charlene
Dukes,
President,
Prince
George's
Community
College
Maryland
by
Jacqueline
Daughtry-
Miller



"One for all
and all for
one" is the
motto
cherished
by
President
Dukes

Dr. Charlene M. Dukes has been president of Prince George's Community College (PGCC) since 2007, and she is its eighth and first female president. PGCC has more than 44,000 students at six locations offering academic curriculums and credits for workforce development and continuing education programs.



Dr. Dukes was born in Johnstown, Pennsylvania, as one of nine siblings. Early in life, her parents (and her first mentors) emphasized the importance of mutual support among their children and adopted the family motto, "One for all and all for one." It is a saying that her son, Maurice, and his cousins follow to this day. She learned to appreciate the value of hard work by watching her father, who worked in the steel mill and the electric utilities to support the family. Shirley Chisholm, the first black woman to run for president in 1972 was a role model for the young Charlene.

Her path to higher education began as a teenager participating in the Upward Bound program at St. Francis University in Loretto, Pennsylvania. She continued her postsecondary studies at Indiana University of Pennsylvania with a degree in English education. She earned her master's and doctoral degrees in administrative and policy studies at the University of Pittsburgh.

Dr. Dukes began her career as an Admissions and Financial Aid Counselor at the University of Pittsburgh at Johnstown. She was later recruited by her soon to be mentor, Dean Helena Hughes, to work at the Community College of Allegheny County in Pittsburgh. Over a span of 25 years in Allegheny County and Prince George's County, Dr. Dukes held progressively responsible positions including adjunct faculty, Admissions Assistant and Director, Director of Minority Affairs, Dean of Students, and Vice President for Student Services prior to being named president.



Dr. Dukes at Student Advocacy Day

"What is right for students" is always foremost in Dr. Dukes' thoughts. Establishing and implementing policy, maintaining positive relationships with local, state, and regional decision-makers, networking, developing and sustaining key partnerships, and serving on boards in the Prince George's Maryland County community that focus on serving others are just some of the mainstay activities that Dr. Dukes is involved in, to ensure that her institution has the necessary

(Continued on page 4)

Dr. Dukes, Prince George's Community College (cont.)

tools for her students to thrive. Prince George's Community College is the gateway for students to attend universities within the county including the University of Maryland College Park, the University of Maryland University College, and Bowie State University.

According to Dr. Dukes, she is committed to helping men of color realize their potential and understands the importance of perseverance to "strive daily towards the extraordinary." A partnership with Morehouse University to adopt young men at PGCC is an excellent example that reinforces her viewpoint.

A noteworthy issue Dr. Dukes is working on is major structural reorganization designed to realign human and financial resources in a way that supports student success and college completion, the college's top priorities. Two initiatives she is particularly proud of are the American Association of Community Colleges' Pathways Project and the Academy of Health Sciences. The Pathway Project is data-driven and looks at what the college is doing or needs to accomplish to keep students focused and successful.

The Academy of Health Sciences has 400 students between the 9th and 12th grades who graduate, concurrently, with a high school diploma and an associate degree when the program is completed. The Academy is focused on preparing students to enter one of PGCC's Health Sciences Clinical Programs or transfer to a four-year college or university to pursue additional educational offerings related to health professions. The Academy's innovative four-year program combines high school and college courses through dual enrollment credits. Students are introduced to college courses in their first year. By 12th grade, college courses are the foundation of the program. At the time of graduation from the Academy, students will have met the requirements for a high school diploma and an associate's degree.

Dr. Charlene M. Dukes is in the business of training students to succeed. Her favorite quote reflects her philosophy about life, "Service is the rent we pay for living." She will continue focusing on graduation rates and transforming the physical appearance of campus buildings to help make Prince George's Community College a leading institution and the first choice for residents of Prince George's County.

Good job, Dr. Dukes!



Diverse Male Student Initiatives (DMSI)



Dr. Dukes with students at graduation

Student Success Outcomes "Raising the Bar in Student Financial Aid"

By Dr. Joel Harrell, Senior Advisor, Customer Experience



Outreach to Minority-Serving Institutions (MSIs) began in the early 1990s. These efforts grew out of FSA's transition from the Federal Family Educational Loan Program to the Federal Direct Student Loan Program. Outreach originated with Historically Black Colleges and Universities; but over the last ten years has expanded to include over 700 institutions including Tribally-Controlled Colleges and Universities, Asian American and Native American Pacific Islander-Serving Institutions, Hispanic-Serving Institutions, and Predominantly Black Institutions.

The primary focus was to provide training and technical assistance for these institutions to remain eligible to participate in the Title IV programs. Institutions received regional and national training that was customized to their needs. Federal Student Aid provided on-site institutional technical assistance and compliance monitoring. Federal Student Aid data such as institutional audits and program reviews indicate that these efforts have been successful. The level of non-compliance among MSIs has been significantly reduced.

Although audit and program review findings have declined, MSIs face a new challenge. This challenge is how to utilize Title IV funds and operational activity to support overall institutional student outcome measures. Data shows that program completion is a major risk of student loan default. Drop outs have a significant impact on completion and graduation rates which lead to student loan default.

It is extremely important for increased institutional support for student success measures at MSIs. Whether the issue is retention, completion or graduation, student financial aid administrators must engage in these efforts. Student aid offices can actively support institutional student success goals through awarding and refund policies, loan counseling and overall student services activities.

These are critical activities at all Title IV participating institutions, and in particular at MSI's with significant levels of low-income, first generation, and Pell Grant eligible students. MSIs tend to have more students that rely on Title IV to cover educational expenses. Title IV administration decisions at MSIs have a tremendous impact on student success outcome measures.

Maintaining and operating fully compliant Title IV programs at MSIs is a priority. However, student financial aid administrators at MSIs must be tuned into and fully supportive of institutional student success measures. While having no program compliance findings is important, it is more impressive to demonstrate with data that student financial aid operations have supported success in student retention, completion and graduation.

So, are you ready to **"Raise the Bar?"** Are you fully engaged with your institutional leadership in conversations and activities that are focused on student success outcome measures? If not, what are you waiting on!

MSURSD 2017 ACHIEVING RESULTS TOGETHER: “Better Understanding of the Financial Aid Delivery Cycle” SPRING/SUMMER TRAINING WORKSHOPS

The Minority-Serving and Under-Resourced Schools Division (MSURSD) is pleased to announce a two-day Spring/Summer Training Workshop series entitled, “**2017 Achieving Results Together: Better Understanding of the Financial Aid Delivery Cycle,**” through July 28. The course materials for the drive-in workshops will be presented in a lecture format with facilitated discussion.

The topics for the workshops are:

Day One

Module 1	Institutional Eligibility/Enrollment Reporting
Module 2	Student Eligibility and Verification
Module 3	Consumer Information Requirements
Module 4	Federal Updates

Day Two

Module 1	Satisfactory Academic Progress
Module 2	Return of Title IV Funds: Understanding the Required Steps
Module 3	Packaging/Awarding/Disbursing/Reconciling
Module 4	Questions/Answers/Discussions

For more information, please contact **Dolores Davis**, dolores.davis@ed.gov or 404-974-9308.

Education

If your plan is for 1 year, plant rice.
If your plan is for 10 years, plant trees.
If your plan is for 100 years, educate children.

— Confucius



Learning Knows No Bounds

Financial Literacy

April is National Financial Capability Month

By **Elizabeth Coogan** | Senior Advisor, Customer Experience Office | Federal Student Aid

April is National Financial Capability Month, and you may notice that state and federal programs such as **Money Smart Week** occur during this time of year. Your financial literacy education efforts to support students should not be limited to just April. Federal Student Aid (FSA) encourages financial aid offices to reach out to other offices at their school to help support and communicate this critically important topic to students. Please check out FSA's **Financial Literacy Guidance** which can be used for financial literacy support for students who come through the doors of the financial aid office or shared with your associates who may be reaching out to support students and their financial well-being. Some of the offices at higher education institutions that are supporting financial literacy education and counseling include: Registrar, Bursar, Student Affairs, Career Services, and First Year Experience.

Coming in June, NASPA (Student Affairs Administrators in Higher Education) and The Ohio State University are partnering to offer a symposium to address the complexities of college students' financial well-being. They want participants to learn effective strategies to help students improve their financial health during college and remain financially stable after graduation.

Students who are financially literate are better equipped than those who are not to make wise choices regarding school selection, what degrees to pursue, and how to pay for postsecondary education. The choices students make while in school often have a direct impact on their financial futures.

Getting the Word Out

To help students make wise decisions about higher education, FSA offers several learning resources through **Studentaid.gov** including:

- **Responsible Borrowing** and **Budgeting** videos
- An early preparation and saving **fact sheet**
- A **workbook** to help middle and junior high school students think through their education goals and how to pay for them
- **Student Money Management Checklist**

Efforts that focus on helping students understand basic money management skills to make key financial decisions can be critical to their future economic stability.





The Clery Corner

Keith Ninemire, Campus Crime Compliance Specialist, Clery Team



Information for Victims of Sexual Violence

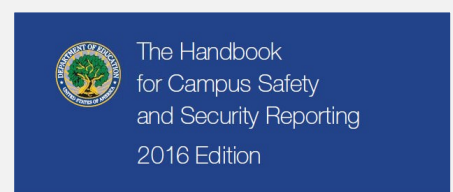
As we have discussed before, the Violence Against Women Reauthorization Act of 2013 amended the **Clery Act** in several ways to assist survivors of sexual violence, including the crimes of dating or domestic violence, sexual assault, or stalking.

One of the most important provisions requires that victims of sexual violence be provided information about their rights, reporting options, and services, as well as any resources that are available to survivors on the campus or in the near-campus community. This information may be found in your school's Annual Security Report or in other publications. This document, sometimes referred to as the **"Survivor's Brochure,"** provides specific and targeted information in a condensed format that can be effectively used by a person who has experienced a traumatic event.

Every institution must have a brochure and it must be provided to affected persons whether the offense took place on or off-campus. Please note that merely providing a copy of the Annual Security Report or referring affected persons to information on a website is not sufficient to comply with this important victim's support provision. Your school's brochure should be short and to the point. As a rule of thumb, the document should be no more than 10 pages, if possible.

Your school's document should highlight available academic and living accommodations, protective measures, counseling and healthcare resources, as well as information on how to report incidents of sexual violence and options to seek redress through the criminal justice system and/or your school's campus disciplinary processes.

For more information about the Clery Act and specific requirements regarding procedures victims should follow if a crime of dating violence, domestic violence, sexual assault or stalking has occurred, please review the Department's **"Handbook for Campus Safety and Security Reporting"** (2016 edition). Chapters three and eight include extensive information about the VAWA requirements. The Handbook is online at: www.ed.gov/admins/lead/safety/handbook.pdf.



The Department also provides a number of other *Clery Act* training resources. This information is available online at: www.ed.gov/admins/lead/safety/campus.html. If you have questions, you can reach the Department's campus safety helpdesk via e-mail at: campussafetyhelp@westat.com or by phone on 1-800-435-5985. Questions can also be sent directly to the Clery Division at clery@ed.gov.

2017 Default Management Workshops CDR Knowledge and Communication Across Campus – Where Do I Start?

On March 22, 2017, the U.S. Department of Education's Federal Student Aid Minority-Serving and Under-Resourced Schools Division (MSURSD) sponsored four one-day default management workshops on Cohort Default Rate (CDR) management, "CDR Knowledge and Communication Across Campus – Where do I Start."

The goal of the workshops was to create a platform for understanding and exchange of knowledge between the U.S Department of Education and institutions with moderate to high cohort default rates. The workshops were designed to encourage institutional capability and approaches that ultimately determine the level of success colleges and universities achieve in cohort default rate prevention. The workshops focused on the prevention and management of student loan default as a school-wide effort. The workshops emphasized a proactive institutional approach to managing default rates that require the support of the Presidents, and also key institutional stakeholders in understanding their specific roles in the default prevention/management process. The interactive workshops were presented in lecture format with facilitated discussions, and attended by representatives from postsecondary institutions across FSA, and concentrated on the default management topics below:

- Identifying Default Risk
- Academic Success
- Default Management Task Force/Default Management Plan
- Borrower Communication/Loan Counseling
- Enrollment Reporting/National Student Loan Data System (NSLDS)
- Financial Literacy
- Challenges, Adjustments and Appeals

Default Workshop Photos:

Top left: Dallas, TX

Top right: Atlanta, GA

Bottom left: Washington, DC

Bottom right: Chicago, IL

Photos from some of the workshops are shown below.



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Federal Student Aid (FSA) VISION STATEMENT

To be the most **trusted** and **reliable** source
of student financial aid, information, and
services in the nation.

MESSAGE FROM THE DIRECTOR

Spring has arrived and the days are longer, and for many of us the days are much warmer. It is that time of year that we can finally put our heavy coats in the back of the closet.



In March, we conducted four **Default Management Workshops** throughout the country. We thank all of the participants for attending, and trust that you found the workshops informative and worthwhile. Our primary goal was to increase your understanding of default management and to introduce and provide resources that support your institution's ability to manage your cohort default rate.

This year, MSURSD worked on a number of initiatives to ensure that all of our client schools received the information and tools needed to remain eligible to receive Title IV funding. We will offer workshops, webinars, on-site school assessments and other support services that provide assistance directly to schools.

The 2017 spring/summer workshop series started on April 4th in New Orleans, Louisiana, and will conclude in Pablo, Montana on July 23. The two-day workshop, "**Achieving Results Together: Better Understanding of the Financial Aid Delivery Cycle,**" reviews the rules and regulations that govern Title IV administration. Please refer to page 6 of this newsletter for topics covered. We hope you take time out of your busy schedule to join us at the spring/summer workshops.

We are also excited to introduce our new [IFAP information page](https://ifap.ed.gov) which provides continuing access to select reference materials related to Title IV compliance and other administrative initiatives. The MSURSD IFAP information page is divided into six categories that link to the latest, most relevant training and resources available for Minority-Serving Institutions. Please log on to [IFAP.gov](https://ifap.ed.gov) at <https://ifap.ed.gov> for a more comprehensive description of our new IFAP page. We recommend that you take time to review it, as the information provides useful knowledge and resources about Title IV administration.

We hope that this newsletter provides needed information about events and issues of concern to you and your institution. You may request information and/or send comments directly to me or our editorial staff. Please enjoy the newsletter and enjoy the beauty of Spring!

Best regards,

Marcia Boyd, Ed.D.

Director, Minority-Serving and Under-Resourced Schools Division

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