

***Five-Year Strategic Plan***  
**2009-2014**

New York State Financial Aid Administrators Association  
November 2008

Created by  
NYSFAAA Long-Range Planning Committee

and

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Many thanks to our NYSFAAA members who served on the Long-Range Planning Committee. They worked long and hard in creating this second five-year strategic plan. Without their contribution of time, effort, dedication and enthusiasm, this plan would still be only a bright light in the NYSFAAA corporate mind.

New York State Financial Aid Administrators Association

**2009-2014 STRATEGIC PLAN**

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**INTRODUCTION**

The financial aid profession has no shortage of challenges. Costs rise faster than resources. Demographics change. Public officials demand more accountability. The complexity of computer systems, technology, and student aid programs increase. In 2007, the very ethics of our profession were challenged publicly, and in 2008 the turmoil of economic markets threatened the stability of the largest student aid programs. The challenge facing NYSFAAA is the very survival of the organization. How it responds in the next five years will be crucial.

## **EXECUTIVE SUMMARY**

The NYSFAAA Long Range Planning Committee began its work by examining the underlying goals of our profession and our association. Although the environment is quite different from that of even a few years ago, the goals of the organization continue to serve it well, and are reaffirmed in this plan. For the purpose of guiding our discussions in developing this plan, the committee restated the goals in operational terms:

- Help members manage and affect change
- Effectively inform policy makers and advocate for students
- Communicate with our constituent groups
- Develop strong effective leaders who focus, guide and direct
- Use resources well and, if possible, expand the pool of resources, i.e., money and member participation
- Increase membership and member participation, provide targeted mentoring
- Emphasize our ethical foundations
- Offer quality professional development opportunities

In its deliberations, the committee was also mindful of several “themes” that have been expressed by the membership both in meetings and membership surveys. These included:

- A feeling of divisiveness and exclusion among various parts of the membership.
- A concern that the ethics of the profession must be reenergized.
- A belief that we must reach out to policy makers, sister associations, and others concerned with the financial aid process to ensure that the needs of students and families are met.
- A fear that new state and federal legislation will limit NYSFAAA’s ability to raise the funds needed to operate.
- A desire to more actively engage in public policy discussions about student financial aid and financing postsecondary education.

The plan addresses these themes.

In order to grapple with the new challenges that will face the financial aid profession over the next five years, the Association must emphasize those activities that continue to serve it and its constituent audiences well, at the same time that it introduces initiatives to address new or changing needs in the Association’s environment. Following are recommendations to ensure NYSFAAA’s growth and survival, including those we do well and those that are needed.

## ENVIRONMENTAL SCAN

Issues to consider: This scan of the current environment was prepared in 2007, at the start of the Long Range Planning process. It outlines many of the issues that the Task Force needed to address in its deliberations. The scan does not address new, unforeseen challenges that arose during the planning process, such as the credit crisis affecting the lending community and the negative effect this has had on the economy. These issues serve as a reminder that the Plan must be reviewed annually, and changes will be needed as circumstances dictate.

### Ethics, Front and Center:

- The interactions of colleges and lenders have been called into question by the New York State Attorney General, as well as by others. Common practices that are not illegal, but give the appearance of being ethically questionable, are being challenged. A few instances of improper behavior by schools or by financial aid administrators may be found. The professional relationship between our members and their clients that has been built up over the years has been damaged. NYSFAAA will need to consider what actions to take to regain the confidence of families, students, and other constituents, and to be an example of positive ethical and professional values.

### Politics, national and state:

- The 2006 election has changed the majority in Congress.
- A new governor has taken office in New York.
- What will happen in the 2008 elections? Will the President be a Republican or a Democrat? Will the Democrats continue to control the Congress? Will New York State's legislature majorities change?
- Will budgetary pressures from the war in Iraq and desires for tax cuts continue? What steps will organizations such as NYSFAAA need to take in order to effectively educate legislators on the need for investment in human capital that includes access to postsecondary education for those from low income families, and affordability for those from middle income families?

### Old issues, new focus:

- Access vs. affordability.
  - We can expect continued public demand from middle and upper class for more affordability of the cost of a postsecondary education.
  - Challenges to affirmative action will likely continue. How do we ensure that the benefits of a postsecondary education are shared by all members

- of society, without regard to race, ethnicity, religion, gender, physical/mental challenges or sexual orientation?
- The demographics of the American public will change. How will federal, state, and private student aid programs respond in terms of program eligibility and funding? For example, is the exclusion of non-citizens from ACG/Smart Grants the start of a new trend?
- Public attention is increasingly focused on the levels of student indebtedness.
    - New research suggests the 8% rule of thumb for repayment is not adequate. It's too low for higher earning students and too high for those in low paying jobs.
    - The public focus has led to interest in ethical issues regarding lender incentives to schools and the marketing of student loans.
  - Simplification of the FAFSA.
    - This is a popular sound bite, but will there actually be fewer questions?
    - The potential of reducing the economic justification of distribution formulas could further erode need analysis and move the financial aid system in the direction of rationing of funds.
    - How much “slop” are we willing to accept in the need analysis system? How much is Congress and the public willing to accept? Are we willing to accept that some percentage of funds may go to students who are “eligible” but not “needy”?
    - Can we phase out the paper form? How real is the digital divide, and will we disenfranchise some groups of students in order to gain efficiency?
    - Few people understand the federal income tax system. As a result, most find the FAFSA complicated, and few are able to complete the form alone. This same lack of understanding leads to the problem that few people understand need analysis. NYSFAAA was once a leader in this area when it published The Common Form and Beyond in the 1970's. Can we/should we re-establish our leadership in this area?
  - Enrollment management and tuition leveraging.
    - This is now receiving negative publicity in the media. Will this publicity force changes in how colleges award institutional funds, or erode confidence in colleges and financial aid administrators?
    - The continuing growth of computer systems to manage aid at the campus requires changes in the skill sets of professional and clerical staff. The emphasis seems to be shifting from people skills to technical skills. How do we maintain our role as counselors/advisors while managing complex systems? Are we drifting away from our roots in access and choice, toward technology? The demands placed on campus staffs to “make it work” impose new levels of stress that affect the well-being of our

members and their families, and limit the ability of members to participate as volunteers and leaders in NYSFAAA.

- Continuing complexity of regulations.
  - Are we asking too many questions, looking for an “official” answer to every possible situation? Is that the avenue to being professional? Are we losing our ability to “interpret” regs when we constantly seek the “right” answer?
- NYSFAAA’s relations with HESC and other Guarantee Agencies.
  - We seem to be at the mercy of the Governor and his chosen appointee. What is the proper relationship that we should strive for? What relationship can we expect under a new Governor?

#### New issues, new concerns

- New federal programs have been created, and more may be created in the future.
  - How does NYSFAAA effectively advise the Congress on the best way to achieve their goals in supporting postsecondary education while ensuring that financially needy students receive the funds needed to pay for a postsecondary education and while limiting the burden of managing these programs.
  - How does NYSFAAA effectively train it’s members to properly administer such programs?
- Tax credits bypass the financial aid system, and don’t necessarily target money to the neediest. Can these be modified to be more effective? Keep in mind that Senator Schumer is a big supporter of tuition tax deductions.
- ACG and SMART grants have fragmented the federal aid system through their emphasis on academic merit, specific curriculums, and citizenship. If students choose to “follow the money”, what are the implications for the United States in terms of recruitment to nursing and allied health, teacher education, or other equally critical national needs? In addition, the administration of these programs has created a whole new bureaucracy of regulations and procedures. On a positive note, these programs are entitlements. Does this offer the possibility of Pell Grants finally becoming an entitlement? How can NYSFAAA advocate for better, more effective programs?
- No Child Left Behind raises three concerns.
  - First, as the Congress works to reauthorize this program over the next year or two, it will detract from the needs of postsecondary education. HEA

reauthorization has been postponed for some time now. What are the implications of this?

- Second, will Reauthorization focus the question of accountability of postsecondary education? Issues such as the percentage of students graduating in a given amount of time, and what those students have learned, may take on new life.
- Third, to the extent that NCLB is successful at the K-12 level, it will produce an increased number of college ready students, potentially raising the competition for admission. More importantly from our point of view, will financial aid funding levels increase to meet the needs of this additional population?

### Membership issues

- Campus aid administrators are expected to do much more than just administer financial aid programs. We are involved in family financial planning, credit counseling, debt management strategies, and income tax planning. We leverage funds, assist in fund raising and development, operate complex software programs, and stay abreast of legislative developments and program regulations from federal and state agencies. We are an integral part of the enrollment management team at the campus. We communicate with students in a multi-tasking and multi-media format through print, email, webpages, IM, blogs and ipods. While doing all of this we remain counselors and advisors to students. How does NYSFAAA help train its members to be effective financial aid administrators in the 21<sup>st</sup> century? Are these same services appropriate for our associate members, or should other services be offered?
- The demographics of our membership are changing. A majority of our members are female. What new services can NYSFAAA offer to help these members?
- How do we ensure participation by all, regardless of gender, race, religion, culture, sexual orientation, or disability in our Association?
- Many of our active members are moving to associate status. Some have suggested this creates a potential challenge by limiting the pool of members available for leadership positions. How do we ensure future leaders will be available and ready?
- Our Regions continue to be our primary interface with many of our members. How do we ensure adequate participation in regional activities to continue this? Or should we reconsider the role of the regions?
- New methods of communication are developing at a rapid pace. Webinars, blogs, podcasts and such are only a few of the most recent. How can these and other new technologies be integrated into NYSFAAA's training, it's communication with members, and it's communication with students and the public?

## RECOMMENDATIONS

### *Existing Activities*

- Provide training of the highest quality to our members, including training on regulatory issues and leadership training. Training should be offered in several venues, including electronic means and face to face.
- Expand our appreciation of the diversity of our membership, and the strengths and benefits this diversity provides to NYSFAAA.
- Train our members to be mentors, and offer mentoring opportunities to new members.
- Adopt and utilize new methods of technology for communication, while continuing to appreciate the benefits of traditional methods.
- Sponsor and support programs such as “Higher Education” and “Financial Aid” Legislative Activity Days.
- Continue NYSFAAA’s strong role in working with legislators at the state level, and reenergize NYSFAAA’s role in influencing federal legislation and regulatory activity.
- Continue our strong and admirable record of outreach to students, with programs such as College Goal Sunday, a web site with high-quality information, brochures, public service announcements, and other communications.
- Provide information on the practical value lenders, guarantors, and servicers provide in helping to guarantee access to funding for students. Continue to conduct panel discussions at conferences and meetings on lending issues.
- Continue to invite representatives from EASFAA and NASFAA to the annual conference and Executive Council meetings. Establish regular communications and request their input on issues of common concern.
- Invite our professional counterparts to regional meetings or statewide training on financial aid. Invite other professionals to present at NYSFAAA conferences and regional training.
- Establish a Communications or Media Relations Committee. Provide the media with a list of local NYSFAAA members who can be contacted for information, sound bites, or interviews. Provide information, articles, and “discussion papers” on financial aid throughout the year.

### *New activities:*

- Create two government relations committees, one for state issues and one for federal issues. These committees will be responsible for coordination of both legislative and regulatory activity.

- Assign members as liaisons to congressional representatives, state legislators and local-elected officials. Interact with legislators and congressional representatives at the district level as well as in their offices in Albany and Washington.
- Create a media relations committee.
- Investigate the feasibility of using NYSFAAA's financial reserves to create a non-profit foundation that will focus on fund raising to support financial aid training and early awareness activities.
- Use students as ambassadors to policymakers, to help make the case for the importance of financial aid and support for postsecondary education.
- Communicate with our employers about NYSFAAA's role and mission.
- Form alliances with PTA/PTO organizations, student leadership groups, and others who share our concerns for access and choice in postsecondary education.
- Develop brochures that explain the role of NYSFAAA and its activities to our employers and our schools. Invite our employers to attend our meetings and to be on panel discussions about the role of financial aid and the importance of training and professional development from their perspective.
- Communicate to lenders, guarantors, and servicers the expectations schools have regarding marketing efforts to students.
- Help members set up "Spend a half day with your financial aid professional." Develop brochures, flyers, and website information for these that highlights the work of financial aid professionals and NYSFAAA's role in training and advocacy for students.
- The Executive Council should create a task force to review the current model of financial support and to consider changes in it or new models that may be more appropriate.
- Offer training programs in grant writing for members. Submit grant applications and request sponsorships to fund NYSFAAA activities.

In the following pages are the details of the NYSFAAA strategic plan and the committee's recommendations for activities in which NYSFAAA must engage over the next five years to fulfill its mission and survive as an organization. There are many challenges ahead, but the work contained in this strategic plan is designed to help NYSFAAA manage those challenges and build on its strengths.

## **THE PROCESS**

### **Strategic Plans**

Strategic plans are management tools, which are also described as “living organisms.” They grow and flex with the organization. They allow us to scan our environments and determine how our organization fits in or doesn’t fit in. They can take any shape or form, are usually in effect from three to five years, and are designed by their creators to fit the functional and visionary needs of an organization. Whatever their shape or form, all strategic planners use a planning model. The NYSFAAA plan is no exception. “The 10-Step Plan,” used to create the last five-year NYSFAAA plan, was used again for this new, five-year plan. Planning models have common elements, as described in the following paragraph.

### **The 10-Step Plan**

The Cutlip Center and Broom “10-Step Planning Model,” as modified by E. C. Hunter Associates, Inc., consists of the following steps: define the problem or opportunity, analyze the situation both externally and internally, develop goals, identify significant (stakeholder) audiences, list the action program strategies, determine what to say and how to say it, plan for program evaluation, identify program implementation – who, when, cost, solicit and collect feedback, and, if necessary, adjust the program.

### **The Task Force**

The NYSFAAA Long-Range Planning Task Force, charged with creating NYSFAAA’s second five-year plan, was specifically selected with these goals in mind: the committee would produce a five-year plan that was easy to read, absorb and implement; the committee membership would reflect the diversity of NYSFAAA as a whole to assure full representation of the membership. The planning exercise itself would be designed as a professional development experience for task force members, which they could subsequently use to advance the profession and their own professional lives.

## **THE STRATEGIC PLAN**

Challenges/Opportunities

Situational Analysis

Goals

Significant Audiences

*In priority order*

Audience Objectives

*What do we want them to do?*

Audience Messages

*What do we want to say to them?*

Action Strategies

*What will do to get them to do that?*

Communications Program Strategies

*What tools will we use to communicate?*

Program Evaluation

*How will we measure and evaluate our success?*

Program Implementation

*Who When Cost*

Feedback

Program Adjustment

NYSFAAA's Long-Range Strategic Plan.....

.....**Challenges and Opportunities**

Challenges Identified

\*Must manage and affect change – legislative, expectations, technology, and ethics

\*Changing sources of financial support

\*Increase trust, group cohesiveness, and inclusion

\*Internal and external communications

\*Not enough member participation

\*Need more and better professional development opportunities

Opportunities Identified

\*To advocate for our students, profession, and our association

\*To serve as a resource by providing services, knowledge, and information

\*Identify new sources of financial support

\*Position NYSFAAA as a valuable networking opportunity

\*Opportunities for increased training

Long-Range Strategic Plan.....**GOALS**

Manage and affect change

Communicate effectively in informing and advocating

Unify our significant (stakeholder) groups – active and associate members, students/families, and others who can affect NYSFAAA’s ability to survive and prosper

Develop strong, effective leaders who focus, guide, and direct

Use resources well and expand pool of resources:  
money and member participation

Increase membership and member participation, provide targeted mentoring

Emphasize our ethical foundations

Continue to offer quality professional development opportunities

NYSFAAA’s Long-Range Strategic Plan.....**Audiences**

Members and potential members of NYSFAAA

Legislators, local officials, and their aides

Students and families

NYSFAAA Executive Council and Committee Chairs

Our employers – schools, administrations, supervisors

Lending institutions, guarantors, servicers

Regulatory agencies

Sister organizations (NASFAA, EASFAA)

Colleagues in related education and business professions

Media

Sources of Financial Support

Audience #1.....**Members and Potential Members of NYSFAAA**

*Objectives: What do we want them to do?*

1. Join NYSFAAA and renew their membership in NYSFAAA.
  - Strategy: Invite new members to join, and thank them for doing so. Invite current and prior members to renew their membership, and thank them for doing so.
  - Message: "NYSFAAA membership is one of your most valuable professional resources. Get involved, make the most of your membership. By participating, you will build your resume and your knowledge base. Networking opportunities and relevant training are key benefits of membership."
  - Tool: Invitations to be members. Reminders or reminder invoices to renew. "Thank you" for joining or renewing. Two events a year, especially designed for members. Brochures (print and online) showing the cost effectiveness of NYSFAAA membership, and of attending meetings, conferences and training functions.
  - Measurement & Evaluation: Collect data on the number of invitations to the membership, the number of new members who join and continuing members who renew each year. How many renewals and "thank you's" were sent? Note the number of special events for members (one a few weeks before renewal and one at mid-year). Note the attendance. Responsibility: Executive Council and Membership Chair. Timeline: review annually.
  
2. Be inclusive of all members.
  - Strategy: Emphasize the value of diversity by providing opportunities and programs to include all members.
  - Message: "The strength of higher education is its diversity, and the strength of NYSFAAA is its diversity: institutional, regional, and personal. Every member has experience and knowledge that can be useful to all and to NYSFAAA. Associate members are an important part of NYSFAAA's team."
  - Tools: Promote diversity by: annual statement by NYSFAAA's president on diversity and what it brings to the organization. Offer an annual professional development panel on the value of diversity led by a professional diversity trainer or speaker at NYSFAAA events and by teleconference to members' offices. Request that the NYSFAAA nominating committee set a goal to seek out a slate of candidates for Executive Council that represents the diversity among the NYSFAAA membership and ask that the Regions do the same. Continue to include associate members in activities and committees.
  - Measurement and Evaluation: Action: File a copy of the annual statement from the President on diversity. Record the date(s) of presentations on the value of

diversity and number who attended. Was a request made to the Nominating Committee to recruit with diversity in mind? Note if that effort was made, and did Regional Councils do the same? Review the Executive Council, Committee Chairs, and Committee memberships to determine if these are representative of the membership. Responsibility: President, Executive Council, Nominating Committee and Regional Councils. Timeline: Annually, when Committee Chairs are appointed, committee volunteers selected and slates of candidates for office are developed.

3. Mentor new members.

- Strategies: Ask continuing members to mentor new members. Provide training in how to do this. Encourage new members to take advantage of mentoring opportunities.
- Message: "Help members get the most out of their membership and grow in the their field. Be a mentor!"
- Tools: Invitations to be a mentor and to take part in mentor training. Provide training for mentors. Follow up with mentors for feedback and experiences.
- Measurement and Evaluation: Note data on the number of invitations to members to mentor and number accepted. Monitor sign-up sheets for (1) number of mentoring opportunities provided by NYSFAAA (2) number who attended at these sessions and completed training (3) number of members who were mentored. Follow up with mentors for feedback and experiences; record their feedback. Responsibility: Mentoring Committee. Timeline: Annually.

4. Promote membership to non-members.

- Strategies: Inform them of membership benefits. Invite members to be promoters of membership, and train them for member promotion. Invite graduate students in Higher Education and Student Personnel programs to join and learn about financial aid as a profession.
- Message: "We can help you develop your financial aid skills. Only NYSFAAA offers what we offer. Whether its professional development, mentoring, job training or networking, we have it."
- Tools: Create a list of the benefits of NYSFAAA membership. Invite current members to become membership promoters. Provide training on how to promote membership in "people-friendly" ways. Contact graduate programs at colleges in New York to provide student membership information.
- Measurement and Evaluation: Confirm that a list of benefits was created. Collect data on (1) the number of invitations that were extended to promote membership training (2) the number of membership promotion training sessions that were held (3) maintain statistics, save sign up sheets on attendance. Responsibility: First vice President, Training Committee, Conference Committee. Timeline: At least annually.

5. Respond to our requests and calls to action.

- Strategy: Ask for their help and arm them with appropriate information on critical issues.
- Message: "NYSFAAA needs your help and expertise to safeguard access to higher education. Please respond when we call."

- Tools: Personal or written invitations and “calls to action,” asking for members’ help on critical issues. “Discussion papers” or information on critical issue with names and contact information on who to call about the issue. Develop lists of talking points on issues for members and NYSFAAA form letters. Make these available on the NYSFAAA Website in a restricted section. Ask for a confirmation e-mail or note indicating their letter, email, or phone call and the legislator to whom it was sent. Send NYSFAAA “Thank you” e-mail/note(s) to members for responding to the “call to action.”
- Measurement and Evaluation: Review all communications to determine the number of personal or written invitations and “calls to action” that were issued during the year. Was contact information included? Save copies of any letters, e-mails, “discussion papers,” etc. that were issued; have ready to count and analyze. Collect for review and analysis, the number of member responses. Was a form letter created on the Website for member use? How often was it used? Were confirming letters or e-mails received? How many? Were “thank you’s” issued to members who responded to the “call for action”; how many? Was a list of talking points created and used, by whom and how often? Responsibility: Secretary, in conjunction with Federal and State Relations Committees. Timeline: Ongoing, beginning Fall 2008.

#### 6. Take advantage of NYSFAAA training.

- Strategy: Continue and expand NYSFAAA’s training for members.
- Message: “Only NYSFAAA offers the professional, financial aid training that you need to serve students and your organization well.”
- Tools: Training offered in various formats and on various topics: Formats should include on-site, internet teleconferences, and the use of both traditional and new technologies. Develop a Trainers Bureau, speakers who are qualified to train or speak on topics including public speaking, presentations, high school nights, lobbying, working with difficult people, government relations, and communications with our employers, managing employees, financial aid topics, and other topics that become useful. For Regional Meetings, use the resources of the Training Committee to develop training topics. Review the time frame of the NYSFAAA Annual Conference, and a statewide versus regional structure for conference planning.
- Measurement and Evaluation: Note if training sessions were conducted in various formats. How often was training done, and on what topics? Collect attendance numbers. Was a Trainers Bureau developed with trainers available to train members on a variety of topics? Has the time frame and planning structure of the Annual Conference been evaluated? What regional training programs were developed with the help of the Training Committee? Responsibility: Training Committee and the Second Vice President. Timeline: Beginning with first leadership training event, then annually.

#### 7. Participate in training to become leaders.

- Strategy: Get members involved and invite them to be trained for leadership.

- Message: "Be an important part of NYSFAAA's leadership family. Share your expertise and develop the next generation of NYSFAAA leaders and members. Be a leader!"
- Tools: Leadership training workshops for all members. Orientation programs for new leaders, including officers, regional councilpersons, committee chairs, and regional officers.
- Measurement and Evaluation: Note number of leadership training workshops offered and attendance. Collect data (1) on number of invitations issued to members for leadership training and (2) the number of newly trained members involved in NYSFAAA leadership or volunteer positions after training is completed. Was orientation program for new leaders offered? How many participated?  
Responsibility: Regional Councilpersons, Secretary. Timeline: On going.

8. Communicate in several different ways, using both traditional and new technologies.

- Strategy: Increase the use of new communication technologies, while maintaining traditional technologies, so members receive information in ways comfortable to them.
- Message: "NYSFAAA provides a variety of communication alternatives, traditional and new technologies."
- Tool: Annual survey to membership to determine what communications technologies would be most useful to them.
- Measurement and Evaluation: Determine if annual survey of membership on traditional and new technologies was conducted. Were traditional and new technologies used throughout the year? Responsibility: Communications and Technology Committees; Executive Council. Timeline: Survey should be done prior to annual planning meeting. Review bi-annually.

9. Attend meetings.

- Strategies: Invite them to attend meetings. Provide clear, timely details. Send reminders.
- Message: "NYSFAAA meetings are valuable professional development and networking opportunities. Attend each one!"
- Tools: Invitations and meeting announcement, with clear, concise details: who, what, where, when, how. Reminders to members by designated technology. Online calendars showing NYSFAAA's activities for the year.
- Measurement and Evaluation: Collect copies of invitations to meetings and meeting announcements distributed. Were details clear and concise? Note the number of reminders and by what technology were they delivered? Responsibility: Regional Council chairs; Executive Council. Timeline: Following each meeting and review annually.

Audience #2.....**Legislators, Elected Officials and Their Aides**

*Objectives: What do we want them to do?*

1. Support higher education and students.

- Strategies:
  - a. Create two government affairs committees, one for state issues and one for federal issues.
  - b. Involve students as ambassadors
- Message: "A well-educated population is an asset to the economic and social well being of New York State. Work with us to support higher education and students. You can help by supporting efforts to increase funding for student aid and helping to simplify the application process and financial aid administration."
- Tools:
  - a. Establish both a Federal and a State Government Relations Committee.
  - b. Involve and train students as ambassadors to elected officials. Our NYSFAAA Scholarship Winners represent a wonderful resource. These students, and our other scholarship alumni, can help us get our message across to the State Legislature and Congressional delegation. They can be used to help develop Public Service Announcements promoting access, and be speakers at Higher Education and Financial Aid Legislative Day activities. Their success stories can also be articles for the Legislative Gazette.
- Measurement and Evaluation:
  - a. Note if two Government Relations Committees have been created, Federal and State. Responsibility: NYSFAAA Executive Council and President. Timeline: Fall-Winter of 2008.
  - b. Check to see if student ambassadors were created. List their contact activity, as well as any responses from legislators and aides. Responsibility: State and Federal Relations Committee. Timeline: 2009-2010, ongoing.

2. Recognize and use our expertise.

- Strategies:
  - a. Continue to sponsor and support programs such as "Higher Education" and "Financial Aid" Legislative Activity days at the state level.
  - b. Increase efforts to interact with our New York State legislative and Congressional delegations by appointing a NYSFAAA member as a liaison in each Legislative and Congressional district. Provide liaison contact information and biography to legislators, region by region. Provide liaison training.
  - c. Appoint NYSFAAA members at the regional level to serve as liaisons with local elected officials. The efforts of these regional liaisons will be guided by the State Government Relations Committee.

- d. Review and comment on state and Federal legislative proposals affecting financial aid. Prepare position papers for NYSFAAA on pending legislation. Ask legislators to support efforts to increase funding for student aid and to simplify the application process and financial aid administration.
  - e. Supply copies of written articles on relevant financial aid issues for the Legislative Gazette and other media sources.
  - f. Create opportunities for legislators, aides and NYSFAAA to get together to discuss issues and forge bonds.
  - g. Provide information to legislators and elected officials about NYSFAAA's programs and activities.
- Messages: "NYSFAAA knows financial aid and students. What NYSFAAA offers is not available anywhere else. We can help you ensure access and choice for your constituent students and families."
  - Tools:
    - a. Continue programs such as the Higher Education and Financial Aid Legislative Activity days.
    - b. Assign a NYSFAAA member as liaison to each Legislative and Congressional district office. Train them for working with legislators and their aides. Provide NYSFAAA liaison contact information and biography to legislators and aides.
    - c. Assign one or more NYSFAAA members from each region to be liaisons with local elected officials.
    - d. Review and comment on all legislative proposals affecting financial aid. NYSFAAA's recommendations and concerns should be shared with policy makers as well as with NYSFAAA liaisons and the membership.
    - e. The Government Relations Committees should continue to prepare articles about financial aid public policy issues for the Legislative Gazette and other media sources.
    - f. Schedule personal visits (ideally two or more) each year to the district offices of legislators and Congresspersons, and to elected local officials, to ask for and encourage their support. Establishing good relations in advance, before we need their help, will be a positive benefit.
    - g. Invite legislators, Congressional representatives, local elected officials and aides to attend NYSFAAA functions, including the Conference Regional Meetings, and outreach activities. Formal written invitations, followed up by personal contact, should be used. A brochure and viewbook explaining NYSFAAA and its activities should be developed and distributed annually. Roundtable discussions at Regional meetings, and Panel presentations/discussions at the Conference should be organized.
    - h. Information about NYSFAAA's outreach activities should be shared with legislators, congressional representatives, local elected officials and aides. This includes a calendar of activities, guidance counselor workshops, College Goal Sunday activities, high school nights and the State Fair activities. Information should be shared person-to-person through the NYSFAAA liaisons, e-mails, in paper format and on the website. These materials should be an excellent source

of information for legislators, aides, and their constituents about financial aid and the financial aid application process.

- Measurement and Evaluation:
  - a. Note if programs such as Higher Education and Financial Aid Legislative Activity Days continue. Responsibility: State and Federal Relations Committees. Timeline: on going.
  - b. Were NYSFAAA's members identified who can serve as district legislative liaisons in each Legislative and Congressional district and as liaisons to local elected officials. Was training provided on how to be an effective liaison? Was contact information and biography provided to legislators and aides? Responsibility: Federal and State Relations Committees. Timeline: Begin as soon as possible, but no later than Spring 2009.
  - c. Was at least one NYSFAAA members from each region appointed as the liaison to local elected officials? Keep a list of liaisons.
  - d. Did NYSFAAA review and comment on legislative proposals affecting financial aid. Keep a record of comments and responses received. Responsibility: Federal and State Relations Committee and the Executive Council. Timeline: 2008.
  - e. Were articles about financial aid public policy prepared for the Legislative Gazette and other media? How many? Where and when? Responsibility: Federal and State Relations Committees, with the help of appropriate NYSFAAA outreach committees. Timeline: Begin in 2008.
  - f. Did personal visits with Congressional Representatives, legislators, elected local officials or their aides take place? How many, when, and with whom? Were they asked for support, how often, what for, when? Record their responses. Responsibility: Federal and state regulations committees. Timeline: 2009-2010 and on going.
  - g. Were formal, written invitations extended to Congressional Representatives, legislators, local elected officials and aides? For what events and when? Were invitations followed up by personal phone calls? To whom and when? Record the responses to invitations. Was a brochure and/or view book explaining NYSFAAA and its activities provided? When and to whom? Were regional roundtable discussions held during the year, when, on what, with whom. Note responses and input. Did the annual conference present panel discussions? On what, with whom, and how many legislators attended or presented? Responsibility: State and Federal Relations Committee. Timeline: 2009-2010 and on going.
  - h. Was information about NYSFAAA activities shared with Congressional Representatives, legislators, local elected officials and aide? This should include a calendar of activities, dates and information on guidance counselor workshops, College Goal Sunday activities, high school nights and New York State Fair activities. Was the information shared via person-to-person through NYSFAAA liaisons, e-mails, in paper format and on the Web? Responsibility: State and Federal Relations Committee. Timeline: 2009-2010 and on going.

Objective: *What do we want them to do?*

1. Know that college is an option even if it seems unaffordable.
  - Strategies: Provide information on college and how to make the college option affordable. Establish alliances with student leadership groups and companies that share and embrace our message to spread the word about college options and affordability.
  - Message: "Aim high! College can be affordable regardless of your circumstances."
  - Tools: Public Service Announcements, "Success Story" testimonials, brochure, high school nights, counselor training in financial aid planning options, website, New York State Fair, county and municipal fairs and events, College Goal Sunday, Early Awareness, media, U tube, Podcasts, IM, financial aid chat rooms. High school nights, forms workshop, New York State Fair, Website, College goal Sunday, financial aid chatrooms. Post PSAs, testimonials, brochures, etc. to NYSFAAA website. Alliances with student leadership groups, Educational Opportunity Centers, Consumer Credit Counseling and the New York State Education Department to disseminate financial aid information. Help from companies such as McDonald's (tray liners) or utility companies (FAAM inserts with bills).
  - Measurement and Evaluation: collect data on how many of the following have been done: Public Service Announcements, brochure produced and distributed, and where; high school nights staffed; counselor training completed, how many attended from where; was NYSFAAA present at the New York State Fair and other county and municipal fairs and events; number of media contacts made and number of media mentions; NYSFAAA presence at Early Awareness, Podcasts and IM completed; number of discussions in financial Aid chat room. Responsibility: Appropriate Committees, i.e. College Goal Sunday, New York, State Fair, as well as Regional Councilpersons for local events, etc.  
Timeline: Ongoing
  
2. Study to be academically prepared for college.
  - Strategy: Emphasize the importance of good academic performance and good grades.
  - Message: "College can offer career choices and a better standard of living. Prepare yourself for college: get good grades and make a financial plan."
  - Tools: Public Service Announcements, "Success Story" testimonials, brochures, alliances with high school counselors and teachers and student leadership groups, as well as businesses that share and embrace our message. Post to NYSFAAA website whenever feasible.
  - Measurement and Evaluation: collect data on how many of the following have been done: Public Service Announcements, brochures produced and

distributed. Gather data on numbers of the following who were contacted and/or trained: high school counselors and teachers. Were alliances formed, how many and with whom? Number of high school nights staffed; was NYSFAAA present at the New York State Fair, county and municipal fairs and events; note any special emphasis on College Goal Sunday; were there discussions in financial aid chat room, how many? Responsibility: Appropriate Committees, i.e. College Goal Sunday, New York State Fair, Regional Councilpersons for local events, etc. Timeline: Ongoing

3. Parents and students become financially literate and involved in college planning and decision-making.

- Strategies: Present financial aid information at targeted events and programs. Work with PTAs, PTOs, parent groups, AARP and companies that share and embrace our message to encourage families to save for their children's and grandchildren's college fund.
- Messages: Students - "You need to take an active role in pursuing your financial aid options. NYSFAAA is here to help you plan." Families - "You can help your child/grandchild be successful. Encourage them in high school to get good grades. Plan for college costs, and save if possible. Saving for college is cheaper than borrowing."
- Tools: Public Service Announcements, "Success Story" testimonials, brochure, high school nights, website, New York State Fair, county and municipal fairs and events, College Goal Sunday, Early Awareness, media events. NYSFAAA-written articles for AARP magazine and national PTA/PTO magazines. Brochure on "helping your child/grandchild look forward to college. Post to NYSFAAA website whenever feasible.
- Measurement and Evaluation: collect data on how many of the following have been done: Public Service Announcements, brochures produced and distributed, and where; high school nights and other events staffed. Was NYSFAAA present at the New York State Fair or county and municipal fairs and events? Number of media contacts and number of media references to NYSFAAA and Early Awareness. Number of articles written, distributed, and published in PTA/PTO and AARP magazines. Note name of publication and number of articles published in a one-year period. Responsibility: Appropriate Committees, i.e. College Goal Sunday, New York State Fair, as well as Regional Councilpersons for local events, etc. Timeline: Ongoing.

Audience #4.....**NYSFAAA Executive Council and Committee Chairs**

*Objectives: What do we want them to do?*

1. Lead the Association well now, and ensure good leadership for the future.
  - Strategies: Ask them to be responsible leaders, and to provide leadership training for all members annually.
  - Message: "Be responsible leaders. Offer leadership training to develop future leaders, and take advantage of leadership training to enhance your own leadership skills. Good leadership skills are an important professional development benefit of NYSFAAA membership."
  - Tools: Conduct leadership training workshops for interested members during the year and a leadership orientation for both new and returning Council members at the Executive Council's annual retreat. Ask experienced members to help.
  - Measurement and Evaluation: Have workshops on leadership been offered? If so, how many, and how many members have attended? Have resources been designated to support workshops? Has the Executive Council engaged in leadership and orientation training? How many participated? Responsibility: Executive Council, First Vice President, Training Committee. Timeline: Report at least annually to Executive Council.
  
2. Keep the membership informed of Association activities, issues, and positions. Use a mix of new and traditional technologies to keep members informed.
  - Strategies: Ask the Executive Council to provide regular updates and periodic reports to members using a variety of communications. Ask them to provide the resources for the creative use of both new and old technologies for communication.
  - Message: "A successful relationship requires good communications. Our NYSFAAA member relations are dependent on how often and how well we communicate. More information on what's going on also "helps" de-mystify what goes on at the Council level and helps create a more transparent organization. Different people need information delivered in different ways, so let's use our technology, as well as traditional methods, to communicate with our membership. This increases the chance our messages 'get through' and effect behavior change."
  - Tools: Communicate regularly through various media, including the NYSFAAA Web site, newsletter, separate reports, minutes, and "discussion(discussion) papers" on issues. Use multiple communications vehicles, both new and old. Explore new technologies for communication as they become available to determine their usefulness to NYSFAAA,
  - Measurement and Evaluation: Track the number of reports, updates, and other communications to members, and the method of communication (i.e. Web site, e-mails newsletters, minutes, etc.). Were new technologies for communication explored as they become available to determine their usefulness for NYSFAAA?

Responsibility: Secretary. Timeline: Report at least annually to Executive Council.

3. Increase the involvement of the membership in NYSFAAA activities.
  - Strategy: Ask them to devise strategies to increase member involvement.
  - Message: "Our members are important to NYSFAAA's success. We need to be outgoing and imaginative in our outreach to members to increase their involvement in Association activities."
  - Tools: During the annual retreat, devote time to "brainstorming" new ways to increase member involvement. Solicit ideas and suggestions from the membership to help stimulate creativity. Reach out to experienced members and ask for help.
  - Measurement and Evaluation: Note if brainstorming session occurred at the annual retreat. Record the strategies to be used to increase member involvement. Keep statistics on the numbers of members attending meetings and workshops, working on projects, or taking part in NYSFAAA activities. Was membership solicited for ideas on increasing involvement? Record feedback. Responsibility: First Vice President and Membership Committee. Timeframe: Begin with 2009 Planning retreat, then ongoing.
  
4. Invite the membership to Executive Council meetings and make them feel welcome.
  - Strategy: Ask them to send special invitations to members to attend Executive Council meetings and provide special welcomes to members who do attend.
  - Message: "Personal invitations to attend meetings and events can be especially helpful in making members feel welcome, at Executive Council meetings and other events. Acknowledgement of their attendance during the meeting and afterwards helps document and affirm their attendance and willingness to be involved."
  - Tools: Personal invitations and letters, notes, or phone calls. "Tag Team Mentoring" with another NYSFAAA member. Personal introductions and "Introduce yourself and tell us something about you" welcomes at meetings. Mentors to accompany those who wish to attend. Personal ambassador, from the Executive Council, designated to "Welcome" visiting members at each meeting.
  - Measurement and Evaluation: Note if personal invitations, letters, notes and/or phone calls were completed. Record the number of special invitation to Executive Council meetings, the number of visiting members who attended, and number of "welcomes" expressed at the meeting and afterwards. Was personal welcome ambassador appointed? Note results. Is Tag Team mentoring in place? Responsibility: Secretary or other Council member designated by the President. Timeline: Report at least annually to Executive Council.
  
5. Be inclusive and reflect the diversity of the membership.
  - Strategy: Ask them to ensure that the Executive Council, Committee chairs and committee members reflect the diversity that exists in NYSFAAA.

- Message: "Lead by example on diversity issues. NYSFAAA's strengths include its diversity; let's make sure our 'leadership face' reflects our diversity at every level."
- Tools: Review NYSFAAA's membership diversity, including involvement and leadership, at least annually. Identify individual members who are ready for larger leadership roles.
- Measurement and Evaluation: Was the review of diversity of the Executive Council, Committee Chairs, and committee members done to see if the diversity of NYSFAAA is reflected in its leadership and volunteers? Determine if the request for nominations for officers stressed NYSFAAA's interest in and commitment to diversity. Was the Nominating Committee asked to consider diversity in its selection of nominees? Responsibility: First Vice President, Nominating Committee, Executive Council. Timeline: Report at least annually to Executive Council.

#### 6. Efficiently utilize NYSFAAA's financial resources.

- Strategies: Encourage the Executive Council to continue to be prudent and efficient in using NYSFAAA's financial resources. Consider protecting NYSFAAA's assets by creating a not-for-profit foundation focused on developing funding for financial aid training and outreach activities, to conserve existing funds and solicit new funds.
- Message: "Financial responsibility in NYSFAAA at all levels is critical. We need to conserve the funds we have, and develop new sources of funds."
- Tools: Continue to post the budget and other relevant financial documents on the NYSFAAA website. Create a task force to consider the possibility of creating a not-for-profit foundation.
- Measurement and Evaluation:
  - a. Was budget information made available to members by posting on the website? When? Frequency of updates? Responsibility: Treasurer. Timeline: At least annually after the Annual meeting, or after the budget has been adopted.
  - b. Has a task force been established to review the possible benefits and challenges in creating a not-for-profit foundation to support financial aid training and outreach efforts? Responsibility: President and Executive Council. Timeline: Task Force to be established Fall 2008. Final report to Executive Council by Fall 2009. If deemed appropriate, creation of not-for-profit foundation by Fall 2010.

#### 7. Monitor the satisfaction of the membership.

- Strategy: Ask the Executive Council to solicit input from members to assess involvement and satisfaction with NYSFAAA.
- Message: "NYSFAAA exists to meet the needs of its members. Regular feedback is important. We need to know if the membership is involved and satisfied."
- Tools: Web surveys, focus groups, and person-to-person discussions.

- Measurement and Evaluation: Were survey “tools” used to determine satisfaction of member with NYSFAAA operations? What tools(s)? Record number of responses and general content. Keep copy (ies) of “tools” used and those returned to review. Note means of measuring member satisfaction: web survey, focus groups, person-to person discussion. Record when, how many, and results. Develop or obtain a survey document to determine member involvement and satisfaction. Responsibility: First Vice President. Timeline: the last quarter of the operating year, processed in time to use for new operation year.

#### 8. Implement and execute the Long Range Plan.

- Strategy: Ensure the Long Range Plan is implemented and annually evaluated to see if changes are needed. Begin developing the next plan in time to avoid a gap in planning coverage.
- Message: “The Long Range Plan is critical to NYSFAAA’s survival. It is an important tool that needs to be kept in good working order.”
- Tools: Assign responsibility for review and evaluation of the plan to the Governance Committee. Governance should review the plan twice a year to determine if progress is being made toward achieving goals, or if goals need to be changed. Expect each committee to establish goals for itself that fit within the Long Range Plan, subject to the approval of the Executive Council.
- Measurement and Evaluation: Keep a log of accomplishments, items in progress, items no longer relevant, and new concerns that need to be addressed. Executive Council should review the log at least annually.

## Audience #5....**Our Employers – School, Administrations and Supervisors**

### **Objectives: What do we want them to do?**

#### 1. Recognize and support our professionalism and ethics.

- **Strategy:** Stress NYSFAAA’s mission, ethics, benefits and value to financial aid employees and the institution. Tell them about NYSFAAA, its mission, ethics, professionalism, and value. Communicate this message regularly.
- **Message:** ”NYSFAAA is a non-profit professional organization committed to serving students and families, in order to make college accessible.”
- **Tools:** Provide a NYSFAAA brochure explaining NYSFAAA’s mission, ethics, benefits, and value, emphasizing no- or low-cost training, access to updated, current information and financial aid strategies, early warning on industry trends affecting the institution and financial aid offices, professional development opportunities, and mentoring. Create a contact/communications plan for the year.
- **Measurement and Evaluation:** note if brochures, information, and updates were provided, to whom and when. Record feedback or response. Was contact/communications plan created?  
Responsibility: financial aid employees, Regional and Executive Council.  
Timeline: January, annually and throughout the year, as appropriate or planned.

#### 2. Learn about NYSFAAA as a primary resource for continued learning and professional development training. Learn about the value of members participating in NYSFAAA -- volunteering, attending meetings, and gaining training.

- **Strategy:** Provide information on the benefit of the NYSFAAA to the institution and its employees. Invite them to attend, as guests, the NYSFAAA Regional Chapter program meetings and events.
- **Message:** ”Only NYSFAAA offers a range of professional development and education opportunities for financial aid professionals. Whether as a student, a leader, a trainer or mentor, time spent with NYSFAAA is time well spent.”
- **Tools:** Provide NYSFAAA brochures. Include them on e-mail updates. Send personal notes and letters on issues of interest and requests for support, written and personal invitations to NYSFAAA meetings and events in the Regions. Create annual panel discussion on financial aid featuring “Our Employers.” Bring current financial aid issues and processes to their attention, as they occur.
- **Measurement and Evaluation:** Track if the brochure about NYSFAAA’s benefits and value was provided, and to whom? How many e-mail updates were provided, to whom? Were written and personal invitations to Regional meetings and events extended, to whom and how many. Note responses. Confirm the “Our Employers” panel discussion was held. Note the number of times current financial aid issues and processes were brought to their attention as they occurred? Responsibility: financial aid officers, Regional chapter leaders, Executive Council. Timeline: Starting in January and continued throughout the year as appropriate.

3. Be educated and current on financial aid issues and processes.
  - Strategies: Include and involve them in NYSFAAA's events and activities. Provide literature and information on financial aid, its issues and processes.
  - Message: "In this economy, it is necessary for you to understand current issues in our industry and support us in our efforts to affect those issues."
  - Tools: Provide information on financial aid and NYSFAAA activities and events. Invitations to events and meetings. Hold an annual "Our Employers" panel discussion on financial aid issues at Regional and/or national conference. Include institutions and lender organizations. Use event as an opportunity not only to discuss, but to inform.
  - Measurement and Evaluation: Note if literature and information on financial aid, its issues and process was provided, to whom and how. Note responses. Was panel discussion held? Collect information on the number of institutions and lender organizations invited; how many attended? Responsibility: financial aid officers, Regional chapter leaders, Executive Council. Timeline: on going.
  
4. Provide us with the institution's position on current events that relate to financial aid.
  - Strategies: Ask them for the institution's position on current events relating to financial aid. Bring financial aid issues to their attention as they arise and ask for input.
  - Message: "Knowing this institution's position on financial aid issues helps us to serve the institution and its students. Keep us posted on your thoughts and policies on financial aid issues. Using available dollars and resources for students, cost effectively, makes our institution stronger and helps it serve students better."
  - Tools: Ask them, using e-mail and in person.
  - Measurement and Evaluation: Track the number of "ask" e-mails sent and personal contacts made. Note responses and feedback. Responsibility: financial aid officers, Executive Council. Timeline: on going.

Audience #6.....**Lending Institutions, Guarantors, Servicers**

*Objectives: What do we want them to do?*

1. Provide access to funding for students.

- Strategy: Encourage them to continue work with us to provide access to funding for students.
- Message: "You provide important help to students and parents seeking money to pay for postsecondary education costs. Please partner with us to ensure that continues."
- Tools: Provide information to members and other financial aid stakeholders on the practical value lenders, guarantors, and servicers provide (reasonable capital, default management, guaranteed funds, etc.) in helping to guarantee access to funding for students. Person-to-person meetings. E-mails. Use the NYSFAAA network. Panel discussions to keep information flowing and current.
- Measurement and Evaluation: Note number of communications and other activities that occurred to encourage students' access to funds. Note number of person-to-person meetings, e-mails, and use of NYSFAAA network. Record number of panel discussions. Responsibility: Federal and State Relations Committees. Timing: on-going.

2. Practice transparency and clarity in marketing efforts.

- Strategy: Encourage lenders, guarantor agencies, and servicers to collaborate with NYSFAAA to ensure that clear and accurate information about borrowing for educational expenses is provided to students and families.
- Message: "Transparency in every area of the lending, service, and guarantee processes is in the best interest of everyone."
- Tools: Communicate to lenders, guarantors, and servicers the expectations schools have regarding marketing efforts to students. Send a NYSFAAA communication to lender, guarantor, and servicer leadership teams emphasizing the mutual benefits of including input from financial aid offices when designing marketing campaigns. Learn about how marketing is conducted by lenders, guarantors, and servicers.
- Measurement and Evaluation: Gather data on the communication of the financial aid community's expectations regarding marketing to students, including when and to whom? Did NYSFAAA communicate regarding mutual benefits of including input from financial aid offices for marketing materials? Was training on how marketing is conducted provided? Responsibility: Federal and State Relations Committees. Timing: Ongoing.

3. Provide timely industry updates and train schools to effectively counsel students on borrowing, financial literacy, and loan repayment.

- Strategy: Continue to encourage members to attend and support training activities provided by lenders, guarantors and servicers.

- Message: "Your knowledge and expertise adds value to our organization and helps our students and families. We value the training opportunities you provide on borrowing, financial literacy, and loan repayment."
- Tools: Encourage lender, guarantor, and servicer members to provide program and organizational updates at appropriate NYSFAAA meetings.
- Measurement and Evaluation: Count the number of training programs or opportunities to present that are provided to lenders, guarantors and servicers. Note announcements and information posted to website by lenders, guarantors, and servicers. How many? Were updates from them provided? Responsibility: Second Vice President and the Training Committee. Timing: On going.

4. Members who are employed by lenders, guarantors and servicers should make a conscious effort to represent the needs of schools and students within their organizations.

- Strategy: Develop information and tools that associate members can use to advocate for NYSFAAA within their organizations.
- Message: "Wide support for financial aid and for NYSFAAA is crucial."
- Tools: Supply appropriate brochure, print/e-mail updates for use within their organizations. Continue to conduct panel discussions at conferences and meetings on lending issues.
- Measurement & Evaluation: Were brochures and print/e-mail updates provided? How many, to whom? Note any response. Note number of panel discussions held and attendance for each. Responsibility: Training committee, conference committee, second vice president. Timing: from January, and on going for the calendar year.

*Objectives: What do we want them to do?*

1. Recognize and use our expertise.

- Strategies: Increase the interaction between NYSFAAA and student aid regulatory agencies. Share our expertise and knowledge.
- Message: "NYSFAAA and its members are a valuable resource for you. We understand the financial aid process and can help improve the financial aid delivery system."
- Tools: Assign the responsibility for coordination with regulatory agencies to the State and Federal Government Relations Committees. Develop discussion papers on regulatory issues, and responding to Notices of Proposed Rulemaking.
- Measurement and Evaluation: Has interaction increased among regulatory agencies and NYSFAAA? Have discussion papers been developed on regulatory issues, and responses drafted to NPRMS? The Committees should maintain a log of regulatory issues reviewed, discussion papers developed, and responses received and recorded. Responsibility: State and Federal Government Relations Committees. Timeline: Monitor and review regularly, throughout the year.

2. Improve communications between regulatory agencies, as well as with schools and the student financial aid community.

- Strategies: Provide written communications on financial aid issues to agencies that evaluate current regulations, and formally respond to Notices of Proposed Rulemaking. Support efforts to improve interagency cooperation and communications.
- Message: "Let's work cooperatively to improve communications among all parties in the financial aid regulatory process."
- Tools: Request improved communications between regulatory agencies and with schools and the student aid community. Provide suggestions on how improvements may occur, especially when requested by the agencies.
- Measurement and Evaluation: Count the number of times improved communications have been requested and suggestions made, what, to whom, and when. Responsibility: Government Relations Committee. Timeline: Annual review.

3. Simplify financial aid processes and administration.

- Strategy: Support and encourage simplification.
- Message: "Simplified financial aid processes are in the best interest of students, schools, and agencies."
- Tools: The Committees should work with regulatory agencies, EASFAA and NASFAA to identify and simplify regulations that are confusing or that need clarification and make suggestions for increased funding. The Committees should also communicate new interpretations of regulations to the membership as needed. Prepare written responses to Notices of Proposed Rulemaking.

- Measurement and Evaluation: Are the Committees working with regulatory agencies to simplify and clarify regulations and procedures, and communicating this to the NYSFAAA membership? Note the number of responses to NPRMs, to whom, what, when, and the response from the agency. Are the Committees communicating with EASFAA, NASFAA and the membership? Is this occurring on a regular basis? With what frequency? Has a log of communications been maintained and reported to the Executive Council. What is the number of communications with each constituency? Responsibility: State and Federal Relations Committees. Timeline: Annually.
4. Provide training on federal and state regulations, especially when regulations change.
- Strategy: Provide updated training to members as requested and needed at the regional and state level. Training should be offered in both electronic formats and person-to-person.
  - Message: "NYSFAAA wants the highest quality training for its members so that, as professionals, we can work effectively to deliver services and information."
  - Tools: NYSFAAA should request training on regulatory compliance issues for its members, and should expand training efforts whenever necessary. Training should be offered in several venues, including electronic means such as webinars or pod casts, and face to face.
  - Measurement and Evaluation: Check to confirm that training has been offered on regulatory compliance issues. How many topics, how many sessions, and what attendance? Is training being offered in different formats? Which formats have been used to do regulatory training? Record the results from each format, who, how many and where? Responsibility: Government Relations Committees, Second Vice President, Training Committee and Conference Committee. Timeline: Annually.

Audience #8.....**Sister Organizations (NASFAA, EASFAA, etc.)**

*Objectives: What do we want them to do?*

1. Work cooperatively with us.
  - Strategy: Ask them to work with us.
  - Message: “We can work together to our benefit and to the benefit of the profession.”
  - Tools: Provide personal invitations to the annual conference and Executive Council meetings, in the form of letters and phone follow ups. Be intentional about staying in touch and establishing regular communications. Share our input and request their input on issues of common concern.
  - Measurement and Evaluation: Note the number of personal invitations to the annual conference and Executive Council meetings sent to leaders of sister associations, to whom, what form, and when, and what responses were received. Log contacts and result. Was their input on issues of common concern requested, when, on what issues, with what response? Responsibility: Secretary. Timeline: Annual review.
  
2. Be responsive to our needs and those of the financial aid community.
  - Strategy: Let them know our needs and ask for their help.
  - Message: “Everyone benefits when we in the financial aid community know and respond to each other’s needs.”
  - Tools: Include sister associations on the NYSFAAA list serve. Send regular updates and copies of appropriate informational materials. Send invitations to the regional and national conferences and meetings of interest. Post dates of the conferences and meetings on the NYSFAAA calendar. Check with sister associations to make sure NYSFAAA notices are posted on their sites. Sister association presidents should be invited to the annual conference, one year in advance, to increase the possibility of their attendance.
  - Measurement and Evaluation: Note if sister associations are included on NYSFAAA list serve. Were regular updates and copies of appropriate informational materials sent? Were invitations to the regional and national conference and meetings of interest extended, how many, when, with what response? Were dates posted on NYSFAAA calendar and on sister associations’ calendars? Monitor the communications of sister associations with NYSFAAA: is it regular, informational, useful? Were the presidents of sister associations invited to NYSFAAA’s annual conference one year in advance? What was the response at the time of the invitation and at the conference? Responsibility: Secretary. Timeline: At the time of the invitation and again at the conference: who responded, what was the response, and who attended the conference?

3. Communicate regularly with us.

- Strategies: Establish lines of regular communication through newsletters, person-to-person, e-mail, text messaging, discussion papers, etc. Keep them on our list and list serve. Give them the NYSFAAA Website address.
- Message: “Let’s keep in touch. We work best when we’re well informed about each other’s needs and those of the financial aid community.”
- Tools: Send newsletters, electronic reports and e-mails to keep NYSFAAA members apprised of the activities of our sister associations. Encourage NYSFAAA members to join and participate in the activities of our sister associations to build bridges and establish strong communications ties. Ask our sister associations to reciprocate so that a regular stream of mutually beneficial information is established.
- Measurement and Evaluation: Note the stream of information from sister associations: what kind of information, in what format, how often, from whom? Were NYSFAAA members encouraged to join and participate in the activities of sister associations? How many joined and became active, to what result? What was the response of sister associations? Was communication and interactivity increased? To what effect? Responsibility: First Vice President and Membership Committee. Timeline: Annual review.

Audience #9.....**Professional Colleagues in Related Education  
and Business Professions**

*Objectives: What do we want them to do?*

1. Consider NYSFAAA as a viable resource.
  - Strategies: Encourage symposiums or include Deans, Student Service Professionals, Career Service Professionals, etc., in our training.
  - Message: “We share the common goal of seeing students succeed. Working together, we can see that happen.”
  - Tools: Invite professional counterparts to regional meetings or statewide training on financial aid. Invite other professionals to present at NYSFAAA conferences and regional training. For professions that require certification or in-service training, such as School Counselors, work with school districts to have NYSFAAA training recognized as a part of the in-service curriculum.
  - Measurement and Evaluation: Were invitations extended to professional counterparts to attend regional meetings and training? To whom? When? To what? Note responses. Has NYSFAAA training been recognized as part of the in-service training curriculum for other professionals? Responsibility: Regional Council members. Timeline: Review annually.
  
2. Spend time in a financial aid office to better understand our role.
  - Strategy: Invite these other professionals to come to our office to see how it operates.
  - Message: “An understanding of each other’s roles is integral to the success of each school. Come see how financial aid works!”
  - Tools: Help members set up “Spend a half of a day with your financial aid professional.” Help create invitations. Develop brochures, flyers, and website information to highlight the work of financial aid professionals and NYSFAAA’s role in training and advocacy for students.
  - Measurement and Evaluation: Record the number of schools that successfully set up programs. Were brochures, flyers, and website developed to highlight the work of financial aid professionals and NYSFAAA? What numbers were distributed, to whom and when? Count the number of hits on website pages. Responsibility: Training Committee and Second Vice President. Timeline: 2008-2009.
  
3. Communicate with other campus offices that are involved with financial aid.
  - Strategy: Provide information on how the financial aid process works.
  - Message: “Let’s coordinate calendars between departments so we can be supportive of our colleagues and vice versa during respective ‘crunch’ times.”
  - Tools: Create a yearly calendar and distribute. Promote meetings with other groups of higher education administrators whose work with students impacts or relates to financial aid administration.

- Measurement and Evaluation: Was a yearly calendar created and distributed? Were meetings held with other groups of higher education professionals outside of financial aid? When? With whom? Responsibility: Training committee and Second Vice President. Timeline: Annually.
4. Treat us as an equal partner.
- Strategy: Encourage periodic campus roundtable discussions so everyone's perspective can be heard.
  - Message: "Knowledge of others' perspectives will strengthen the groups as a whole."
  - Tools: Develop and provide resources to facilitate periodic campus roundtable discussions.
  - Measurement and Evaluation: Were other professionals invited to present at NYSFAAA conferences and to attend regional training? Who, when, on what topics? Gather statistics on the number of campus roundtable discussions held during the year. What was the result? Responsibility: Conference committee, Training committee and Second Vice President. Timeline: Annually.

*Objectives: What do we want them to do?*

1. Support students and postsecondary education.

- Strategy: Educate them on the importance of postsecondary education.
- Message: "Postsecondary education is important to our community and our society. Support both students and access to higher education."
- Tools: NYSFAAA information brochures, e-mail updates, "discussion papers," and publicity releases on financial aid issues of importance.
- Measurement and Evaluation: How many NYSFAAA informational brochures, e-mail updates, "discussion papers," and publicity releases were sent out?  
Responsibility: Regional chairs, NYSFAAA Executive Council. Timeline: As soon as possibly, then ongoing.

2. Be informed about the financial aid process and communicate it clearly to the public.

- Strategy: Provide clear information on the financial aid process and the importance of saving for college.
- Message: Resources are available to help students and families plan to pay for college, or to help subsidize the cost for families with fewer resources. Help spread the word!"
- Tools: Establish a Communications or Media Relations committee. Develop media lists, specific to each NYSFAAA Region. Develop and send publicity releases to the media that explain important issues, support legislation and funding, and promote NYSFAAA. Provide names and contact information of local NYSFAAA experts who will make themselves available to the media.
- Measurement and Evaluation: Has a Communications or Media Relations Committees been established. Have media lists and Regional media contacts been developed and distributed? Track the number of press releases, interviews, and other contacts with media by source and locations. Report this at least annually to the Executive Council. Responsibility: Communications or Media Committee, Regional Councilpersons, Executive Council. Timeline: 2008-09, and ongoing.

3. See NYSFAAA as a trusted resource.

- Strategy: Provide information on the professional expertise of financial aid staff.
- Message: "NYSFAAA can provide you information about the financial aid process and the field's professionalism. We have the expertise. Your readers need to know what we know. Call us whenever you need financial aid information."
- Tools: Provide the media with a list of local NYSFAAA members who can be contacted for information, sound bites, or interviews. Provide relevant information, articles, and "discussion papers" on financial aid throughout the year. Seek support of statewide and local events such as College Goal Sunday.
- Measurement and Evaluation: Were lists of local NYSFAAA members created and distributed to the media? Who and When? Have these been updated over

time? Were relevant materials on financial aid provided? What and to whom?  
Note response from media for each NYSFAAA Region. Was support of both  
statewide and local events such as College Goal Sunday sought? Responsibility:  
Regional Councilpersons (or regional committees), Executive Council. Timeline:  
2008-09, then ongoing. Renew contact with the media each year with change of  
volunteers.

*Objectives: What do we want then to do?*

1. Financially support NYSFAAA's mission and programs.

- Strategies:
  - a. Review the current “vending” model of financial support to determine if it is still viable. Consider changes to that model, or investigate new models such as a “sponsorship” model.
  - b. Ask them for their financial support.
  - c. Investigate foundations and sponsors for NYSFAAA “matches.” Submit grants and sponsorship requests for funds.
  - d. Offer training in grant writing to a select group of NYSFAAA members
- Message: “We share a common interest in education, social welfare, and our community. Please work with us by financially supporting our projects.”
- Tools:
  - a. Create a task force to review the current model of financial support and to consider changes in it or new models that may be more appropriate.
  - b. Submit grant applications to foundations and request sponsorships. Provide an information packet on NYSFAAA's programs and activities.
  - c. Create a list of foundations and sponsors that share NYSFAAA's goals.
  - d. Offer training programs in grant writing and sponsorships to select members.
- Measurement and Evaluation:
  - a. Has a task force been established to review the current financial support model, and has it reported back to the Executive Council? Responsibility: President and Executive Council. Timeline: Begin as soon as possible, report by summer of 2009.
  - b. Track the number of grant applications submitted and sponsorships pursued: how many, how much, and what success rate? Have information packets been created and distributed? How many and to whom? Responsibility: Development Committee and Executive Council. Timeline: Begin as soon as possible, then on going.
  - c. Has a list of foundations and sponsors who share NYSFAAA's goals been created? How many are on the list? Responsibility: Development Committee and Executive Council. Timeline: As soon as possible and ongoing.
  - d. Has training in grant writing and sponsorships been conducted? How many workshops were offered and how many members attended? How many grants or sponsorships have resulted from the training? Responsibility: Development Committee, in conjunction with the Training Committee. Timeline: As soon as possible, with updates to the Executive Council every month on grant writing and sponsorship activity.