

Applicant Data Resolution

Instructor Notes



START HERE
GO FURTHER
FEDERAL STUDENT AID

Lesson 1 – Identifying Information Sources

Time: 30 minutes

Note to instructor: Be prepared to open an Internet Explorer browser window for the demonstration later in this lesson and in subsequent lessons. Also, verify that all participants have downloaded the EDE Technical Reference, ISIR Guide, and the SAR Comment Codes and Text documents. Instructions are provided in the registration information.

Host

Open Slide Show: ADR Lesson 1.ppt

Display Slides 1 and 2

Presenter

Briefly introduce Applicant Data Resolution Lesson 1: Identifying Information Sources.



This lesson is based on the idea that student applications sometimes have problems that affect students' eligibility to receive Title IV aid. Locating and resolving those problems ensures proper administration of Title IV funds – students are getting the aid for which they are eligible at the right time. This lesson discusses the various sources for researching such application data problems.

Learning Objectives:

After completing this lesson, learners will be able to:

- Identify methods to locate applicant records with data problems
- Identify codes and flags used to locate data issues
- Use FAA Access to CPS Online to identify and review applicant records with data problems



Point out the Key Terms (also found in Appendix A) on pages 1-1 and 1-2. Remind learners that they can access the Code of Federal Regulations online through www.ifap.ed.gov. Links to the relevant sections of 34 CFR 668 and other valuable documents for identifying and interpreting problem data are provided throughout the Participant Workbook (PW).

Host

Display Slide 3 Poll: What resources do you use to identify application data problems?

Ask participants to select all resources that they use to identify application data problems.

Close the Poll.

Display Slide 4: Sources for Applicant Records



Refer to PW page 1-3.

Presenter



Many things could happen that affect a student's eligibility for aid between the time a student applies for Title IV aid and the time when that aid is disbursed – whether going from ineligible to eligible, or vice versa. For example, months may elapse, during which time:

- A database match (from application processing) that initially identified a student as ineligible has been resolved and the student is now eligible
- A student may have defaulted on a loan making that student now ineligible

Because of issues like these, schools and their FAAs are tasked with identifying and evaluating changes in application data, before and after disbursements, which can affect students' eligibility for Title IV aid.

If an ineligible student receives federal aid, the school may be responsible for repaying those funds to the Department or Federal Family Education Loan (FFEL) lender, as appropriate. In addition, such a school may be assessed fines or other penalties.

Application data and processed record results come from several sources. We discuss these sources in this lesson:

- The school's own system
- Paper Student Aid Reports (SARs) and SAR Acknowledgements
- Institutional Student Information Reports (ISIRs)
- FAA Access to CPS Online, including:
 - Student Inquiry to view processed SAR and ISIR data online
 - ISIR Compare for comparing two transactions for the same student's application
 - ISIR Request to select an ISIR or group of ISIRs to review

Schools are required to review their students' ISIRs for changes to relevant ISIR data before and after disbursements of awards.



Refer to the note at the bottom of PW page 1-3:

- Remember, schools are required to obtain and retain ISIRs for all the school's students in electronic format. Schools then use ISIRs (not SARs) to determine student eligibility.

Host

Display Slide 5: Using School System to Find Problem Data



Presenter

If a school has its own system (or database) to manage students' application data, then FAAs can use that system to locate applications with problem data. Depending on the system, FAAs can access individual ISIR data or run a query to gather a group of ISIRs meeting selection criteria. Examples of possible queries are:

- Pell eligibility or ACG self-identification
- Specific comment codes
- Specific reject codes on the ISIRs
- Specific match flags

For more information about using a school's specific system, FAAs should contact their school's software vendor.

Host

Display Slide 6: Using SARs to Find Problem Data



Presenter



Refer to PW page 1-4.

FAAs can also review SARs brought in by students. The *For Financial Aid Office Use Only* section contains some data that helps the FAA identify problems that could affect eligibility, specifically:

- Numbered comment codes
- Expected Family Contribution (EFC)
- Match flags
- Rejects met
- SAR C Flag

Note that if a school is not listed on a student's application, an FAA can request that the student provide their Data Release Number (DRN) found on the SAR to add the FAA's school to the application through FAA Access.

Note that PW page 1-4 contains graphics showing the *For Financial Aid Office Use Only* sections of a generic SAR and a SAR Acknowledgement.

Typically, FAAs are looking for things like these that affect eligibility:

- Change in EFC
- Change in SAR C Flag
- Change in National Student Loan Data System (NSLDS) information (like change in default or overpayment status)
- Updates
- Corrections



Point out the Note at the bottom of page 1-4:

- Remember to use the Application & Verification Guide of the Federal Student Aid Handbook to help determine what next steps to take when a problem is identified (details in Lesson 3).



Details about resolving data issues are covered in Lesson 3, but here are some summarized guidelines for what to look for and what to do (from the Application & Verification Guide, Volume 1, Chapter 5):

- If the EFC and NSLDS information has not changed, or if the SAR C Flag is blank (or resolved), then no action is required by the school
- If the EFC changes, but it does not affect the amount and type of aid received (or data elements that changed were already verified), then no action is required
- If there are EFC changes and pertinent data elements that were NOT verified, then the school needs to investigate
- Any time the SAR C Flag changes or NSLDS information changes, conflicts must be resolved

Host

Display Slide 7: Using ISIRs to Find Problem Data



Refer to PW page 1-5.



Presenter

The document that FAAs most often review is the ISIR online.

- The CPS accepts and processes applicant data
- The CPS generates and sends ISIRs to the appropriate recipient(s) through the Student Aid Internet Gateway (SAIG)

There are three types of ISIRs:

- Daily ISIRs
 - These are generated in response to applications or corrections
 - By default, schools are set up to receive Daily ISIRs from the SAIG, although this selection can be changed
 - Each school receives one ISIR for every transaction on which the student lists that school
 - While schools are required to retain ISIRs in an electronic format, they are not required to print hardcopy ISIRs

- Requested ISIRs
 - These are generated in response to a school's need and subsequent request of an ISIR or groups of ISIRs
 - ISIR requests are created using FAA Access to CPS Online
 - FAA can generate a "query" using selection criteria (grade level, veteran status, EFC range, etc.)
 - Request is processed (FAA can leave the Date to Start Execution blank and process the request at the next CPS compute, or an FAA can specify a date in the future when the request is to be run)
 - ISIRs matching the selection criteria are grouped in an ISIR file and sent to the requesting school through the school's SAIG mailbox
 - The school has 14 days to retrieve the ISIR file before it is deleted and unrecoverable from the SAIG mailbox. You can still receive these ISIRs if you make the same request again.
 - Schools can submit unlimited requests for ISIRs (even duplicate ISIRs)

- Automatically Pushed ISIRs
 - These ISIRs are generated by the CPS without any specific requests by your school
 - Used to help schools meet ISIR review requirement to check for changes in eligibility
 - System-generated ISIRs result from CPS (Central Processing System) reprocessing, automated Department of Homeland Security (DHS) Secondary Confirmation, NSLDS post-screening, and Academic Competitiveness Grant (ACG) self-identification information
 - When a correction record is processed by the CPS and one of the following changes occurs, the school submitting the correction gets a Daily ISIR, and other schools listed on the application receive Pushed ISIRs with the CPS Pushed ISIR Flag set to YES:
 - EFC changes
 - Reject status changes
 - SAR C Flag changes
 - Verification Selection status changes
 - ACG self-identification



Refer to PW page 1-6.

Point out the ISIR *FAA Information* section example on the page and locate the various change flags mentioned (see below).

The ISIR *FAA Information Section* has the same data as found on the SAR, plus the following bulleted items that help focus and expedite FAA review:

- EFC Change Flag (blank = no change; 1 = EFC increased; 2 = EFC decreased)
- NSLDS Transaction Number (the number of the last transaction on which student's financial aid history data changed; a signal to FAA to review data on that transaction)
- Rejected Status Change Flag (blank = no change; 1 = Reject Status has changed)
- SAR C Change Flag (blank = no change; YES = SAR C Flag changed)

Additionally, FAAs can review the CPS Pushed ISIR Flag (YES displays on ISIRs that meet the criteria for a pushed ISIR) and the Reprocessing Code for information about why the data was reprocessed.

- When Transaction Data Source/Type is 5P (or spelled out as “CPS – Reprocessed Record”), there is a 2-digit Reprocessing Code explaining why the CPS reprocessed the application
- FAAs should check for Electronic Announcements to find the Reprocessing Reason Code and a description of why the transactions were reprocessed
- Examples: Electronic Announcements from 05/23/2006 and 06/21/2006



Point out that the PW has links to the ISIR Guide for some of these flags.



Point out the note at the bottom of PW page 1-5.

- Remember that schools are required to review relevant ISIR data for their students before and after disbursement of financial aid awards. FAAs can use the school-year specific *ISIR Guide* (under Publications - Software Technical References on ifap.ed.gov) for decoding the ISIR's various comments, flags, matches, and rejects.

Host

Display Slide 8: FAA Access to CPS Online



Refer to PW page 1-7.



Presenter

All of the ISIR data that has been discussed up to this point is easily accessible through FAA Access.

The three parts of FAA Access that are demonstrated include:

- Student Inquiry – Giving FAAs access to review applications one by one looking for data problems
- ISIR Compare – Giving FAAs the ability to compare two transactions of the same student’s application, quickly identifying possible data problems
- ISIR Request – Enabling schools to request ISIRs that meet specified selection criteria

Host

Display Slide 9: FAA Access Demo

Use the share feature to demonstrate using FAA Access for ISIR Compare, Student Inquiry, and ISIR Request.

Before beginning, make sure that you have an Internet Explorer browser window open on your desktop to the FAA Access to CPS Online demo Web site: <http://fafsademo.test.ed.gov>.

1. In the Sharing – Live Meeting window, select the Internet Explorer with the open application.
2. Click the **OK** button.
3. Use the step table below to walk the participants through the demonstration.



Presenter

All the information discussed to this point – various change flags, match flags, rejects met, etc. – are easily accessible through FAA Access to CPS Online. This demonstration walks through the ISIR Compare, Student Inquiry, and ISIR Request features of FAA Access.

Note to instructors: The first steps in the table below show the typical sequence for accessing the FAA Access to CPS Online demo site. Be aware that you may be prompted for the demo site's login ID (eddemo) and password (fafsatest) in a different sequence or multiple times.

Step	Action
1	<p>Open a browser window to the FAA Access demo site by entering the following address:</p> <p>http://fafsademo.test.ed.gov</p> <p>Click the FAA Access to CPS Online Demo System button at the bottom of the page.</p>

Step	Action
2	Click the Next button.
3	Log in using the User ID: eddemo and Password: fafsatest
4	You are now on the FAA Access to CPS Online demonstration site home page. Click the Next button. (You may be prompted to enter the User ID and Password again.)
5	At the Confirming Your Identity dialog box, enter the following: SSN: 999999999 First 2 letters of Last Name: XX Date of Birth: 01011900 PIN: 9999 Click Submit .
ISIR Compare	
6	From the FAA Main Menu, click Student Inquiry .
7	Enter the TG number: 99999 Enter the school code: 001002 Select 2007-2008 for the School Year for which you are logging in. Click Next .
8	Enter 236 04 0011 for SSN. Enter MO (first two letters of Montague) for Last Name. Point out that while FAAs can enter the SSN, complete last name, first name, and DOB, only the SSN and the first two letters of the last name are required to retrieve a record. Click Submit . All transactions associated with this student's application are displayed on the resulting Transactions screen. Note that this screen also shows the progression of the EFC calculation for each succeeding transaction. On the displayed transaction table, note the first column titled ISIR Compare. The ISIR Compare feature helps quickly identify the differences between two transactions for the same application.
9	Under the ISIR Compare column heading, select the checkboxes next to transaction numbers 03 and 02 .
10	Click the Compare ISIRs button on the bottom right of the page. The resulting ISIR Compare screen shows a table filled with application data from

Step	Action
	<p>the two transactions you selected. The table headings, from left to right, show:</p> <ul style="list-style-type: none"> • Field number and description • Earlier Transaction (in this case 02) data • Later Transaction (in this case 03) data • Difference, showing a “Y” if the later is different than the earlier transaction <p>ISIR Compare is a much quicker way to locate problems, for an individual student, which may potentially impact their eligibility.</p>
11	<p>Click the Difference column heading to re-sort the grid so all differences between the compared transactions appear at the top of the grid. Point out the various differences between Transactions 02 and 03.</p>
Student Inquiry	
12	<p>To look at Harry’s latest information through Student Inquiry, click on the Transaction 03 heading.</p> <p>Note that Processing Information displays, showing when the application was completed, received, and processed, who signed the application, and even the calculated EFC.</p> <ul style="list-style-type: none"> • If there is a “C” next to the EFC field it indicates that the SAR C Flag is set to YES because of questionable data on the application and the school should investigate. • If there is an “*” (asterisk) next to the EFC it indicates that the application was selected for verification. <p>In the left-hand column of the page is the Student Inquiry menu that enables FAAs to view each section of this student’s application separately:</p> <ul style="list-style-type: none"> • Student Information • Student Income/Assets • Parent Information • School Information • Preparer’s Information • ACG Eligibility Information • NSLDS (through which FAAs can access the online NSLDS application to resolve NSLDS-related issues) • Comments (text) • FAA Information • Print Summary
13	<p>Click Student Information on the Student Inquiry menu.</p> <p>The Student Information displays data provided on the application for student demographic information (name, address, etc.), state residency, driver’s license,</p>

Step	Action
	<p>marital status, student’s family, enrollment status, degree status, and interest in student aid.</p> <p>Point out the Make Corrections link at the bottom of the screen. This link is available through all Student Inquiry menu items and enables FAAs to make corrections to resolve data issues.</p>
<p>14</p>	<p>Click FAA Information on the Student Inquiry menu.</p> <p>This section contains the same information as the FAA Information section on the paper ISIR to help FAAs identify application data problems, subdivided into smaller subsections:</p> <ul style="list-style-type: none"> • Application Flags including rejects met, reject overrides, and assumption overrides <ul style="list-style-type: none"> – SAR C Flag – This is the first flag on the page that identifies an eligibility problem. Harry’s SAR C Flag is set to Y, so investigation is needed. – SAR C Change Flag – This flag defines whether the SAR C Flag changed since the last transaction. Harry’s SAR C Change Flag has not changed since the last transaction. – Reject Status Change Flag – Scroll down to see if the Reject Status of this application has changed since the last transaction. Again, no change for Harry. • EFC Values • Financial Aid Flags relating to the EFC calculation <ul style="list-style-type: none"> – EFC Change Flag – Showing whether the calculated EFC stayed the same, increased, or decreased from the previous transaction. Harry’s EFC decreased from the previous transaction to this one. • Match Flags (like SSN, DHS, VA, etc.) <ul style="list-style-type: none"> – NSLDS Transaction Number – This is the last transaction where NSLDS information changed. Harry’s NSLDS Transaction Number is 01. Since the transaction is 01, the NSLDS data has not changed since the record was initially processed. • Comment Codes (numbers) <ul style="list-style-type: none"> – Comment Code Text is viewable by selecting Comments from the Student Inquiry menu or by selecting the highlighted “Comments” link in the Comment Codes section of FAA Information. – Focus particularly on Issues Affecting Your Eligibility. Harry’s record has an issue. <p>Remind participants that FAAs can access the Verification Tool through the link at the bottom of the.</p>
<p>15</p>	<p>Click Comments on the Student Inquiry menu.</p> <p>Look under Issues Affecting Your Eligibility section. A defaulted loan and a discharged loan display on Harry’s record.</p>

Step	Action
	This comment points to parts of Harry’s NSLDS financial aid history that is affecting his eligibility.
16	Click Return to FAA Menu . Click OK .
17	Click the OK button on the pop-up window.
ISIR Request	
18	Click the ISIR Request link on the main FAA Access menu.
19	<p>If not already completed on the Destination/Federal School Code Entry dialog box, complete the following:</p> <p style="padding-left: 40px;">Enter the TG number: 99999</p> <p style="padding-left: 40px;">Enter the school code: 001002</p> <p style="padding-left: 40px;">Select 2007-2008 for the School Year for which you are logging in.</p> <p>Click the Next button.</p> <p>Note that the FAA Access to CPS Online – ISIR Request page displays. Directly under Menu, the school information just entered is displayed.</p> <p>Two choices are displayed:</p> <ul style="list-style-type: none"> • Create/Edit ISIR Request • View Status of ISIR Request
20	<p>Click Create/Edit ISIR Request.</p> <p>If there are no current requests waiting to be processed, the Selection Criteria screen automatically displays.</p> <p>Use the Selection Criteria dialog box to specify the ISIRs you want to receive. By selecting certain criteria alone or in combination with other criteria, you can define a specific group of students for whom you want to request ISIRs.</p> <p>If there are current requests, the resulting Request Status screen displays all current requests waiting to be processed. From here you click Create/Edit ISIR Request to develop a new query and request ISIRs.</p>
ISIR Request – Enter SSNs individually	
21	<p>Enter Public Health Students’ Corrections in the Request Title field.</p> <p>For this part of the demonstration, assume that you – the FAA – know of three students in the Public Health program who submitted corrections to their application data. You want to track their applications to check for financial aid eligibility.</p> <p>This Request Title appears in the ISIR file returned to you based on this request. It helps you identify the group of ISIRs that you requested.</p>

Step	Action
	If entering SSNs, FAAs can enter the SSNs individually or load the SSNs from a file.
22	Click Enter SSNs .
23	<p>Enter the following SSN and Name ID combinations:</p> <p style="padding-left: 40px;">987 55 1234 AL</p> <p style="padding-left: 40px;">651 15 1384 HA</p> <p style="padding-left: 40px;">370 22 9000 CZ</p> <p>FAAs can enter the Transaction Number individually for each student, but for this demonstration we are using the Selection Criteria screen to identify the transactions to retrieve.</p> <p>If you have more than five SSNs to enter, you can click the Add SSNs button to add space to enter five more SSNs. You can continue to add SSNs this way as many times as needed.</p>
24	<p>Click SSN Entry Complete.</p> <p>You're now back at the Selection Criteria screen. The results of adding the SSNs by hand are shown as <i>3 SSNs entered</i>.</p>
25	<p>Select All for the Transaction Number.</p> <p>Choices here are first, last, all, or specific transaction numbers. If a value is not selected here, then all ISIR transactions for each of the SSNs you entered are returned to you in the ISIR file.</p> <p>FAAs can refine the ISIRs received by choosing a Transaction Qualifier of "equal to" or "greater than" a specific Transaction Number specified. The Transaction Qualifier does not work with first, last, or all in the Transaction Number field.</p> <p>Note that FAAs can now further refine ISIRs requested with Eligibility Status, Veteran Status, Verification Status, Dependency Status, Grade Level, resulting from corrections, EFC Range, Date Type, and Date Range.</p> <p style="padding-left: 40px;">Popular ISIR Requests are school-specific, transaction-specific, SSN-specific, date to evaluate (process, transaction, completion), and grade level specific.</p> <p>Finally, FAAs can run this request at the next CPS compute, or at a future date that fits with their schools' ISIR review requirements.</p>
26	<p>Click Review Request at the bottom of the screen.</p> <p>The Selection Criteria Confirmation screen displays the query you built. If the request needs to be modified, click Edit ISIR Request and select the request to be edited.</p>

Step	Action
27	<p>Click Submit Request Now.</p> <p>The resulting Confirmation page lets the FAA know when the request will be processed (in 1-2 days).</p>

Host

Display Slide 10: Activity – Locating ISIRs with Issues



Refer learners to PW pages 1-8 and 1-9.



Presenter

Ask learners to complete the activity starting on PW page 1-8. Point out that, as a group, they should think about and discuss how they could locate ISIRs with issues or problems as described in the following scenarios.

At the conclusion of the activity, ask if there are any questions or problems.

A copy of the step table from the exercise in the PW is provided in these Instructor Notes for reference. Suggested answers and discussion points are listed in **red bold** font.

Step	Action
1	<p>Open a browser window to the FAA Access demo site by entering the following address:</p> <p>http://fafsademo.test.ed.gov</p> <p>Click the FAA Access to CPS Online Demo System button at the bottom of the Web page.</p>
2	Click the Next button.
3	Log in using the User ID: eddemo and Password: fafsatest
4	<p>You are now on the FAA Access to CPS Online demonstration site home page.</p> <p>Click the Next button. (You may be prompted to enter the User ID and Password, again.)</p>
5	<p>At the Confirming Your Identity dialog box, enter the following:</p> <p>SSN: 999999999</p>

Step	Action
	First 2 letters of Last Name: XX Date of Birth: 01011900 PIN: 9999 Click Submit .
6	Click Student Inquiry . Enter the following: TG number: 99999 Federal School Code: 001002 Select school year: 2007-2008
7	Review and discuss the following scenarios.
7a	Scenario 1: You want to identify and retrieve ISIRs for all your schools' students whose applications have been rejected. How could you obtain and review these students' ISIRs? What are some causes of rejected applications? Use ISIR Request from FAA Access. Refine the request criteria to "Rejected" applications under Eligibility Status. Submit the request, retrieve the returned ISIR file from the SAIG mailbox, and import the ISIR file into your school's system. Then review the ISIRs. An application could be rejected because the application (see ISIR Guide): <ul style="list-style-type: none"> • Is incomplete • Contains too many mistakes • Lacks signature(s) • Is dated or received by the processor too early • Failed data matches (SSA, NSLDS, DHS, etc.) • Has conflicting data
7b	Scenario 2: Using ISIR Request, what are the limitations for using both Eligibility Status and EFC Range to select ISIRs you want to review? Hint (if needed): Use the FAA Access Help text. From the ISIR Request dialog box, click Need Help?. Review the "Eligibility Status" help topic, which reads: "NOTE: You will not be allowed to enter an Eligibility Status of Pell Eligible if you have already specified an EFC Range greater than 3850. Similarly, you will not be allowed to select a status of Rejected if you entered an EFC Range."

Step	Action
7c	<p>Scenario 3: You have entered corrections to several students' applications. How can you access the ISIRs generated from the processing of these corrections? What resources can you use to identify and interpret further issues?</p> <p>Each student's ISIR data could be retrieved individually using Student Inquiry in FAA Access.</p> <p>Alternatively, an ISIR Request could be submitted with the refinement criteria "Request ISIRs resulting from your corrections" selected.</p> <p>Some resources available for FAAs to help identify and interpret ISIR information:</p> <ul style="list-style-type: none"> • ISIR Guide (helps an FAA interpret ISIR information, including data matches, rejects, comments, etc.) • Application & Verification Guide (support for the application process, verification, corrections, etc.) • Electronic Data Exchange Technical Reference (more supporting information about required edits and reject messages applicable to ISIRs, corrections, signature records, and ACG) • SAR Comment Codes & Text (correlates comment codes with their related text, reject code, and whether the SAR C Flag is set)

Lesson 2 – Analyzing the ISIR

 **Time: 30 minutes**


Host

Open Slide Show: ADR Lesson 2.ppt

Display Slide 1

Presenter

Briefly introduce Applicant Data Resolution Lesson 2: Analyzing the ISIR.

 In this lesson we discuss the types of problems that need to be resolved to complete the processing of an application. We will focus on locating the codes and field values on the ISIR that provide information about the issue or problem with the record.

Display Slide 2 - Objectives

After completing this lesson, learners will be able to:

- Identify the types of rejects
 - Verifiable
 - Non-verifiable
- Understand the use of the SAR C Flag
- Locate and identify match flags
- Locate and identify common comment codes
- Identify highlighted and corrected fields



Refer to Participant Workbook (PW) page 2-1. Point out the Key Terms (also found in Appendix A). Remind learners that further discussion of data resolution is provided in the *Federal Student Aid Handbook* (also cited in Appendix B).

Host

Display Slide 3 Text Slide: What are some of the common problems you encounter while reviewing ISIRs?

Use the text tool to record responses from participants or have participants use the text tool to record their own responses. The responses should lead you to the discussion of the rejects and comments provided on the next few slides.

Answers may include:

- Rejects
- Conflicting data
- Failed data matches
- Verification (which is not covered here)
- Highlights or corrections incorrectly made by the student

Display Slide 4: Processing an Application



Refer to PW page 2-2.



Presenter

As you know, a Free Application for Federal Student Aid (FAFSA) record can be submitted to the CPS through multiple methods such as completing a paper application, FAFSA on the Web, or data captured through a school or other system. No matter how the record is created, the ultimate goal is to end up with a processed ISIR. This target or bull's eye provides a graphical reference of our goal of a processed record. However, if the data required to process the record is not complete, we will not hit the center of the target.

Two types of errors can prevent the record from being processed: transaction and compute rejects. We discuss each of these in the next couple of slides.

Host

Display Slide 5: Rejects



Presenter

As presented in the target graphic, there are two levels of edits that need to be passed before the application record can be accepted and the Expected Family Contribution (EFC) is calculated. The first level is the transaction or record level reject. A transaction reject prevents the FAFSA record from being processed. If a record is rejected for one or more reasons, an error report is returned to your school in the message class EAPR08OP for applications and CORE08OP for corrections and no ISIR is created.

The second is the compute reject. In this case the application is accepted to be processed but missing or inconsistent data prevents the EFC from being calculated. While the input source for these records can be any of the entry sources, the electronic products prompt the user to correct, verify, or complete data fields before the data can be used to calculate the EFC. This is one of the primary reasons to encourage the use of the electronic submission methods.

Host

Display Slide 6: Compute Rejects



Refer to PW page 2-3.

There are two types of compute rejects: verifiable and non-verifiable.



Presenter

Verifiable rejects occur when a questionable, but possible, condition exists. The data in question needs to be corrected or verified before an EFC can be computed. For instance, a “W” reject code displays if a very high number of family members is reported. The high number of family members is a possibility, but more than likely a data entry error was made that needs to be corrected. Verifiable rejects are identified by an alpha character code.

Schools have the ability to override certain verifiable rejects using FAA Access. If you are entering the FAFSA on behalf of the student, and you know that the reported information is correct, you can indicate that the verifiable rejects should be ignored at the Central Processing System (CPS).

Non-verifiable rejects occur when critical data has not been reported, or data that is reported is inconsistent. The data in question needs to be provided or corrected before an EFC can be computed.

For example, when an independent student does not meet the requirements for the simplified needs test and the asset data for the student has been left blank, reject code 1 appears. In this example, the asset fields Student’s Cash, Savings and Checking, Student’s Real Estate/Investment Net Worth, and Student’s Business/Investment Farm Net Worth fields need to be completed.

Non-verifiable rejects are identified with a numeric code. If the data is entered using FAFSA on the Web or FAA Access, the user is prompted to complete the fields. You will most likely see non-verifiable rejects as the result of a paper application. An exception to this rule for the Financial Aid Administrator is the ability to verify rejects 3 (Student’s Taxes Paid is greater than zero and equal to or greater than AGI) and 12 (Parents’ Taxes Paid is greater than zero and equal to or greater than AGI) using FAA Access.

Instruct participants to locate the Table of Reject Codes and How to Respond to Each provided in the 2007-2008 Electronic Data Exchange (EDE) Technical Reference in section 4 – Processing Codes that they should have downloaded and saved to their PCs prior to attending the class.

Host

Display Slide 7 Poll: What happens if a student provides only a first or last name on the application but not both?

Ask participants to select the best answer using the Table of Reject Codes in the EDE Technical Reference.

Options include:

- ISIR is processed with no rejects
- ISIR is produced with Reject 13
- ISIR is produced with Reject N
- No ISIR is produced

Leave the Display Results on to display cumulative answers as the questions are completed. Close the Poll. Discuss the answer provided below.

Answer: These conditions trigger a Reject N, which is a verifiable reject. It is possible that the student only has one name, so that name or one of the blank name fields needs to be verified. Non-verifiable Reject 13 is incorrect since the student did provide at least a first or last name.

Host **Display Slide 8: Match Flags**



Refer to PW pages 2-4 to 2-9.



Presenter

The CPS performs several database matches that assist you in determining the student's eligibility for aid. Each of the matches returns codes that determine if the match was successful or unsuccessful. In most cases some action is required of the student or the school to resolve the unsuccessful match.

Note that the Social Security Administration (SSA) provides results for two data matches: One match determines validity of the social security numbers (SSN) provided on the application and the other reports citizenship status of the applicant.

The SAR C Flag is the first indicator that a match discrepancy has occurred and requires some attention. The "C" is provided next to the EFC on the SAR and printed ISIR. In FAA Access to CPS Online - Student Inquiry, the "C" is located next to the EFC on the Processing Information tab. A screen capture of this tab is provided on PW page 2-4 with the EFC and "C" highlighted.



Additional database match information can be found in FAA Access to CPS Online - Student Inquiry on the FAA Information Tab (screen capture provided on PW page 2-5). Note that this screen capture does not necessarily reflect one student's match flags, but rather it represents multiple failed matches (that may or may not occur together).

A complete description of eligibility requirements related to the database matches can be found in Volume 1 of the Federal Student Aid Handbook.



A summary table of common unsuccessful match issues with the action required is provided on PW pages 2-6 through 2-9.

The following discussion cross-references the screen shot on PW page 2-5 and the information in the accompanying table on PW pages 2-6 to 2-9.

- **SSN Match Flag**
 - This part of the sample screen shot on PW page 2-5 shows a failed SSN match. In this case, the match was conducted but the SSN was found to be invalid.
 - The table on PW page 2-6 shows that the action needed is for the student to make necessary corrections to SSN, name, or DOB.

- SSA Citizenship Code
 - This part of the sample screen shot shows that the match was unable to verify citizenship due to a failed match on SSN and name, or SSN and DOB.
 - The table on PW page 2-6 shows that the student needs to provide the school documentation proving citizen or eligible noncitizen status.
- DHS Match Flag
 - In this part of the sample screen shot, the result for this match shows that the match was conducted, but could not confirm noncitizen eligibility status.
 - The table on PW page 2-6 shows the action needed is to confirm correct ARN and DOB and/or wait for automated secondary confirmation.
- NSLDS Match Flag coupled with the NSLDS Database Results Flag
 - In this part of the sample screen shot, a match was conducted but no data was provided, perhaps due to a processing problem. The NSLDS Database Results Flag shows that the match was incomplete, so no data was sent.
 - The table on PW page 2-7 shows that the student's financial aid history must be obtained before disbursing aid. Likely a correction is required.
- VA Match Flag
 - In this part of the sample screen shot, the VA Match was conducted but the student was found to not be a qualifying veteran.
 - The table on PW page 2-8 shows that, if a student believes that they are or will be a qualifying veteran, the student should provide a copy of the DD214. If an error exists in the VA system, the student should contact the VA office.

Host

Display Slide 9: Comment Codes



Refer to PW page 2-10.



Presenter

Comment codes and text are provided on all processed ISIR records to provide information to you and the student about the transaction. In FAA Access the comment codes can be found on the FAA Information tab and their related text is found on the Comments tab. A complete listing of the text can be found in the SAR Comment Codes and Text document that you downloaded before attending the class. The SAR Comment Codes and Text document provides related SAR C Flag indication and the corresponding reject code for each comment code.

Host

Display Slide 10: Common Comment Codes



Refer to PW page 2-11.



Presenter

We have discussed various issues that need to be resolved to get an EFC calculated or determine the student's eligibility. Many of the match flags have corresponding comment codes and text making it a little easier to determine what you need to do to resolve the problem. Some of the most common codes that require action are the four comment codes on this slide. The complete text for each is provided on PW page 2-11.

Host

Display Slide 11: Highlighted Fields



Refer to PW page 2-12.



Presenter

In addition to the comment codes, text, and match flags, you are also provided with field level indicators to identify fields that have been changed or need to be reviewed. Assumptions or other missing or inconsistent data are indicated by an “h” and corrected fields are indicated by either a “#” for corrections on the most recent transaction or a “@” for previous transactions.

Host

Display Slide 12: FAA Access Demo

Use the share feature to demonstrate using FAA Access for Student Inquiry.

Before beginning, make sure that you have an Internet Explorer browser open on your desktop to the FAA Access to CPS Online demo Web site: <http://fafsademo.test.ed.gov>.

1. In the Live Meeting Sharing window, select the Internet Explorer with the open application.
2. Click the **OK** button.
3. Use the step table below to walk the participants through the demonstration.




Presenter

All the information discussed to this point – highlighted fields, comment codes, and reject information – is most easily accessible through FAA Access to CPS Online. This demonstration walks you through identifying problems using Student Inquiry.

Note to instructors: The first steps in the table below show the typical sequence for accessing the FAA Access to CPS Online demo site. Be aware that you may be prompted for the demo site's login ID (eddemo) and password (fafsatest) in a different sequence or multiple times.

Step	Action
1	Click the FAA Access to CPS Online Demo System button at the bottom of the page.
2	Click Next .
3	Enter the User ID: eddemo and Password: fafsatest
4	You are now on the FAA Access to CPS Online demonstration site home page. Click Next . (You may be prompted to enter the User ID and Password again.)
5	<p>At the Confirming Your Identity screen, enter the following:</p> <p>SSN: 999999999</p> <p>First 2 letters of Last Name: XX</p> <p>Date of Birth: 01011900</p> <p>PIN: 9999</p> <p>Click Submit.</p>
Student Inquiry	
6	From the FAA Main Menu, click Student Inquiry .
7	<p>Enter the TG number: 99999</p> <p>Enter the school code: 001002</p> <p>Select 2007-2008 for the School Year for which you are logging in.</p> <p>Click Next.</p>
8	<p>Enter 236 04 0015 for SSN.</p> <p>Enter ch for Last Name.</p> <p>Click Submit.</p> <p>All transactions associated with this student's application display on the resulting Transactions screen. Note that this screen also shows the progression of the EFC calculation for each succeeding transaction.</p>

Step	Action
<p>9</p>	<p>Click Transaction Number 01.</p> <p>The Processing Information screen displays, showing when the application was completed, received, and processed, who signed the application, and even the calculated EFC.</p> <p><i>Questions that appear in bold in the next few steps are for you to pose to the class.</i></p> <p>A “C” next to the EFC field indicates what?</p> <p>It indicates the SAR C Flag is set to YES because of questionable data on the application and the school must investigate.</p>
<p>10</p>	<p>Click Student Information on the Student Inquiry menu.</p> <p>Note the  symbol next to the citizenship status field.</p> <p>What does this mean? Highlighted and should be reviewed.</p> <p>Why is this field highlighted? Let’s investigate by reviewing the field information using online Help.</p> <p>Scroll down to the bottom of the page.</p>
<p>11</p>	<p>Click Need Help?</p> <p>A pop-up box displays help for the page.</p> <p>Click Student’s Citizenship Status.</p> <p>Review the definition and close the box. Now we have an idea of what information the field presents, but we still don’t know why it is highlighted.</p>
<p>12</p>	<p>Click Comments on the Student Inquiry menu.</p> <p>Review the text under Issues Affecting Your Ability. This may be our clue:</p> <p style="padding-left: 40px;">The Social Security Administration did not confirm that you are a U.S. citizen. You must provide your school with documentation of your citizenship status before you can receive federal student aid.</p> <p>Comments also indicate that the student has a loan in default. If this is an actual default, the student needs to contact the appropriate loan agency.</p> <p>Note to instructor: For this record on the demo site, the Match Flag information indicates that the record was not sent to NSLDS, even though the comments indicate default status. This is an anomaly of the data.</p>
<p>13</p>	<p>Click FAA Information on the Student Inquiry menu.</p> <p>Scroll down to view the Match Flags.</p>
<p>14</p>	<p>Review the flag values.</p> <p>Why was the record not sent to Selective Service for this student? Because the student is not a male. Go back to the Student Information tab to view the Is the</p>

Step	Action
	Student Male? question.
15	<p>Return to the FAA Information tab.</p> <p>Point out the SSA (Social Security Administration) Citizenship code.</p> <p>Could this be the reason for the highlight on the citizen status we looked at earlier?</p> <p>Yes. The match returned an alien status from Social Security.</p>
16	<p>Review the Comment Codes section at the bottom of the screen.</p> <p>Ask participants to use their SAR Comment Codes and Text document to locate the text for the codes listed.</p> <p>Ask for volunteers to describe what they found.</p> <p>Comment code 146 provides the information we found on the Comments tab.</p>
17	Click Transactions and select Transaction 02 .
	<p>Click Student Information on the Student Inquiry menu.</p> <p><i>Note the # symbol next to some of the fields.</i></p> <p>What do these indicate? Corrections to the current transaction.</p> <p>What else has happened? The student provided an alien registration number and is now an eligible non-citizen.</p>

Host
Display Slide 13: Activity



Refer learners to PW pages 2-13 and 2-14.



Presenter

Locate the records indicated and identify any problems that need to be resolved.

At the conclusion of the activity, ask if there are any questions or problems.

Record	Issues/Resolution
236-04-2011 Pat Stackhouse 01/30/1982	<p>The student's signature was missing from the application.</p> <p>The application is in the signature hold file awaiting a signature page. This will be discussed further in Lesson 3.</p> <p>You need to submit the electronic signature. You can submit the electronic signature after you have collected a signed paper signature page from the parent or student.</p>
236-04-0013 Alma Riddle 04/19/1985	<p>On transaction 1:</p> <p>Student has a SAR C Flag indicating a match issue. Citizenship status is highlighted. SSA Citizenship Code: Match conducted. Student is a legal alien, eligible to work</p> <p>On transaction 3:</p> <p>Student corrected state of legal residence, status, and student's grade level questions. Citizenship status is highlighted and still questionable.</p>
236-04-0014 Addison Badua 11/02/1978	<p>On transaction 1:</p> <p>Student has a SAR C Flag indicating a match issue. Citizenship status is highlighted. SSA Citizenship Code: Match conducted. Other</p> <p>On transactions 2 and 3:</p> <p>Address information corrected. Citizenship status is highlighted and still questionable.</p>

Lesson 3 – Resolving Data Issues

 **Time: 30 minutes**

Host

Open Slide Show: ADR Lesson 3.ppt

Display Slides 1 and 2

Presenter

Briefly introduce Applicant Data Resolution Lesson 3: Resolving Data Issues.



This lesson continues the discussion of problems that affect students' eligibility to receive Title IV aid. Locating and resolving those problems ensures proper administration of Title IV funds – students are getting the aid for which they are eligible at the right time. This lesson discusses how Financial Aid Administrators (FAAs) can resolve various data issues through FAA Access (Corrections and standalone FAA signature feature) and how to resolve issues that cannot be resolved through FAA Access.

Learning Objectives:

After completing this lesson, learners will be able to:

- Use the FAA Access Corrections Web application to correct or verify data
- Understand and use the standalone FAA signature feature
- Identify ISIR issues that need to be resolved outside of FAA Access



Point out the Key Terms (also found in Appendix A). Remind learners that they can access the Code of Federal Regulations online through www.ifap.ed.gov. Links to the relevant sections of 34 CFR 668 and other valuable documents for identifying and interpreting problem data are provided throughout the PW.

Host

Display Slide 3 Whiteboard: What do you regularly use to submit corrections to applications?

Ask participants how they submit their corrections. Use the text tool to enter each idea on the screen.

Host

Display Slide 4: FAA Access – Corrections



Refer to PW page 3-2.



Presenter

In Lesson 2 participants located various data issues like rejects, match flags, comment codes, etc. To start this lesson, we use the FAA Access – Corrections on the Web tool to resolve some of these issues.

Accessing Corrections requires logging in to FAA Access to CPS Online and selecting one of two Corrections links.

The first Corrections link is used when you want to start entering corrections or confirming data on a submitted application.

The second link is used when you have saved previous work using a password and want to continue and finish the corrections or verifying the data.

If you think you will need to save the application and return to it later, then a password must be entered. Without creating the password, you cannot save the partially completed application.

Host

Display Slide 5: Corrections on the Web



Presenter



Refer to PW page 3-3.

Remember, FAAs resolve data issues by:

- Entering correct data to replace the originally reported data
 - These data issues are identified by non-verifiable rejects and match flags
- Verifying that the originally entered data is correct
 - These data issues are identified by verifiable rejects A through G, J, K, P, R, S, T, W, 3, and 12
 - Verifying, in this case, means checking that the reported data is correct then reentering the data to confirm that the reported data is correct

The Corrections tool enables FAAs to correct and verify at the same time.

The Corrections page includes calculators to more easily complete various fields (like: income; worksheets A, B, C; household size; searches for school codes).

After completing corrections and verifying data, FAAs can:

- View and print a List of Changes that they are ready to submit
- Calculate student or parent taxes paid (assuming relevant fields are completed or prompting for data when relevant fields are not completed). Note that this feature is

- typically used for estimating taxes when taxes haven't been filed or with professional judgment.
- Print signature pages and application summaries
- Calculate new Expected Family Contribution (EFC)
- Submit corrected and verified applications

After submitting corrections, a confirmation page displays, showing the confirmation number and student's calculated EFC. FAAs are encouraged to print the confirmation page as proof the corrections were received and processed, and keep for school records.

Refer participants to the note at the bottom of the page regarding the session expiring and using the Save function.

Host
Display Slide 6: FAA Access – Corrections Demo

Use the share feature to demonstrate using Corrections on the Web through FAA Access to CPS Online.

Before beginning, make sure that you have an Internet Explorer browser open on your desktop to the FAA Access to CPS Online demonstration Web site: <http://fafsademo.test.ed.gov>.

1. In the Sharing – Live Meeting window, select the Internet Explorer with the open application.
2. Click **OK**.
3. Use the step table below to walk the participants through each step of the demonstration.



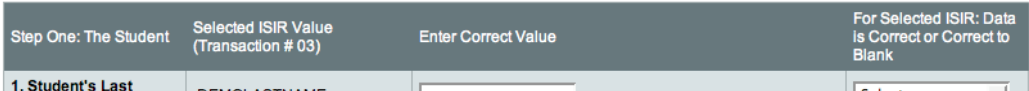
Presenter

FAAs can verify data and make corrections to an application through FAA Access to CPS Online through the Corrections process. This example demonstrates what an FAA might typically encounter: view a student's ISIR data online which reveals an issue, and then correct the issue using the FAA Access Corrections on the Web tool, accessed through the FAA Access main menu.

Note to instructors: The first steps in the table below show the typical sequence for accessing the FAA Access to CPS Online demo site. Be aware that you may be prompted for the demonstration site's login ID (eddemo) and password (fafsatest) in a different sequence or multiple times.

Step	Action
1	Click the FAA Access to CPS Online Demo System button at the bottom of the page.
2	Click Next .

Step	Action
3	Enter the User ID: eddemo and Password: fafsatest
4	You are now on the FAA Access to CPS Online demonstration site home page. Click Next . (You may be prompted to enter the User ID and Password again.)
5	At the Confirming Your Identity screen, enter the following: Social Security Number (SSN): 999999999 First 2 letters of Last Name: XX Date of Birth: 01011900 PIN: 9999 Click Submit .
6	Click Student Inquiry on the FAA Access to CPS Online main menu.
7	Enter the TG number: 99999 Enter the school code: 001002 Select 2007-2008 for the School Year for which you are logging in. Click Next .
8	Enter 236 04 0015 for SSN. Enter Chance for Last Name. Ensure that 2007-2008 is selected for the cycle.
9	Click Submit .
10	Select 03 under Transaction Number. Point out that a 'C' that appears next to the calculated EFC. The purpose of this demo is to identify why the 'C' exists and to take steps to eliminate the error.
11	Click Comments in the Student Inquiry menu on the left side of the page. Note that Bill Chance has both a discharged student loan and loan(s) in active bankruptcy status under Issues Affecting Your Eligibility. Under Other Information You Need to Know, Bill's application is also lacking 2006 tax return information. Coincidentally, Bill shows up just now and has the information he needs to correct his application and you have time to help him.
12	Scroll to the bottom of the page and click Make Corrections . Note that the resulting Make Corrections page that displays is the same page that displays when FAAs access Corrections from the FAA Access main menu. The only difference is when accessing Corrections through a student record, the SSN, what was entered for Last Name, Date of Birth, and transaction fields already have values

Step	Action
	<p>in them.</p> <p>(When accessing Corrections from the FAA Access main menu, FAAs can further refine the record they want to open by entering the student’s first name, date of birth, and a transaction number the FAA wants to correct. By not entering a transaction number, the most recent transaction is retrieved.)</p> <p>Creating a password is optional and offers the FAA the ability to save Corrections, and then come back later to complete and submit Corrections.</p> <p>☺ Refer to the tip on PW page 3-3:</p> <p style="padding-left: 40px;">Remember, if your browser does not interact with the FAA Access to CPS Online server within 30 minutes of accessing the page, your session expires and the data you entered is lost. Prevent this loss of data by creating a password and clicking the Save button periodically.</p> <p>For this example, the changes are few and quick, so you will not create a password.</p>
<p>13</p>	<p>Click Next.</p> <p>The resulting Correction page displays, identifying the year of the application to which Corrections will be applied. All application data can be reviewed and corrected using the online Correction pages. The online Corrections page has the application data divided into the respective application sections to which the FAA can navigate easily – Steps 1 through 7, plus the bottom of the page.</p> <p>All the current application data is displayed in table format, like the following:</p>  <p>The first column contains the application field descriptions.</p> <p>The second column contains the current values on the ISIR, with the specific Transaction # identified.</p> <p>The third column contains fields where FAAs enter corrected data. If an ISIR value does not need to be corrected or confirmed, leave the “Enter Correct Value” field blank and do not select any options from the last column for the associated field.</p> <p>The last column contains choices for the FAA to correct the data in the field to blank (“Correct to Blank”) or confirm the data in the field is correct (“Data is Correct”). When you select “Data is Correct,” you are confirming that the data flagged as an error is actually correct.</p> <p style="padding-left: 40px;">For example, ISIR Guide resolution for Reject Code A (Date of Birth reported is 1900-1931) states to “Verify (reenter the same value) or correct the Date of Birth”.</p> <p style="padding-left: 40px;">To confirm the accuracy of the data on this screen, select “Data is Correct” (instead of reentering the same value).</p>

Step	Action
14	<p>Click Need Help?</p> <p>Point out the availability of online help topics.</p> <p>Click Resolving Rejects in the new window and mention that the help text offers guidance on making Corrections.</p> <p>Close the Help window.</p>
15	<p>As Bill is looking at his paperwork, he realizes that he needs to change his e-mail address.</p> <p>Enter chance@testmail.com in field 13 (Student's E-mail Address).</p>
16	<p>Click Step Two to navigate to the Student's & Spouse's Income and Assets section. Alternatively, FAAs can scroll down the page to this section. (This demo shows the use of the navigation links at the top of the page.)</p>
17	<p>Select 1 – Already completed for Field 32 in the <i>Enter Correct Value</i> column.</p>
18	<p>Click Income Estimator for field 35 and enter the following on the resulting Student's Income Estimator page:</p> <ul style="list-style-type: none"> • 2420 for Wages, salaries, tips, etc. (Bill forgot about the job he worked for a local farmer) • 220 for Interest Income
19	<p>Click Next.</p> <p>Note how the tool returns you to the Correction page and displays the calculated amount (2640) for Student's Adjusted Gross Income in field 35.</p>
20	<p>Scroll down and enter 004988 in field 97c (Second Federal School Code).</p> <p>Bill needed to add another school to his application.</p>
21	<p>Select On Campus for field 97d (Second Housing Plans).</p>
22	<p>Scroll down to the bottom of the page and point out the various options:</p> <ul style="list-style-type: none"> • List Changes displays a separate printable page showing fields that changed or were identified as correct. • The Student Taxes Paid Calculator and Parent Taxes Paid Calculator buttons start the Web application's tax calculator functions. Fields 36 and 80 are automatically calculated after all other required fields are completed. This function is typically used for estimating taxes when taxes haven't been filed or with professional judgment. • Print Signature Page/FAFSA Summary. • The Calculate EFC button recalculates the student's Expected Family

Step	Action
	Contribution based on corrections.
23	<p>Scroll down to the bottom of the page and click List Changes.</p> <p>Point out that the changes you entered are summarized in a new window.</p> <p>Click Close Window.</p>
24	<p>Click Calculate EFC.</p> <p>The resulting Corrections on the Web page shows the calculated EFC based on the new data you entered followed by a summary of all application data, incorporating the changes we just entered.</p> <p>Scroll down the page to show the application data.</p> <p>Point out that FAAs can save this page to their computer (instructions are at the top of the displayed page) or they can ‘View printable page’ in PDF format and save that to their computer.</p>
25	<p>Scroll down to the bottom of the page and click Submit (noting that FAAs can go back to the form [Go To Form] to enter more changes, List Changes, or Submit corrections).</p>
26	<p>The resulting <i>Corrections on the Web Submission Confirmation</i> page displays a corrections confirmation number and the new calculated EFC, plus other instructions.</p> <p>FAAs are encouraged to print this page for proof of submitting corrections to students’ applications.</p> <p>From here, FAAs can select Fill Out a New FAFSA, Return to FAA Menu, or Exit the system.</p>

Host

Display Slide 7: Standalone FAA Signature Feature



Presenter



Refer to PW page 3-4.

FAAs can submit an electronic signature on behalf of students/parents, provided the FAAs have the actual signatures first. The standalone FAA signature feature in FAA Access is the tool that enables FAAs to:

- Print signature pages and collect required signatures (to keep for school records per record retention guidelines)
- Select signatures to be applied (Student, Parent, or Both)
- Submit the electronic signatures on behalf of student/parent
- Print resulting confirmation page (to keep for school records)

Student applications that have this signature feature enabled are those that have been placed in a Signature Hold file. An application goes into the Signature Hold file when it:

- Is submitted through the Web (FAFSA on the Web, Renewal FAFSA on the Web, Corrections on the Web)
- Indicates that the student/parent will sign the signature page at a later time (either with a paper signature page mailed in or electronically with PINs)

When FAAs use Student Inquiry, they are alerted for needed signatures.



Point out the Note at the bottom of page PW 3-4:

- You must have the signed signature page before using this standalone FAA signature feature to indicate that the transaction is signed.

Host

Display Slide 8: Signature Status



Presenter

FAAs are alerted to the need for signatures when they attempt to access a student record that is not processed:

- FAA uses Student Inquiry to access a student record
- An *Application Found* page is displayed for the student
- The Signature Status is completed and highlighted in red with possible choices of:
 - Student’s Signature Missing
 - Parent’s Signature Missing
 - Parent’s and Student’s Signature Missing
- If FAA’s school is on the student’s application, the **Apply Signatures** button appears at the bottom of the screen

Point out that if the student’s record is processed and a subsequent transaction is missing signatures, FAAs are taken to the *Transactions* page and asked if they would like to “view the status.”

If the FAA has required signatures in hand, the FAA can proceed to use the standalone signature feature.

To use the feature, click the **Apply Signatures** button (alternatively, click the highlighted link that reads, “**apply a student and/or parent signature**”).

Host

Display Slide 9: Select Signatures



Presenter



Refer to PW page 3-5.

The *Submit Electronic Signatures* page displays.

In Step 1, you can view the signature page, print it, and use that signature page to collect necessary signatures.

In Step 2, select which electronic signatures you want to submit (that is, the electronic signatures for which you have documented signatures). You can select from options related to what signatures are missing: Student, Parent, or Both. (For example, if only a Student’s signature is missing, the only option is “Student.”)

Finally, click the **Submit** button.

Host

Display Slide 10: Signature Confirmation



Presenter

After a signature is successfully submitted an *Electronic Signatures* confirmation page displays.

This confirmation page shows:

- Confirmation Number
- Feedback confirmation on which signatures were applied
- Recommendation to print the confirmation page for school records
- Other information regarding security

The application will be processed within three business days after electronic signature is received.

Point out note at the bottom of the PW page 3-5:

- For paper and online submissions, if required signatures are not received within 14 days, the record is then processed and a rejected SAR (reject 14, 15, or 16) is mailed to the student to sign (Electronic Announcement, 02-27-2006).

Host

Display Slide 11: Resolving Issues Outside FAA Access



Presenter



Refer to PW page 3-6.

We've now used FAA Access to make corrections, verified data rejects, and added electronic signatures to applications.

As FAAs review ISIRs and work on resolving data issues they find, there are times when the resolution requires the FAA to work outside FAA Access.

General groupings of issues that require resolution outside FAA Access include:

- Citizenship
- National Student Loan Data System (NSLDS)
- Selective Service or Veteran Status
- SSN
- Other (in this case Academic Competitiveness Grant [ACG])

FAAs have many resources for guidance on how to resolve all ISIR data issues, including:

- Dear Colleague Letters, Electronic Announcements, Federal Regulations
- Office of Federal Student Aid (FSA) Handbook (particularly Volume 1: Student Eligibility)
- ISIR Guide
- SAR Comment Codes and Text



Point out the table on page PW 3-6 and discuss what it represents:

- Each issue grouping is included, as listed previously
- The ISIR match flags associated with each grouping are identified
- Comment codes associated with each grouping that require resolution outside FAA Access are identified
- FAA Actions are summarized for each group and some additional references are provided for specific resolution guidance.

Remind participants this table is summarized from the ISIR Guide and SAR Comment Codes and Text and is provided for a general classification of issues that need to be resolved outside FAA Access. For detailed information on how to resolve issues outside FAA Access, FAAs should consult the appropriate resources.

Highlights for the various groups are:

- Citizenship
 - Match flags to view: Department of Homeland Security (DHS) Primary Verification, DHS Secondary Confirmation, SSA Citizenship
 - Comment codes generally refer to an inability to confirm citizenship status and requests for documentation for proof of citizenship status.
 - Resolving citizenship issues may require:
 - Documentation from the student as proof of the student's status as a citizen or national
 - Starting the paper (G845S) Secondary Confirmation (which confirms whether documentation provided by the student is valid/non-expired) if there is conflicting information or a belief of counterfeit documentation
 - If documentation provided is Department of Health and Human Services (HHS) Eligibility or Certification Letter and/or T-visa, use the new GEN-06-09 (<http://ifap.ed.gov/dpclatters/GEN0609.html>) to determine how to resolve the issue
 - This deals with the Victims of Human Trafficking and Violence Protection Act
 - Victims and their relatives may be eligible for aid
 - When completing an application, these students would answer that they are not a U.S. Citizen but ARE an eligible noncitizen
 - Since DHS database does not track eligibility status of victims, the DHS match is not confirmed
 - FAA reviews a copy of the victim's HHS Certification Letter or Eligibility Letter and calls the HHS Office of Refugee Resettlement to verify validity and ensure non-expiration
 - For relatives, FAA should review T-visa along with copy of victim's HHS Certification Letter or Eligibility Letter
- NSLDS
 - Match flag to view: NSLDS
 - Comment codes generally refer to a change in financial aid history that can impact eligibility for aid (for example, discharged loan due to disability, loan in bankruptcy, Pell/ FSEOG/Perkins overpayments, loan limits). The NSLDS Match flag, combined with the NSLDS Results Flag, tells you the status of a student's loans and Title IV overpayments.
 - To resolve these issues, FAAs either log on to the NSLDS database (not part of FAA Access) for more information or direct contact should be made with the data provider that may be a school, a lender or guarantor, or ED.
- Selective Service or Veteran Status
 - Match flag to view: SS, VA
 - Selective Service comments generally refer to an inability to confirm whether a student registered with Selective Service

- If a student does not register by his 26th birthday and is not exempt or eligible for a waiver from the Selective Service requirement, he may not be eligible for aid
- FAAs can review documentation like a Selective Service Registration Acknowledgement or letter of registration to confirm that a student is registered
- FAAs can also determine if the student is exempt or qualifies for a waiver
- More info is in the FSA Handbook, Volume 1, Chapter 5
- VA comments generally refer to an inability to confirm a student's veteran status.
 - FAAs can accept documentation (for example, DD214, memo, letter) that demonstrates proof of military separation or release orders stating the intent to release
- SSN
 - Match flag to view: SSN
 - Comment code refers to a change to an SSN submitted on a correction after the original reported SSN was matched and verified
 - FAA will need to intervene and call ED's Correction Application Coordinator at (785) 838-2150 for further instructions.
- Other
 - Match flag to view: none
 - This category is basically about the Academic Competitiveness Grant (ACG)
 - Comment codes generally refer to requests for more information from the student relating to ACG eligibility
 - FAAs really only have to evaluate ACG information for impact to student's ACG eligibility



Refer to PW page 3-7. Note that all the information provided on page 3-7 was covered in the previous discussion of the table on 3-6.

Host

Display Slide 12: Activity



Refer learners to PW pages 3-8 to 3-9.



Presenter

Ask learners to complete the activity starting on PW page 3-8. Point out that they should use the ISIR Guide they downloaded prior to course attendance.

At the conclusion of the activity, ask if there are any questions or problems.

A copy of the step table from the exercise in the PW is provided in these Instructor Notes for reference.

Step	Action
1	<p>Open a browser to the FAA Access demo site: http://fafsademo.test.ed.gov</p> <p>Click the FAA Access to CPS Online Demo System button at the bottom of the page.</p>
2	Click Next .
3	Enter the User ID: eddemo and Password: fafsatest
4	<p>You are now on the home page of the FAA Access to CPS Online demonstration site. Click Next. (You may be prompted to enter the User ID and Password again.)</p>
5	<p>At the Confirming Your Identity screen, enter the following:</p> <p>SSN: 999999999</p> <p>First 2 letters of Last Name: XX</p> <p>Date of Birth: 01011900</p> <p>PIN: 9999</p> <p>Click Submit.</p>
6	Click Student Inquiry on the FAA Access to CPS Online main menu.
7	<p>Enter the TG number: 99999</p> <p>Enter the school code: 001002</p> <p>Select 2007-2008 for the School Year for which you are logging in.</p> <p>Click Next.</p>
8	For each of the following students, use Student Inquiry to locate data issues and answer the questions associated with each scenario.
8a	<p>Suppose Ron Mundo (236 04 2012) comes to see you with his initial application's signature page signed by his mother.</p> <p>What resolution can you, Ron's FAA, provide?</p>

Host

Display Slide 13: Ron Mundo - Debrief



Presenter

Since Ron has his application's signature page with his mother's signature on it, the FAA can:

- Use the standalone FAA signature feature to submit an electronic signature on Ron's parent's behalf
- Keep a copy of the signed signature page for school records
- Print and keep a copy of the confirmation page for school records

Host

Display Slide 14: Alison Mayfair - Debrief



Presenter

Possible cause for SAR C Flag on Alison's ISIR:

- NSLDS reports a loan discharged– generating Comment Code 115

Possible resolutions by FAA:

- For the NSLDS issue, FAAs can:
 - Review FSA Handbook, Volume 1, Chapter 3 – NSLDS. (ISIR Guide guidance for comment code 115)

Host

Display Slide 15: Shawn Guido - Debrief



Presenter

Shawn has the same possible NSLDS cause for SAR C Flag as Alison's application, as well as close to exceeding loan limits (generating Comment Code 257).

Other issues:

- Student's Citizenship Status is highlighted – SSN match did not confirm U.S. citizenship – generating Comment Code 146

- If parent's tax return is completed, SAR requests that information be provided – generating Comment Code 156
- If student's tax return is completed, SAR requests that information be provided – generating Comment Code 157
- NSLDS reports aggregate amounts approaching or equaling loan limits – generating Comment Code 257

Possible resolutions by FAA:

- For the citizenship piece (see ISIR Guide)
 - If Shawn is a U.S. citizen, he should provide documentation that proves citizenship
 - If Shawn is an eligible noncitizen, then correct Question 14 to indicate he is an eligible noncitizen and Question 15 to indicate a valid ARN
- For the tax return pieces, FAA can help Shawn correct his application by using FAA Access Corrections to enter the required data for both Shawn and his parent(s).
- Log in to NSLDS to check Shawn's aggregate amounts to determine if they are close to, equal to, or exceeding loan limits. If not exceeding, FAAs should use caution with awards to ensure loan limits are not exceeded. If exceeding, FAAs can refer to 34 CFR 668.35(b) and DCL GEN-96-13 while student repays or makes satisfactory repayment arrangements for excess amount.