



MARCH 2025 NEWSLETTER

IMPORTANT DATES:

April 2

DJA Webinar: Satisfactory Academic Progress

April 11-13

SPECS Annual Conference

April 21

Deadline for FWS Community Service Waiver

April 28-29

DJA Annual Conference

April 30

Wednesday Webinar Series: Federal Update

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They say March comes in like a lion and goes out like a lamb, but this year, it seems the lion stuck around a little longer. From major policy shake-ups—most notably, President Trump’s Executive order calling for the dismantling of the Department of Education—to reductions in the Department’s workforce, March has been a month of uncertainty, debate, and big questions about the future of our institutions. As we step into April, a season of renewal and growth, we continue to navigate these changes with resilience and adaptability.

In this edition, we’ll break down the latest updates, examine their potential impact, and explore what’s next for higher education. For institutions participating in the Campus- Based programs, this newsletter covers the recent delay of the final funding levels for the CB programs, as well as the upcoming deadline for the Federal Work Study Community Service waiver. Lastly, we close out the newsletter with a focus on the standards of Administrative Capability and the regulatory changes under the July 1, 2024 regulations.

Our DJA team has had a busy conference season thus far and has truly enjoyed getting to meet so many of our newsletter readers in person. We thank each of you for stopping by our booth and making your introductions. We appreciate the opportunity to connect in person and look forward to more great conversations ahead. This coming month we are preparing to head to Sonoma, California to join the franchise group, Salon Professional Education Company, at their annual conference. Next month, Deborah and Renee will be joining institutions all across North America at the North American Career Education Convention in Las Vegas, NV. For more information on these events, we encourage you to scroll down to our Exhibit Calendar or visit our [DJA Website](#) for where we will be the rest of the year.

Wishing you a productive and insightful April,

Renee Ford, Vice President



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IN THE NEWS: EXECUTIVE ORDER ISSUED CALLING FOR DISMANTLING OF THE DEPARTMENT OF EDUCATION

It has been a wild ride over the past week following the [Executive Order](#) issued by President Trump on Thursday, March 20th titled, “Improving Education Outcomes by Empowering Parents, States, and Communities. The EO is a statement of policy that starts by outlining the purpose of the order is to close the Department of Education to improve program implementation in higher education. The final purpose statement indicates, “the Department of Education’s main functions can, and should be returned to the States.”

The next section of the EO provides essentially two directives to the Secretary of Education, which are well outlined in the recent [CECU Government Relations Update](#) :

- 1) Take all actions necessary for the eventual closure of the Department of Education while maintaining programs that are required by law and serve students.
- 2) Apply “rigorous” review of Department programs to ensure they are compliant with federal law and administrative procedures, and eliminate illegal discrimination obscured under the label “diversity, equity, and inclusion” or similar terms and programs promoting gender ideology.

The EO also hints at the movement of the functions of Federal Student Aid to another government Department- a rumor that has circulated the industry prior to the release of the EO. This assumption was also solidified the following day, March 21st, during a presidential press conference where President Trump stated the Small Business Administration would take over the federal student loan portfolio currently managed by FSA via private loan servicing contracts. It is important to note the distinction that this management relates to the servicing of the student loans after student’s graduation. It appears at this point that processing of applications for federal student aid (Including loans and Pell Grants) will still be maintained within the Department of Education by Federal Student Aid. This conclusion aligns with what White House Press Secretary, Karoline Leavitt” remarked to the press following the EO, “when it comes to student loans and Pell Grants, those will still be run out of the Department of Education.

Where does that leave us?

With so many movements happening so quickly, DJA had waited to compile this newsletter and share communication on what all of these action steps mean. Based on all that has been communicated to this point, we feel confident FSA will continue to process FAFSA applications and manage the Title IV programs. We also know that while the President has made a statement of policy and provided directives to the Secretary of Education, those directives themselves provide for where it is “permitted by law”. The Department of Education functions are mandated by law (Higher Education Act as reauthorized), which authorizes Title IV program assistance through the Federal Pell Grant, William D. Ford Federal Direct Loan and the Federal Work Study programs. Therefore, it would take an act of Congress to remove those programs from the Department of Education- which requires majority support in the House and a filibuster proof supermajority in the Senate (three-fifths of the Senate to vote in favor). Three-fifths of the Senate necessitates 60 senators to vote in favor. While the Republicans have a Senate majority at 53-47, it is unlikely every Republican would vote in favor and that the needed Democrats would contribute to the required majority vote. As such, it appears this EO will face legal challenges ahead.



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With the confirmation outlined in the prior paragraph, we feel confident business will remain as usual at this time. However, there remains concern that while the President's order may not have the ability to remove the mandates provided under law to the Department of Education, they do still have authority to make funding cuts, workforce reductions (as seen earlier this month and notated below) and reallocations of key functions within the legal requirements. CECU shared in their federal update, that the [National Student Legal Defense Network](#) (Student Defense, a non-partisan organization working to advance student's rights to educational opportunity), issued a press release indicating, "We're already preparing to stop the dismantling of the Department of Education in court." As we have seen with much of the movements made by the Trump Administration, it seems there is still more to come on what will be the ultimate outcome of this Executive Order.

IMPACT OF THE REDUCTION IN FORCE OF THE DEPARTMENT OF EDUCATION STAFF

In addition, the Executive Order calling for the dismantling of the Department of Education, last month also brought about a large reduction in the ED workforce (RIF). Late, Tuesday, March 11th, news sources began to report of layoffs made within ED- affecting over 1,300 staff members, nearly half of the employees. Initial reports announced the shuttering of nearly all School Participation Division offices, leaving only the Chicago/Denver and Philadelphia office open.

Shortly after the RIF, the Department of Education Acting Under Secretary, James Bergeron released a letter to Education Stakeholders assuring the community that, "continuity of operations for Federal Student Aid (FSA) is both a statutory and critical function of the Department. Accordingly, no employees working on core functions of the Free Application for Federal Student Aid (FAFSA) or student loan servicing were impacted by the RIF." The letter also indicated that import functions of the regional offices would be transferred to other offices and further updates would be forthcoming.

While updates have been limited, an Electronic Announcement was published the same week providing guidance to institutions in the process of applying for Title IV participation or making changes in a state of confusion on where to turn to for assistance. In the [EA released March 14th](#), FSA indicated they would be now centrally responding to all questions related to completion of the Application for Approval to Participate in the Federal Student Financial Aid Programs (E-App) and general school eligibility inquiries. Schools are directed to correspond via email to CaseTeams@ed.gov. The Case Teams mailbox is monitored closely every weekday, and support continues to be available at 1-800-848-0978.

As we wait for further guidance, we did want to share the contact information for the remaining School Participation Divisions, though it has been unclear what role they will play in the functions no longer being provided by the shuttered regional divisions.

School Participation Division – Philadelphia

Contact Information: 215-656-6442; email: PhiladelphiaSPD@ed.gov



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School Participation Division- Chicago/Denver

Contact Information: Chicago- 312-730-1511; Denver-303-844-3677; email: Chicago.Denver.SPD@ed.gov.

As a third-party servicer in the industry for nearly 38 years, we are devastated at the loss of our colleagues at the Department of Education, many who worked tirelessly for decades to support schools and third-party servicers alike. Our hearts go out to them as they navigate the unknown certainty that comes with losing your job unexpectedly.

The press release issued by ED does state the following: “The Department of Education will continue to deliver on all statutory programs that fall under the agency’s purview, including formula funding, student loans, Pell Grants, funding for special needs students, and competitive grantmaking.” Which appears to be similar sentiments echoed within the EO covered in our initial article of this newsletter.

GOVERNMENT SHUT DOWN AVOIDED- FUNDED AT FY2024 LEVELS

As it seems to be occurring nearly every year, a government shutdown was possible as the FY2025 budget had yet to be approved. However, late Friday, March 14th, the Senate passed a [continuing resolution](#) that will fund the federal government until September 30th using the FY2024 funding levels. An [EA](#) had already been released on January 31st confirming the 25/26 max/min Pell would remain the same as 24/25. The funding levels remaining unchanged confirm there will be no further adjustments.

25/26 FINAL FUNDING AUTHORIZATIONS FOR THE CAMPUS BASED PROGRAMS

In last month’s [newsletter](#), we shared the January posting of the tentative funding levels and corresponding worksheets for the Federal Work-Study (FWS) Program and the Federal Supplemental Educational Opportunity Grant (FSEOG) Program for the 25-26 award year. In a recent EA, FSA announced the final funding authorization levels for the Campus-Based programs were to be posted today, April 1st, to the COD website. However, late March 31st, FSA updated the [announcement](#) indicating further review would be needed and to monitor the Knowledge Center website for forthcoming information.

As a reminder, a school's 2025–26 final funding authorization for each of the Campus-Based programs is based on the applicable statutory formula and amount of funds appropriated by Congress for that program. A school will not receive a 2025–26 final funding authorization amount for a Campus-Based program that is more than its request for funds made for that program on the Fiscal Operations Report for 2023–24 and Application to Participate for 2025–26 (FISAP) previously submitted to the U.S. Department of Education (the Department). On March 15, 2025, President Trump signed into law, the *Full-Year Continuing Appropriations and Extensions Act, 2025* (P.L. 119-2), which appropriated \$1,230,000,000 for the Federal Work-Study (FWS) Program and \$910,000,000 for the Federal Supplemental Educational Opportunity Grant (FSEOG) Program for the 2025–26 award year.



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As we wait for the official posting of these final funding levels, please note that in addition to updates being made through the Knowledge Center EAs, once released, individual schools will be notified by email that the 2025–26 Campus-Based allocation information has been posted to the COD website. Emails are sent to the school’s Financial Aid Administrator, as provided in the school’s most recently submitted FISAP or the FAA listed on the "Contact Info" page in the Campus-Based section of the COD website. This email will advise the school that it can access its 2025–26 Campus-Based allocation information for each Campus-Based program in which the school participates in the school's 2025–26 Statement of Account or Final Funding Worksheets posted on the COD website. To access both documents:

1. Log in to the [COD website](#)
2. From the School tab, select “Campus-Based” from the left navigation menu
3. Select the "Self-Service" link from the left navigation menu, then “Notifications”
4. Select the 2025–26 Application Year from the drop-down menu to view the Statement of Account and Final Award Worksheet

An explanation of the funding worksheet for each program and information about Standard Expected Family Contribution procedures can be found below linked within the EA.

25/26 FWS COMMUNITY SERVICE WAIVER REQUEST DEADLINE APPROACHING

Under section 443(b)(2)(A) of the *Higher Education Act of 1965*, as amended (*HEA*) and the corresponding regulations at 34 CFR 675.18(g), a school participating in the Federal Work Study (FWS) Program is required to expend at least seven percent (7%) of its FWS federal allocation to pay the federal share of wages to students employed in community service jobs in an award year. A school is also expected to provide the institutional share of wages to students employed in community service jobs. In addition, one or more of the school's FWS students must be employed as a reading tutor for children in a reading tutoring project or performing family literacy activities in a family literacy project [34 CFR 675.18(g)(1)].

A school that fails to meet one or both of the FWS community service requirements may be:

- required to return FWS federal funds in an amount that represents the difference between the amount the school should have spent for community service and the amount it actually spent,
- subject to a substantial fine, and/or
- subject to other sanctions, including a Limitation, Suspension, and Termination (L, S, & T) proceeding, through which the school could be denied future participation in the FWS Program, and possibly other *Title IV*, HEA programs.

Alternatively, a school may be eligible for a waiver of one or both community service requirements if the school demonstrates that enforcing the requirement(s) would cause a hardship for students at that school. *The fact that it may be difficult for the school to comply with the requirement(s) is not in and of itself a basis for granting a waiver*

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[34 CFR 675.18(g)(2)]. In the past, the Secretary has approved a limited number of waivers for schools that were able to demonstrate an exceptional circumstance. These include, but are not limited to:

Small FWS Allocation – The supporting information submitted by the school noted that seven percent (7%) of the school's allocation provided only enough funds for a student to work in a community service job for a short period of time. Therefore, the school was unable to find placement for a student in a community service job.

Rural Area - The school is located far from the type of organization that would normally provide community service jobs. The information provided showed that the school's students lacked the means of transportation to get to the location of the community service jobs. In a similar waiver request in which transportation did exist, the school provided documentation that showed that the transportation costs were extremely high for the students.

Specialized Program - The school offered only a single program of specialized study that required its students to spend extensive amounts of time in classroom and non-classroom academic activities. The school provided information that demonstrated that this specialized educational program did not allow its students to have time for performing community service jobs at the time those work opportunities were available.

Note: As explained in [Dear Colleague Letter 17-08](#), if a school is unable to meet the community service requirements due to the impact of a Federal Emergency Management Agency (FEMA)-declared disaster, it should complete a waiver request using the submission process described within the recent [EA published reminding schools of the deadline for the FWS Community Service waiver](#).

The deadline for electronic submission of a school's 2025–26 FWS Community Service waiver request is 11:59 p.m. Eastern time (ET) on Monday, April 21, 2025. Completed submissions must be accepted by the COD system by midnight ET. A waiver request that is received after April 21, 2025, will not be considered. The Department plans to notify, via email, each school that submitted a 2025–26 FWS Community Service waiver request that a determination has been made regarding its waiver request no later than June 27, 2025. Emails are sent to the school's Financial Aid Administrator, as provided in the school's most recently submitted Fiscal Operations Report and Application to Participate (FISAP).

COMPLIANCE CORNER

ARE YOU MAINTAINING ADMINISTRATIVE CAPABILITY?

To participate in the FSA programs, a school must demonstrate that it is administratively capable of providing the education it promises and of properly managing the FSA programs. While that is a broad statement, it is further broken down through a listing of standards outlined in the code of federal regulations under [34 CFR 668.16](#). This list is referred to as the standards of administrative capability. The standards of administrative capability were recently updated under final regulations effective July 1, 2024. In the list below, we have labeled the standards that have been updated and/or newly added with a “NEW” designation. Additionally, in late January, the Department

published a [Frequently Asked Question](#) page addressing questions the public presented regarding the new administrative capability standards.

It is important to note that these standards are the foundation on which your school's continued participation in the FSA programs is based on. To ensure they are being followed, we encourage you to conduct an assessment of your institutional policies and procedures. One of our most recommended tools to perform this is utilizing the FSA Assessment Tool (FREE) available on the Knowledge Center website. The FSA Assessment, "[A Guide to Creating a Policies and Procedures Manual](#)" covers Administrative Capability in its [Section 1](#), providing a reference checklist to walk through each standard and suggestions of steps to follow. We have linked both resources for your review and to assist in your assessment of administrative capability.

- Administer Title IV programs in accordance with legal and regulatory provisions.
 - **NEW:** An institution has not been subject to a significant negative action or finding
 - The FAQ on Administrative Capability in regards to Significant Negative Action or Finding defines what constitutes a significant action or a finding as something that poses a substantial risk to an institution's ability to effectively administer title IV, HEA programs. We would review the circumstances, the facts and issues at hand, and other relevant information related to the institution and finding in our determination of whether the underlying facts pose a substantial risk.
 - The third FAQ on this topic addresses if the SNA/F finding needs to be finalized to consider. ED states that it does not need to be finalized for ED considers to it relevant to the institutions administrative capability. A negative action cited by one of these sources usually arises from weaknesses in program administration or intentional misconduct, either of which can have a direct impact on the institution's administration of the Title IV, HEA programs. Consequently, as part of its oversight responsibilities, ED states it must consider these actions.
- Designate a coordinating official
 - Must be capable. The Secretary considers an individual "capable" if he or she is certified by the state in which the school is located, that is if the state requires certification of financial aid administrators. Other factors that may be considered in determining whether an individual is capable include the individual's successful completion of FSA program training provided or approval by the Department and previous experience and documented success in FSA program administration.
- Provide adequate staffing. The number of staff that is considered adequate depends on the following:
 - The number and types of programs in which the institution participates.
 - The number of applications evaluated.
 - The number of students who receive any student financial assistance at the institution and the amount of funds administered.
 - The financial aid delivery system used by the institution.
 - The degree of office automation used by the institution in the administration of Title IV, programs.
 - The number and distribution of financial aid staff; and
 - The use of third-party servicers to aid in the administration of the Title IV programs.
- Establish a system of checks and balances



- At a minimum must separate the functions of authorizing payment and disbursing or delivering funds so that no single person or office exercises both functions for any student receiving FSA funds. It is important to note that small schools aren't exempt from this regulation. This regulation limits the overlap of responsibilities as it necessitates that these two functions must be performed by individuals who are not members of the same family and who do not together exercise substantial control over the school.
- Establish and maintain adequate records to comply with Title IV program regulations
- Establish a Satisfactory Academic Progress Policy for a Title IV aid recipient that is the same as or more strict than the school's standards for a student enrolled in the same educational program who is not receiving FSA funds.
 - As part of that responsibility, a school must ensure that its students are successfully working toward their educational objective.
 - An institution must also develop a policy outlining how a school determines if a student is meeting SAP
- Develop and apply an adequate system to identify and resolve discrepancies in the aid application
 - A school must resolve discrepancies for all students, not just those selected for verification. Resolution includes determining what information is correct and documenting the findings in the student's file
- Refer types of information to the Office of Inspector General
 - A school must refer to the OIG any credible information indicating that an applicant for Title IV may have engaged in fraud or other criminal misconduct in connection with his or her application.
 - A school must also refer to the OIG any employee, third-party servicer, or other agent of the institution that acts in a capacity that involves the administration of Title IV aid, may have engaged in fraud, misrepresentation, conversion or breach of fiduciary responsibility, or other illegal conduct involving FSA administration,
- Provide adequate financial aid counseling to enrolled and prospective students and their families including:
 - information about the source and type of aid offered
 - **NEW:** Separate by type of aid and if it must be earned or repaid
 - the method by which aid is determined and disbursed
 - **NEW:** Provide deadlines for accepting, declining or adjusting aid offered
 - the rights and responsibilities of the student with respect to enrollment and receipt of financial aid
 - entrance and exit counseling for Direct Loan borrowers
 - Provide information on the school's refund policy
 - **NEW**
 - COA based on enrollment status, including individual components and a distinction of which costs are paid directly to the institution
 - Net price, calculated as COA minus grants and scholarships
 - Schools also required to advise students to accept the most beneficial types of financial aid available to them
 - **FAC-Q3:** Our institution already provides this information but in various ways, such as through our student handbook, admissions information, online web pages, and catalogs. Can we continue to provide this information in this manner?



- **FAC-A3:** Institutions still have the flexibility to determine the best format in which the information is provided to their students. **Institutions will need to collect and format this information for students to review and the institution will need to be able to demonstrate that students received the required information.**
- Provide all program and fiscal reports and financial statements
- Demonstrate no evidence of significant problems affective ability to administer Title IV programs
- Develop procedures to evaluate the validity of a student’s HSD
 - **NEW** Procedures **MUST** include:
 - Collecting at least one of the following from the HS: Transcripts, Course Requirement written descriptions or a written attestation from high school officials to the rigor and quality of coursework
 - If regulated by the state or tribal authority, obtain confirmation the HS is recognized by the appropriate agency
 - If ED publishes a list of “diploma mills”, verify the HS is not on that list
 - **NEW** The HS Diploma is deemed invalid if:
 - Does not meet the requirements outlined by the regulating agency
 - Has been deemed invalid by ED, a state agency or the court
 - Has been obtained by an entity requiring little or no secondary coursework
 - In reviewing the FAQ in regard to the High School diploma procedures the general response from ED is that they acknowledge there are situations where documentation may be difficult to obtain. They instruct institutions to consider the special circumstances where documentation is missing, or a student is unable to produce a copy of their HSD on a case by case basis.
- Does not otherwise appear to lack ability
- Conduct business only with responsible individuals. As such your school should not have any principle leaders or institutional affiliates who have previously been debarred or suspended
 - **NEW:** Amended to add cannot be subject to specified negative actions, including being convicted or pleading nolo contendere/guilty to a crime involving federal funds
- Has a CDR of less than 30 percent for 2 of the 3 most recent fiscal years
- Participates in electronic processing
- **NEW:** Provide Adequate Career Services. ED indicates in the proposed rule the intent of this regulatory addition is for schools to help their students find jobs, particularly where the institution offers career-specific programs and makes commitments about job assistance.
 - Adequate services would be evaluated based on the number of students enrolled in GE programs at the school, the number and distribution of career services staff, the career services the institution promised to its students, and the presence of partnerships between institutions and recruiters who regularly hire graduates.
 - The FAQ on this topic states that the Department’s focus on evaluating institutions will remain on whether the institution can make good on its commitments with appropriate staff and resources in place, while institutions are best equipped to determine what is appropriate to offer based on the education it provides.
- **NEW:** Provide Geographically Accessible Externships and Clinicals where required for completion of the program or licensure. These accessible opportunities must be provided to students within 45 days of completing their other required coursework (FAQ clarified ED understands there may be exceptions).

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- When evaluating this regulatory standard, ED will weigh compliance by considering the program type, credential level and the geographic location of the institution. The Department clarified in the final rule that opportunities that are optional or occur after program completion, such as residencies, clerkships, and other similar post-graduation experiences are not covered by 668.16(r).
- **NEW:** Timely Disburse Title IV funds. The intent of this regulation is to enable students to cover institutional costs thus allowing them to remain in school and reduce withdrawal rates caused by delayed disbursements.
- **NEW:** For Institutions offering GE programs, less than half of total Title IV revenue comes from “failing” programs
- **NEW:** An institution must not engage in misrepresentation or aggressive recruitment. These practices have previously been defined in the code of federal regulations Part 668 Subpart F for misrepresentation, which was recently amended under the borrower defense regulations published in November of 2022 and Subpart R for aggressive recruitment, which was established under that same regulatory provision.

While the list of the standards are administrative capability are extensive, we hope our breakdown of each one and the summary provided will assist your school in ensuring compliance measures in place to meet these requirements. We also encourage you to take advantage of the linked resources to perform an internal assessment to discover areas of weakness that need improvement within your policies and procedures. Additional resources we recommend reviewing is [Volume 2, Chapter 3 of the FSA Handbook](#) and the [Final Regulations on Administrative Capability](#) implemented July 1, 2024.

CALENDAR and RESOURCES

Training Resources

DJA MONTHLY WEBINARS

Satisfactory Academic Progress- Wednesday, April 2nd, 11 a.m. CST

NOTE: There may be a difference between DJA local time and your time zone. To determine your time zone equivalent, click on this link to view a time zone map: <http://www.worldtimezone.com/time-usa12.php>

Webinars are free to clients, as well as our newsletter recipients on a trial basis. Invitations are automatically sent to all clients, however if you do not receive an invitation, email Lynessa Roberts at lroberts@gotodja.com. After registering, you will receive the log-in information. If you would like to attend a webinar and are not a DJA client, please email Lynessa and she will ensure you receive an invitation to register. Questions can be directed to Lynessa by email or by calling toll free at 1-800-242-0977.

2025 DJA WEBINAR SCHEDULE

APR 2	Satisfactory Academic Progress
MAY 14	Return of Title IV Funds (Including LOA)



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JUN 4	General Participation Requirements
JUL 16	Campus Crime Report
AUG 6	Entrance and Exit Counseling
SEPT 3	Cash Management
OCT 8	Enrollment Reporting Using NSLDS
NOV 5	Program Integrity (Audits, Program Review)
DEC 3	1098-T Reporting

Wednesday Webinar Series Schedule

FSA returned the Wednesday Webinar Series in a Dear Colleague released earlier this year. This month on April 30th, the topic to be presented is a *Federal Update*. With so much going on in the higher education industry, a federal update would be aptly timed. The webinar description promises the following:

Join us for a high-level overview of recent and relevant guidance from the U.S. Department of Education and Federal Student Aid concerning the proper administration of the Title IV programs. Learn about general statutory and regulatory changes, operational updates, and reminders schools need to know.

Attendees do not need to register for these webinars; however, participation is available on a first-come basis and the session can accommodate up to 20,000 attendees. The session is scheduled for 1-2:30 pm. ET. For the link to join the day of the event, click [here](#).

2025 TITLE IV DATES TO REMEMBER

We know how complex the compliance requirements can be for schools participating in the Title IV programs, as can keeping up with all the reporting deadlines year to year. To assist our clients and other institutional partners, we have developed a quick reference calendar reviewing the important deadlines for the year 2025. For a printed color copy, visit us at any of our upcoming [exhibitor events](#) or to print your own copy, click [here](#).

Upcoming Conference Schedule

SPECS Annual Conference April 11-13th

The Salon Professional Education Company (SPEC) is hosting their annual conference in Sonoma, California April 11th through the 13th. The SPEC group is a beauty school franchise including academy brands, Salon Professional Academy, Spa Pro Academy and Elevate Salon Institute. For more information on the franchise, visit their [site](#). DJA will be joining other industry leaders for a fun and informative conference. If you'll be in attendance, we'd love for you to visit our booth to connect with Renee and Ashley.

DJA Annual Virtual Financial Aid Conference

Unleash the future of Financial Aid Administration by attending our annual conference. Virtually this year, the conference will be held on Monday, April 28th and Tuesday, April 29th. Once again, this year, Chris DeLuca of



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DeLuca Law and Eileen Keller of SST Accountants will be joining us as guest speakers on that Monday. An agenda of informative sessions will be offered to attendees. Free to all clients, the topics to be presented are listed below:

- Federal Update
- Regulatory Overview by Chris DeLuca
 - Title IX
 - Clery Act
 - Change in Ownership
- Regulatory Overview by Eileen Keller
 - 90/10
- 25/26 Verification
- 2024-25 Packaging
- Special and Unusual Circumstances Overview
- SIS and New Leaf Integration: Capitalizing on Automation
- Determining Title IV Credit Balances
- Cybersecurity- Are you Compliant?
- and MORE!

Attendance by outside institutions is subject to availability and offered for an additional fee. Please email rford@gotodja.com for more information. DJA Clients, webinar invites will be sent within the next week.

CECU North American Career Education Convention

The North American Career Education Convention is the largest gathering of private career education professionals in North America. This event features well-known keynote speakers, experts leading concurrent sessions, and an environment to connect and network with others in the sector. Year after year, the Convention attracts a diverse audience of sector leaders from across the country. The 2025 Convention will be held at the MGM Grand in Las Vegas, NV May 27th through May 29th. This year, Renee Ford, our Vice President, had the opportunity to serve on the Exhibitor Task Force, working with other exhibitors to enhance the customer experience at the Exhibit Hall. Renee will join our President, Deborah John at our booth to showcase the advantages a partnership with our company can offer to ensure your institution maintains regulatory compliance through our streamlined, cost-savings approach. Visit us to discuss how our services can best meet your financial aid administration needs.

This year's conference is sure a must attend event! Early registration and discounted rates end on April 2nd, so act quick by visiting the conference link [here](#).

Disclaimer: The information presented in this Newsletter is provided as a service and represents our best efforts to assist institutions with federal student aid regulations. We have collected information we believe to be important in finding and obtaining the resources for administering federal student aid; however, we assume no liability for the use of this information. The information in this newsletter does not constitute, and should not be construed as, legal advice.