

# SUMMIT

Final Report

National Summit of Councils  
May 3 – 4, 2001





# S U M M I T

## Final Report

The Final Report of the *National Summit of Councils: Focusing on Financial Aid Management* was produced through the joint efforts of the Council for the Management of Educational Finance and Texas Guaranteed.

**National Summit of Councils**  
May 3 – 4, 2001





Dear Colleague:

The Council for the Management of Educational Finance is pleased to provide this final report on the *National Summit of Councils: Focusing on Financial Aid Management*. The Council views the National Summit as one of its greatest accomplishments this year. Along with our guarantor partner, Texas Guaranteed (TG), the Council partnered with the American Student Assistance Default Prevention Council, EDFUND, Education First Default Initiatives Task Force, USA Funds Services Default Prevention Council, and the U.S. Department of Education for this important event in Dallas this past May. This report is a summary of the Summit activities, discussions, and outcomes.

Distance learning, electronic signatures, alternative loans, predictive modeling, and the impact of the economy on repayment were among the issues we discussed. Despite the complexity of these issues, we felt the need to venture into such a discussion because of a few simple truths. First, we believe in the power of education to change people's lives. Second, we appreciate the value we bring to the lives of students by helping them to achieve their educational goals. And, finally, we believe that our collective efforts can make a greater difference for students, families, and, ultimately, our society. Through collaboration we acquire the knowledge, ability, and proficiency to develop and implement programs that enhance the flow of funds and services to benefit students across the country.

Together, we have already increased public awareness of the perils of student loan default. But even as we celebrate the success of a declining default rate, we must remember that every default statistic has a face and a name. And as the number of students entering college continues to rise over the next several years, so will the potential for student loan default.

Working proactively, as reflected in this Summit, we can anticipate many of the demands in our industry's future. We can increase our efforts to promote the benefits of a post secondary education. We can continue to educate students and families about their financial obligations and responsibilities. We can help our representatives at the state and national levels understand the need for legislation to provide more need-based funding for students.

To reach our goals, we must make certain that we maintain thriving partnerships for generations to come. As long as we continue to depend on each other, we will make the future brighter and more prosperous for all those who aspire to pursue an education beyond high school. We can make a difference, and the opportunities we have before us are exciting.

With much gratitude to all of the Summit participants and on their behalf, we are pleased to offer this report of the activities and outcomes of the National Summit of Councils.

Raul Lerma and Barry Tyler  
Co-Chairs of the Council for the  
Management of Educational Finance

Milt Wright  
President and CEO  
Texas Guaranteed

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# Overview

The Council for the Management of Educational Finance and Texas Guaranteed (TG) brought nearly 100 members of councils from across the country to Dallas for the *National Summit of Councils: Focusing on Financial Aid Management* on May 3-4, 2001.

Professionals representing colleges, universities, lending entities, and guaranty agencies comprised the participating councils. In addition to the Texas-based Council, five default councils contributed to the success of the Summit: the American Student Assistance Default Prevention Council, EDFUND, Education First Default Initiatives Task Force, USA Funds Services Default Prevention Council and the U.S. Department of Education.

The Council's intent was to bring together representatives from the national financial aid community to build on earlier collaborative efforts. Specifically, two conferences helped to define the agenda for the National Summit: the "Default Prevention and Debt Management Conference," hosted by the Council in June 1998, and the U.S. Department of Education's "Student Loan Repayment Symposium," held in October 2000.

Each of these earlier events generated initiatives to address the issue of default prevention. TG has assembled strategies from the Council's 1998 workshop to form the "Virtual Default Conference," now hosted on the TG web site at [www.tgslc.org/tgslc/DP\\_KBase/index.cfm](http://www.tgslc.org/tgslc/DP_KBase/index.cfm). The Department of Education published "Ensuring Student Loan Repayment – National Handbook of Best Practices" based on its October 2000 symposium. This publication is available online at [www.ifap.ed.gov/eannouncements/attachments/0118nhbook1web.pdf](http://www.ifap.ed.gov/eannouncements/attachments/0118nhbook1web.pdf).

To begin the National Summit of Councils, Jamie Merisotis, president of the Institute for Higher Education Policy in Washington, D.C., delivered the keynote address. Titled "The Changing Context: New Dimensions and New Opportunities in the College Financing Equation," the keynote address drew on Merisotis' expertise in higher education financing, student demographics and outcomes, minority-serving colleges and universities, technology-based learning, and government policy. A review of Merisotis' speech may be found on pages 6-7. Before breaking into discussion groups, each of the councils presented information about its respective default prevention efforts. Presentations included topics as specific as how a major university implemented an effective predictive model to general overviews of "best practices" in default prevention. The following is a list of the presentations:



*Representatives from the participating councils and the U.S. Department of Education were recognized for their contributions to the National Summit. Pictured from left to right are Jack Reynolds, U.S. Department of Education; Susan Nathan, American Student Assistance Default Prevention Council; Tom Babel, Education First Default Initiatives Task Force; Renee Lynn, USA Funds Services Default Prevention Council; Pam Britton, Education First; and Vickie Reyes, Texas Guaranteed.*

- "From Default Aversion to Strategic Enrollment Management," presented by the Council for the Management of Educational Finance, represented by Arnold Trejo, Executive Director of Student Financial Aid at Texas A&M University; and Mike Scott, Director of Scholarships and Financial Aid at Texas Christian University.
- "Initiate the Initiatives," presented by the USA Funds Services Default Prevention Council, represented by Syed Rizvi, National Director of Debt Management for USA Funds Services; and Renee Lynn, Managing Director for USA Funds Services.
- "Default Prediction Model – Creation and Application," presented by the Education First Default Initiatives Task Force, represented by Dr. Larry Burt, Director of Student Financial Services at the University of Texas at Austin; and Dr. Elizabeth Herr, Senior Statistician for Noel-Levitz, a USA Group Company.

- “FFELP Wellness: Best Practices in Borrower Communication,” presented by the American Student Assistance Default Prevention Council, represented by Duane Quinn, Director of Training and development for American Student Assistance.
- “Prevention Not Cure: EDFUND’s Diagnosis,” presented by EDFUND, represented by Jennie Woo, Senior Economist for Research and Policy Analysis at EDFUND; and Anita Kermes, Manager for Default Prevention Initiatives for EDFUND.
- “Student Loan Default Aversion: Filling the Gaps,” presented by the Department of Education, represented by Jack Reynolds, Director of Program Development for the Financial Partners Channel of the Office of Student Financial Aid.

For the remainder of the Summit, participants joined with representatives from the Department of Education in a series of discussions and strategy sessions to examine several of the emerging issues that may affect student loan default prevention efforts in the near future. Participants were divided into five discussion groups:

- Distance Learning and Electronic Signature
- Alternative Loans and Need-Based to Merit-Based Financial Aid
- Impact of Economy on Repayment and Predictive Modeling
- Legislative Mandates and Effectiveness of Deferments and Forbearances
- College Awareness and Debt Management

“A Summary of Outcomes from the National Summit” is printed on pages 8-17. This section of the document includes the salient points of discussion and the initiatives that were proposed by each group.

At the conclusion of the Summit, each of the participating councils indicated a desire to continue to process the outcomes generated through the discussions, with the goal of implementing the initiatives that would best serve the students, schools, lenders, and servicers with whom they work.

It is the hope of all Summit participants that this report may serve as a basis for discussions, both at the national and state level, about the potential policy implications of the issues outlined in this report.



*Michael Scott, Director of Scholarships and Financial Aid for Texas Christian University, and Arnold Trejo, Executive Director of Student Financial Aid at Texas A&M University, present default prevention strategies implemented by the Council for the Management of Educational Finance.*

# Keynote

## The Changing Context: New Dimensions and New Opportunities in the College Financing Equation

The issue of access has been prevalent in higher education policy agenda for many years. But Jamie Merisotis, President of The Institute for Higher Education Policy, says it's no longer enough to focus on access alone. Instead, those involved in higher education must work to prepare students to succeed once they have arrived on campus.

Speaking to the assembled National Summit of Councils participants, Mr. Merisotis called attention to the “one-sidedness” of the current debate on the “digital divide.” By focusing on access alone, Mr. Merisotis asserts, we have neglected the issue of whether people have the skills to use technology once they have access to it.

“We not only need to ensure access, we need to ensure success in higher education,” he says.

To illustrate his point, Mr. Merisotis cited a study conducted by IHEP and Nellie Mae that examined the success rate of low-income and minority students in Massachusetts after enrollment. Through the study, they found that students who have access to higher education are especially successful in persisting if:

- they have completed pre-college academic preparation;
- they are awarded financial aid;
- they connect with their institution; and
- they are able to attend full-time and live on-campus.

In addition, Mr. Merisotis says he is encouraged that Congress views educational access as a bipartisan, national goal as evidenced by the introduction of the “21st Century Higher Education Act” in March 2001. Sponsored by house minority leader Richard Gephardt (D-Mo.), the bill, HR 1162, has broad support throughout both parties and addresses the following issues, among others:

- restoring PELL grant purchasing power, which when taking inflationary increases into account should be closer to \$7,000 instead of the current maximum PELL award of \$3,750;
- increasing support for SEOG;
- increasing support for federal work-study funding;
- increasing support for TRIO and GEAR-UP programs;
- strengthening remedial programs in Kindergarten through high school; and
- improving recruitment of teachers, especially teachers of color.

Mr. Merisotis urges politicians to “find the political will to make a college education more likely for students of color and those with high financial need.”

To conclude, Mr. Merisotis spoke about the future of the Institute’s work. While acknowledging that his work was driven by “access to education” issues, he says the agenda of access is “far from finished.” He then cited the following examples to illustrate the need for continued research and program development to address access and success in higher education:

- Although persistence has improved for students with high financial need, the gap between high-need and low-need students who choose to attend college is exactly what it was 30 years ago.
- Students with high financial need are half as likely to complete a college degree.
- The projected national growth in the college student population over the next 10 years will reflect more ethnic and economic diversity than ever before.

Mr. Merisotis also pointed to the growing importance of Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions, and Tribal Colleges to address the educational needs of specific populations. He encouraged policy makers to develop financial assistance programs specifically for these institutions.

“What we must not forget,” says Mr. Merisotis, “is that access is important, but it is imperative that we also work to prepare students to succeed in college.”



*Raul Lerma, Co-Chair for the Council for the Management of Educational Finance, congratulates Jamie Merisotis, who presented the keynote address for the National Summit of Councils.*

## About the Speaker

Jamie P. Merisotis is the founding president of the Institute for Higher Education Policy in Washington, D.C., a non-partisan research and policy organization that focuses on issues of higher education financing, student demographics and outcomes, minority-serving colleges and universities, technology-based learning, and government policy development.

Mr. Merisotis is extensively published in the field of higher education. He is the author or editor of several books and monographs, including *Minority-Serving Institutions: Distinct Purposes, Common Goals*, published by Jossey-Bass. He is also the author of *The Changing Dimensions of Student Aid*, published by Jossey-Bass, and *Proprietary Schools: Programs, Policies, and Prospects*, co-authored with John B. Lee and published by the George Washington University. Mr. Merisotis is a frequent contributor to scholarly journals, trade publications, and magazines. His writing has appeared in *The Washington Post*, *Change* magazine, *International Higher Education*, the *Journal of Student Financial Aid*, and other periodicals.

Prior to founding the Institute for Higher Education Policy in 1993, Mr. Merisotis served as Executive Director of the bipartisan National Commission on Responsibilities for Financing Postsecondary Education. He authored the Commission's final report, *Making College Affordable Again*.

# Summary of Outcomes

## Distance Learning and Electronic Signature

**Facilitator:** Sam Wilson, Texas Guaranteed  
**Scribe:** Darron Grussendorf, Texas Guaranteed

### Participants

*Lesley Barbiaux, Texas Guaranteed; Carol Buchli, USA Funds Services; Carolyn Capozzi, New York State Higher Education Servicing Corporation; Jack Falks, Wells Fargo; Mary Jo Feldman, Nellie Mae; Eric Johnson, Student Assistance Corporation; Anita Kermes, EDFUND; Skip Landis, Texas A&M University; Yvonne Mitchell, North Carolina A&T State University; Mike Scott, Texas Christian University; Fred Stennis, Oakwood College; Willie Williams, Clark Atlanta University; Dolly Zeriali, Texas A&M University-Corpus Christi.*

### Overview

The major concerns related to default prevention and distance Learning/electronic signatures center on the quality of students' connections with the college or university offering distance learning programs. Because the quality of a student's educational experience affects his or her incentive or desire to repay student loans, it is imperative that schools strengthen efforts to connect with distance learners.

### Factors Associated with Distance Learning and Electronic Signatures

- Students may “attend” a variety of institutions, decreasing their identification with the degree-granting institutions.
- Current distance learners are not at high risk for default because they are typically working professionals or students who are using distance education to enhance their brick-and-mortar education.
- Distance learners are typically more e-savvy.
- Distance learners are accustomed to flexibility.
- Distance education procedures standardize lender communication to students.
- Distance learning opportunities may assist in degree completion for students who have life circumstances that would normally result in having to drop out of school.
- Infrastructure on campuses is not keeping pace with outreach efforts to attract distance learners.
- Procedure may be subject to unscrupulous practices.
- The “economy of scale” with distance education is yet to be determined.

### Strategies to Enhance Default Prevention Relative to Distance Learning and Electronic Signatures

1. Ensure that students have a choice between distance education and on-site courses.
2. Send an immediate follow-up e-mail with each electronic loan application that clearly communicates “this is a loan that must be repaid.” Include additional information about student's cumulative debt, average monthly payment, average monthly interest, and likely debt-to-income ratio.
3. Withhold release of funds if e-mail notification bounces.
4. Discourage direct delivery proceeds.

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5. Encourage schools to develop e-newsletters, e-alumni associations, and other options to be more involved.
  6. Dedicate a portion of available institutional scholarship funds for e-learners.
  7. Require e-learners to periodically visit the campus.
  8. Establish chat rooms to facilitate communication between on-campus students, e-learners, and administration/staff.
  9. Monitor attendance: Establish early alert systems to track frequency of student's access of e-learning system. If a student has not logged on to the system (i.e., is not attending class) within a certain time frame, make contact with the student.
  10. Send periodic e-mail reminders about loan repayment.
  11. Conduct focus groups to help develop standard communication forms and to determine the most effective way to contact students.
  12. Provide additional disclosure and consumer information to mitigate unscrupulous recruiting practices.
  13. Encourage pay-as-you-go model for e-learners.
  14. Provide incentives to encourage students to begin repayment during attendance.
  15. Withhold grades or revoke degrees if students argue that they did not "sign" for the money.
  16. Develop a profile of e-learners.
  17. Provide distance education courses because there is a demand for the course materials to be provided through that type of delivery system – not simply because you can.
  18. Monitor professor contact time with e-learners.

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# Alternative Loans and From Need-Based to Merit-Based Aid

**Facilitator:** Ricardo Davila, Texas Guaranteed

**Scribe:** Rodney Howard, Texas Guaranteed

## Participants

*Tom Babel, DeVry Institute; Joe Braxton, Texas Guaranteed; Jim Carroll, First National Bank; Michele Colson, USA Funds Services; Melissa Elliott, Vernon College; Jacob Fraire, Texas Guaranteed; Raul Lerma, University of Texas – El Paso; Ed Madison, New England Institute of Technology; Lupita Murphy, Pima Community College; Susan Nathan, American Student Assistance; Tommy Simms, DeVry Institute; Vickie Tanner, Texas Guaranteed; Tim Thein, Noel-Levitz; Catherine C. Thomas, University of Southern California.*

## Overview

**Alternative Loans** – Federal and state financial aid programs (including loan programs) have not kept pace with the rising cost of attendance. The private market is stepping in to fill the gaps. In the last five years, the number and dollar volume of alternative education loan products has increased from \$1.3 billion to \$3.8 billion. Although most alternative loans are provided for graduate students, they are starting to be utilized by undergraduates as well.

## Factors Associated with Alternative Loans

- Alternative loans help cover unmet need.
- They provide a cheaper source of funds compared to credit cards.
- Alternative loans can be too convenient and may encourage over-borrowing.
- Many times, alternative loans are used for lifestyle improvement instead of education.
- Schools often are not able to provide counseling to students about the impact of these types of loans.

## Strategies to Enhance Default Prevention Relative to Alternative Loans

1. Establish risk sharing between the school and lender.
2. Explore possibilities of institutions paying interest while the student is in school.
3. Allow schools to collect an origination fee for the alternative loan.
4. Limit fund awarding to direct costs not covered by conventional sources of financial aid.
5. Increase counseling to students in cooperation with lenders.
6. Provide single billing options.
7. Award alternative loans to upper-division students only.

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## Overview

**Need-Based/Merit-Based Aid** – Current trends emphasize financial aid awards based on merit instead of – or in addition to – financial need. In more than 25 percent of the country, broad-based merit scholarships have swiftly shoved need-based programs aside.

### Factors Associated with Need- and Merit-Based Aid Programs

- Merit-based awarding can encourage higher standards of performance.
- Having a variety of aid programs available can provide additional flexibility to the school in awarding and funding students' needs.
- Merit-based aid programs affect access. Students coming from low-income areas may not have access to the college prep curriculum/coursework that can affect their ability to qualify for merit-based aid.
- Less government funding may be available for need-based aid because of the political popularity of merit-based programs, which often compete for scarce government resources.

### Strategies to Enhance Default Prevention Relative to Need- and Merit-Based Aid

1. Commission a study to determine what action items are needed to understand how to create a complementary relationship between need- and merit-based aid programs.
2. Train financial aid officers about the merit-based products and their relationship to other sources of aid.
3. Ensure that the federal government does not use merit-based aid availability to justify limiting need-based aid programs.

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# Impact of Economy on Repayment and Predictive Modeling

**Facilitator:** Joan Henning, Gonzaga University School of Law

**Scribe:** Laura Lavergne, Texas Guaranteed

## Participants

*Tom Billard, USA Funds Services; Pamela Britton, Education First; George Covino, USA Funds Services; Steven Dill, Lincoln Technical Institute; Barbara Erickson, Bank of America; Elizabeth Herr, Noel-Levitz; Greg Leis, ITT Educational Services; Sue McMillin, Texas Guaranteed; Shari Meehan, American Student Assistance; Rob Sheridan, University of Houston; Arnold Trejo, Texas A&M University; Jenny Woo, EDFUND.*

## Overview

**Impact of Economy on Repayment** – The consensus of Summit participants is that the decreasing default rate is due in large part to the healthy economy the U.S. has enjoyed over the past few years. With a slowing economy, default rates may begin to inch up again.

## Strategies to Enhance Default Prevention Relative to the Economy

1. Examine communication and awareness efforts to target three audience groups: new graduates, borrowers in repayment, and borrowers who do not benefit from a booming economy.
2. Examine how the Department of Education defines default rates. It may be more beneficial to look at total dollars in default rather than cohort rates.
3. Increase annual loan limits to avoid the need for alternative loans.
4. Provide more options for repayment (15 years, 20 years, etc.)
5. Raise Pell grant limits and increase SEOG funding.
6. Educate students about potential incomes in a given career.
7. Improve communication with students during the grace period.
8. Provide an annual statement of borrowing to borrowers.
9. Encourage dialogue between student loan industry and credit card issuers.
10. Encourage employers to partner with schools to implement loan repayment/forgiveness programs.
11. Increase work-study funding.

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## Overview

**Predictive Modeling** – The overarching concern in this area is that predictive modeling should *not* be used as a way to filter students or to deny a student access because he or she fits the model of a potential loan defaulter. Predictive modeling should be used as a tool to work with borrowers to make sure they get the resources they need, such as more personal interaction, individual counseling, etc.

### Factors Associated with Predictive Modeling

- Predictive modeling serves as a tool to identify potential problems early, allowing time for intervention.
- Some schools do not have the resources to pay for the service.
- There is a danger that the data gathered through predictive modeling may make it easier for schools to deny access to students who demonstrate characteristics of potential defaulters.

### Strategies to Enhance Default Prevention Through Predictive Modeling

1. Produce a white paper on predictive modeling, outlining its proper use and emphasizing that it should not be used to deny access.
2. Develop a baseline model.
3. Commission a task force to work with the Department of Education to identify and eliminate roadblocks to sharing data.
4. Ask institutions to share retention and default data.

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# Legislative Mandates and Effectiveness of Deferments and Forbearances

**Facilitator:** Duane Quinn, American Student Assistance

**Scribe:** Lea Matthews, Texas Guaranteed

## Participants

*Jacque Burns, Central Wyoming College; Larry Burt, University of Texas – Austin; Neal Combs, Texas Guaranteed; Reginald T. Cureton, Morgan State University; Carol Lindsey, Texas Guaranteed; Renee Lynn, USA Funds Services; B.J. Moncure, Jackson State University; Jimmy Parker, Panhandle Plains Student Loan Center; Jack Reynolds, U.S. Department of Education; Rossana Rodriguez, South Texas VoTech; Ted Sparks, USA Funds Services; Mae St. Julien, USA Funds Services*

## Overview

**Legislative Mandates** – The major concerns related to the role of legislative mandates in preventing default center on the following: (1) lack of coordination between state, federal and local mandates; (2) financial aid bureaucracy as a barrier to access and efficiency; (3) imbalance in federal grants vs. loans.

## Strategies to Enhance Default Prevention Relative to Legislative Mandates Regarding Financial Aid Programs

1. Establish focal points and contact people at the local level to encourage awareness with the public and legislators. Cultivate relationships with legislators and the media.
2. Demonstrate model award and grant programs that work. Communicate this to legislators. Let them know, “This is what we are doing to support your constituents and their children.”
3. Write legislators to raise their awareness of issues.
4. Examine and clarify issues surrounding need- and merit-based aid. Communicate with legislators about the potential for limiting access for lower-income students if merit-based aid programs are emphasized.
5. Look toward the upcoming Reauthorization of the Higher Education Act as an opportunity to discuss federal policies for student aid. Ensure that questions included on the FAFSA application are relevant to student’s desire for educational opportunities and to help determine financial need.
6. Make applying for federal aid an easier process.

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## Overview

**Effectiveness of Deferments and Forbearances** – The major concerns related to the effectiveness of deferments and forbearances in preventing default center on the following: (1) the excessive number of categories and exceptions; (2) a lack of mechanism to deal with issues of deferment and forbearance; (3) an inconsistent level of communication with borrowers; (4) a lack of research; and (5) issues of customer service.

### Strategies to Enhance Default Prevention Relative to the Effectiveness of Deferments and Forbearances

1. Simplify categories and exceptions of loans. Ensure that borrowers are informed about the categories.
2. Clarify and increase pre-repayment communication with borrowers.
3. Conduct research on the effectiveness of granting deferment or forbearance in preventing default.

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# College Awareness and Debt Management

**Facilitator:** Beth Keifer, Post-Secondary Education Assistance Corporation

**Scribe:** Shanna Hollis, Texas Guaranteed

## Participants

*Clarissa Baize, Texas Guaranteed; Al Barreda, University of Texas – Brownsville; Alicia Czerwinska, Colleges of Worcester Consortium, Inc.; Kevin Campbell, U.S. Department of Education; Laura Dickerson, USA Funds Services; Shelia Dunlap, Texas Guaranteed; Jennifer Medley, American Express Loan Program; Dyann Moses, Clark Atlanta University; Brook Pallanez, Education First; Martha Ramos, Fashion Institute of Design and Merchandising; Syed Rizvi, USA Funds Services; Barry Tyler, Brazos Higher Education Servicing Center.*

## Overview

The major concerns related to the role of college awareness and debt management efforts in preventing default center on the following: (1) timing of awareness efforts;(2) cultural/socioeconomic differences in target audiences; and (3) need for increased educational/counseling efforts.

## Strategies to Enhance Default Prevention Relative to College Awareness and Debt Management

1. Encourage legislators to mandate personal finance literacy in curriculum as early as K-12.
2. Partner with resources such as Consumer Credit Counseling Services (CCCS).
3. Expand successful programs such as TRIO, GEAR-UP, and Jump Start – and broaden the population they attempt to reach.
4. Use role models representative of targeted cultures to deliver awareness messages.
5. Direct awareness efforts to reach families as well as students.
6. Provide opportunities for loan forgiveness based on degree completion or provide loan forgiveness for each year of school completed with conditional GPA, SAP, etc.
7. Provide an incentive for credit card companies to do personal financial counseling, if they want to market on college campuses.
8. Change tax code incentives.

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9. Redesign federal formulas and state formulas to redirect resources based on amount of institutional unmet need.
  10. Use online counseling to supplement in-person counseling sessions.
  11. Provide more training for counselors.
  12. Establish stronger consequences for missing exit counseling.

# Participating Councils

## American Student Assistance Default Prevention Council

Pamela Boisvert, Colleges of Worcester Consortium, Inc.\*  
Alicia Czerwinska, Colleges of Worcester Consortium, Inc.  
Mary Jo Feldman, Nellie Mae  
Doug Leman, New England School of Law\*  
Susan Maglione, Fleet Bank\*  
Jennifer Miller, Citizens Bank\*  
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Martha Savery, Nellie Mae\*  
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**Additional Representative from American Student Assistance**  
Duane Quinn

## Council for the Management of Educational Finance

Larry Burt, University of Texas at Austin  
Jim Carroll, First National Bank  
Melissa Elliott, Vernon Regional Junior College  
Barbara Erickson, Bank of America  
Jack Falks, Wells Fargo EFS  
Skip Landis, Texas A&M University School of Veterinary Medicine  
Raul Lerma, (Co-Chair) University of Texas at El Paso  
Jennifer Medley, American Express  
Brook Pallanez, Education First  
Jimmy Parker, Panhandle Plains Student Loan Center  
Rosanna Rodriguez, South Texas Vo-Tech  
Michael Scott, Texas Christian University  
Rob Sheridan, University of Houston  
Arnold Trejo, Texas A&M University  
Barry Tyler, (Co-Chair) Brazos Higher Education Servicing Center  
Dolly Zeriali, Texas A&M University at Corpus Christi  
**Council Liaison:** Vickie Reyes, Texas Guaranteed — vickie.reyes@tgsclc.org

## Additional Representatives from Texas Guaranteed

Clarissa Baize  
Lesley Barbiaux  
Joe Braxton  
Neal Combs  
Ricardo Davila  
Jacob Fraire  
Darron Grussendorf  
Shanna Hollis  
Rodney Howard  
Laura Lavergne  
Carol Lindsey  
Lea Matthews  
Vickie Tanner  
Sam Wilson

## Education First Default Initiatives Task Force

Bill Ayers, Education First\*  
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Al Barreda, University of Texas at Brownsville  
Larry Burt, University of Texas at Austin  
Carolyn Capozzi, New York State Higher Education Services Corporation  
Fredric Cohen, New York University\*  
Antonio DelBono, New York University\*  
Daniel De Stephano, Education First\*  
Shelia Dunlap, Texas Guaranteed  
Bronte Jones, Huston-Tillotson College  
Beth Keifer, Post-Secondary Education Assistance Corporation  
Jeanne Lewis, Richard Stockton College of New Jersey\*  
Sue McMillin, Texas Guaranteed  
Shari Meehan, American Student Assistance  
Brook Pallanez, Education First  
Philip Roof, Education First\*  
Linda Sheridan, Education First\*  
Claudine Shoulders, Education First\*  
Kevin Struckhoff, Education First\*  
Catherine C. Thomas, University of Southern California  
Arnold Trejo, Texas A&M University  
Belen Valdez, University of Texas – Pan American\*  
Guia White, Education First\*  
Etienna (ET) Winzer, Education First\*  
Jennie Woo, EDFUND  
Lorenz Worden, New York State Higher Education Services Corporation\*  
**Council Liaison:** Pam Britton, Education First — pamela.britton@edfirst.com

*\* indicates members who did not attend the National Summit*

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## USA Funds Services Default Prevention Council

Larry Blair, New England Institute of Technology\*  
Jacque Burns, Central Wyoming College  
Virginia Case, Allen University\*  
Reginald T. Cureton, Morgan State University  
Steven T. Dill, Lincoln Technical Institute, Inc.  
Joan Henning, Gonzaga School of Law  
Greg Leis, ITT Educational Services  
Ed Madison, New England Institute of Technology  
Yvonne J. Mitchell, North Carolina A&T State University  
Dyann Moses, Clark Atlanta University  
B.J. Moncure, Jackson State University  
Lupita Murphy, Pima Community College  
Martha Ramos, Fashion Institute of Design and  
Merchandising  
Antonia Roberts, Allen University\*  
Tommy Sims, DeVry Institute of Technology  
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The National Summit of Councils was hosted by the Council for the Management of Educational Finance in cooperation with its guarantor partner, Texas Guaranteed (TG). The mission of the Council is to reduce student loan defaults by providing the student lending community with proactive leadership, activities and services to improve the management of personal and educational finance by Texas borrowers. As such, the Council works to establish relationships with concerned parties to promote awareness among students and families regarding educational finance. It also works with institutions and others to develop, implement, and evaluate information dissemination approaches and debt management programs.

Additional copies of this publication are available by contacting Texas Guaranteed, (800) 252-9743, ext. 2878, or by sending an e-mail request to [communications@tgslc.org](mailto:communications@tgslc.org). This report is also available online at [www.tgslc.org](http://www.tgslc.org).



# National Summit of Councils

The Council for the Management of Education Finance (Texas Guaranteed)

USA Funds® Default Prevention Council

American Student Assistance Default Prevention Council

Education First Default Initiatives Task Force

U.S. Department of Education



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