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Tip^{of} the Week

TG's *Adventures In Education* offers a number of resources for completing the Free Application for Federal Student Aid (FAFSA). You'll find a complete list at www.aie.org/FAFSA/fafsainfocenter.cfm.

Federal updates

Progress on economic stimulus bill

In edition [487](#), *Shoptalk Online* reported that a new economic stimulus bill (H.R.1) was winding its way through the legislative process. H.R.1, or "The American Recovery and Investment Act of 2009," includes several financial aid-related

provisions among its wide array of proposals. Since our original report, the full House has approved H.R.1 by a vote of 244-188, while the Senate is scheduled to vote on its version of the legislation (S.336, "The American Recovery and Reinvestment Plan") this week.

The Senate version of the bill differs from its House counterpart in many ways, including its treatment of the federal financial aid programs. Most notably, the Senate version proposes no increases in unsubsidized Stafford loan annual or aggregate limits.

What's next?

Once the Senate approves its bill, a conference committee composed of members of the House and Senate will work to craft a compromise bill. Congressional leaders have indicated that they hope to present a final bill to President Obama for his signature before Congress adjourns for the Presidents Day recess in mid-February.

More information

Shoptalk Online will continue to keep readers informed as this bill progresses through the legislative process. To access the text of H.R.1 or S.336, go to THOMAS, the U.S. Congress Web site, at <http://thomas.loc.gov>. In the space for "Search Bill Summary and Status," enter the bill prefix and number, select "Bill Number," and then click on "Search."

ED submits report to Congress on FAFSA simplification

Although the Higher Education Opportunity Act of 2008 (HEOA) introduced myriad disclosure and reporting requirements for schools, loan holders, and guarantors, it also included some new administrative requirements for the Department of Education. One of those requirements — that ED submit a report to Congress on its efforts to simplify the Free Application for Federal Student Aid (FAFSA) — was fulfilled when former ED Secretary Margaret Spellings transmitted the report to Congress on January 16, 2009.

In the report, ED concludes that a student's eligibility for federal student aid may be determined based on only two data elements, income and family size. ED also points out that, while reducing FAFSA data elements is an important step in the simplification process, Congress must amend the need analysis formula in the Higher Education Act in order for such simplification to occur.

More information

The announcement, along with ED's cover letter to Congress, the full report, and a proposed simplified FAFSA, are available on the Information for Financial Aid Professionals Web site at

www.ifap.ed.gov/eannouncements/012109RptCongressSimplyFAFSA.html.

Customer service information for FFELP borrowers with loans purchased by ED

On January 30, ED released an Electronic Announcement (E-ANN) providing customer service information for borrowers of FFELP loans that have been purchased by ED through the Ensuring Continued Access to Student Loans Act (ECASLA) programs. Upon purchase of a loan, ED becomes the owner and servicer of the loan, and both the prior FFELP loan holder and ED correspond with the borrower to inform him or her of the transaction. To assist schools, this E-ANN includes the customer service contact information provided in ED's borrower correspondence.

Please be aware that ED provides customer service for the Direct Loan (DL) Program through a different call center. To reduce the potential for confusion, the E-ANN also includes customer service contact information for the DL call center.

More information

The E-ANN is available on the Information for Financial Aid Professionals (IFAP) Web site at www.ifap.ed.gov/eannouncements/013009CustServInfoforBorrowers.html.

Heads up: Draft CDRs coming next week

ED announced last week that it will release draft FY 2007 cohort default rates to domestic and foreign schools on February 9, 2009. *Shoptalk Online* will provide more information in next week's edition.

ED's announcement is available on the Information for Financial Aid Professionals Web site at www.ifap.ed.gov/eannouncements/012909FY07DraftCDRRel.html.

TG updates

Update to TG's notice on new encryption software

Until recently, TG secured outbound e-mail messages through Tumbleweed®, a software product that identifies and encrypts TG e-mail based on specific criteria. On January 31, 2009, TG switched to a new e-mail encryption software service developed by Cisco Systems®. All TG customers, including schools and lenders, should be aware that e-mails will be deleted from any Tumbleweed account 30 days after TG terminates its Tumbleweed service. School and lender business customers may want to save — that is, copy and paste — any important e-mails they've received through Tumbleweed before that 30-day period is over.

Registration and use

Encrypted e-mail comes as an attachment to a regular e-mail, which registered users can print, save, or forward, much as they do with regular e-mail attachments.

To read encrypted e-mail, recipients will register with Cisco Systems. An invitation to register will come with the first encrypted e-mail. The e-mail will contain a link to a registration page, where the recipient can enter personal information, choose a password, and select a security question, which serves as a prompt in case a password is forgotten or lost. *Users will then receive an e-mail from Cisco with a link to finish the registration process.*

The Cisco product can "remember" login information, which means that users won't have to provide their password each time they receive an encrypted e-mail.

TG's new encryption service offers several other features that users will like. Recipients can keep encrypted e-mails as long as they want. E-mails are not automatically deleted after a certain period of time. Passwords can also be easily reset if necessary, and the Cisco product provides easy prompts for changing a password or receiving help in case a password is forgotten.

Questions

For questions about TG's new encryption software, contact TG customer assistance at (800) 845-6267, or send an e-mail message to cust.assist@tgslc.org. Customers will also find information about the new software on *TG Online* at www.tgslc.org/security/securemail.cfm.

Cisco Systems is a registered trademark of Cisco Systems, Inc. Tumbleweed is a registered trademark of Tumbleweed Communications.

Reauthorization resource updated

TG is pleased to announce that the Higher Education Opportunity and Access Act (HEOA) resource available on *TG Online* has been updated to include information from *Dear Colleague Letter* (DCL) GEN-08-12.

Based on a matrix created by the NCHelp Program Regulations Committee, this document notes the topic of each HEOA change, the section of the Higher Education Act (HEA) where the change is located, the respective DCL page number, a summary of the provision, and its effective date.

Accessing the resource

The document, titled "Summary of the Higher Education Opportunity Act of 2008 (HEOA)," is available on *TG Online* under "More Resources" at www.tgslc.org/policy/hea.cfm. We also recommend that customers download the integrated version of the HEA, from the same Web page, as an additional reference tool.

More information

For questions about the HEOA, contact TG customer assistance at (800) 845-6267, or send an e-mail message to cust.assist@tgslc.org.

TG Public Benefit Grant Program now accepting proposals for AY 2009-10

TG's Public Benefit Grant Program has begun accepting proposals for AY 2009-10 from educational and nonprofit organizations seeking funds for projects focused on improving student access to, and participation in, higher education. TG has designated grant awards for the 2009-10 academic year to be given in three public benefit areas: need-based financial aid, education research, and direct services to students and families.

The Public Benefit Grant Program, which began in 2005, is a part of TG's philanthropic initiative and has awarded more than \$16 million in competitive grants to projects and initiatives that directly benefit families and students who aspire to pursue a postsecondary education.

"The Public Benefit Grant Program is the actualization of TG's vow to support services and strategies that help students achieve their higher education dreams," said Sue McMillin, TG President and CEO. "The program aligns our goal with those projects that have similar interests. These objectives include improving opportunities and removing barriers that face individuals interested in a higher education degree or certification."

Last year, grant funding was particularly targeted to help, either directly or indirectly, students from low- to moderate-income families. Priority also was given to proposals that addressed the needs of first-generation college students and/or students who are under-represented in higher education. A complete list of the 2008-09 grant recipients and geographical distributions is [available online](#).

To apply

Applications are due by March 5, 2009. TG's Public Benefit Grant Program is administered based solely on merit and need, and without regard to the business of TG or any form of quid pro quo consideration. For more information on the program, please call (800) 252-9743, ext. 4518, or e-mail public.benefit@tgslc.org.

New Positive+Balance™ training helps students understand their financial aid options

Fifty-five percent of undergraduate students in the U.S. receive financial aid to help pay for college, but many who would qualify don't apply or assume incorrectly that they are not eligible for aid. To educate students about their payment options, TG offers some in-person support with its comprehensive program on financial literacy, Positive+Balance™.

Recently, TG launched a new Positive+Balance training module, *Paying for College: Know Your Options*. The session identifies the various types of financial aid and helps students understand the nuts and bolts of scholarships, grants, Federal Work-Study, and federal and private student loans. The session also examines the advantages and disadvantages of each form of student aid and provides the repayment and loan limit details for federal student loans.

Learning the necessary skills

Participants in a *Paying for College: Know Your Options* session consider recent college cost trends and the different factors that contribute to college costs; for example, education at a private versus public institution. They also learn the basis for determining financial need.

“It’s important for students to understand their choices and obligations when it comes to student loans so they are prepared to handle repayment,” said Margie Harvey, TG’s financial literacy program manager.

Many young students have a rudimentary grasp of basic financial skills like setting a budget, applying for credit, and handling student loan payments. “Positive+Balance training programs like *Paying for College: Know Your Options* help students master these skills,” said Harvey.

TG trainers can present the *Paying for College: Know Your Options* training to students. However, the workshop slides and accompanying workbook can also be downloaded free of charge from the Positive+Balance CommunitySM, TG's online resource for educators and financial aid professionals seeking financial literacy solutions and support.

To learn more

To learn more about Positive+Balance, visit *TG Online* at www.tgslc.org/PositiveBalance. If you would like TG's assistance in developing, implementing, or improving your financial literacy efforts, contact your account executive, or send an e-mail message to positivebalance@tgslc.org.

To sign up for a free membership to the Positive+Balance Community, visit www.PositiveBalance.org.

TG reaches out to students and families during Financial Aid Awareness Month

Sometimes all it takes to help a student go to college is the answer to a question. Questions such as: How do I get financial aid? What kind of tax information do I need to provide? Can my parents take a loan out to help me? Each year during Financial Aid Awareness Month, TG’s team members fan out across Texas with the aim of providing answers to just such questions. Team members will attend key events planned for the month, helping families complete and submit the Free

Application for Federal Student Aid (FAFSA) and offering that extra motivation for students aspiring to a college education.

Here's a preview of financial aid events that TG supports. These events are open to all students interested in completing a FAFSA, including students currently enrolled in college or those interested in enrolling.

***FAFSA-Made-Easy* video program**

TG offers an informative program that explains how to complete and submit the FAFSA. The *FAFSA-Made-Easy* program is available at no cost. Higher education institutions as well as high schools, libraries, community outreach groups, and faith-based organizations can register to receive the program. They in turn can act as host sites, offering the program to students and families. To receive the program, organizations can register at TG's public service Web site, *Adventures In Education*, at www.aie.org/FAFSAMadeEasy/Register.

Registered organizations will receive a promotional packet that includes the DVD, posters, flyers, a sign-up sheet, and other materials to promote the program. The program, available in English and Spanish, runs approximately 50 minutes. As an added bonus, students who view the program can complete and return a Program Evaluation Form, which enters the student for a scholarship and the grand prize of a laptop or desktop. Winners of the scholarships and computer are under no obligation to obtain student loans from any lending institution or have their loans guaranteed by TG.

For more information, contact Richard Sapp, TG's director of pre-college success, at (800) 252-9743, ext. 2865, or send an e-mail message to richard.sapp@tgslc.org.

Weekend help: Financial Aid Saturdays

TG's team members will be meeting with students and families at events called "Financial Aid Saturdays" hosted by 11 area independent school districts (ISDs), including Austin, Del Valle, Hays, and Round Rock. Held every Saturday from January 17 to March 7, these workshops provide one-on-one help for completing and submitting the FAFSA.

If you'd like to learn more about TG's involvement or the activities planned, contact Bonita Peebles, assistant director of pre-college success, at (800) 252-9743, ext. 4784, or send an e-mail message to bonita.peebles@tgslc.org.

Hispanic outreach

The Houston Hispanic Forum, to be held February 7 at the George R. Brown Convention Center in Houston, Texas, is open to all students but tailored specifically for the needs of Spanish-speaking students and families. TG will manage the financial aid and admissions plaza for the forum, providing about 40 laptop computers for submitting financial aid applications, including the FAFSA and the Texas Application for State Financial Aid, or TASFA, and college admissions applications.

To learn more, contact Bonita Peebles at (800) 252-9743, ext. 4784, or send an e-mail message to bonita.peebles@tgslc.org.

FAFSA Telethons

From February 9 to February 27, TG and the Texas Higher Education Coordinating Board (THECB) will be hosting live news telecast programs to inform students and families about the financial aid and admission application processes. Volunteers from colleges and universities, THECB, and TG Ambassadors will manage a phone bank during the live telecasts.

For more information, contact Richard Sapp at (800) 252-9743, ext. 2865, or send an e-mail message to richard.sapp@tgslc.org.

College Goal Sunday

College Goal Sunday is designed to inform students and families about the availability of financial aid and offer expert assistance in filling out financial aid-related paperwork. Held on February 22 this year, Texas' College Goal Sunday offers students and families an opportunity for learning more about the FAFSA and completing an application.

For more information, contact Richard Sapp at (800) 252-9743, ext. 2865, or send an e-mail message to richard.sapp@tgslc.org.

To order publications and other resources

If you'd like to promote financial aid awareness on your college campus, or provide materials in outreach efforts of your own, consider TG's free collateral, including posters, publications, and even a complete program on DVD — the *FAFSA-Made-Easy*. To order any of these published materials, visit the *Online Forms/Publications* ordering page on *TG Online* at www.tgslc.org/order/index.cfm.

TG releases new edition of *State of Student Aid and Higher Education in Texas*

TG recently made available the latest issue of the *State of Student Aid and Higher Education in Texas*, a publication that offers Texas policymakers, their staff, and members of the student financial aid community an overview of key facts that describe student financial aid in Texas.

The report contains data on college costs for the 2006-07 academic year, the sources and types of financial aid available in the state, and the indebtedness of Texas college students, as well as information on Texas educational attainment levels and the state's rapidly changing demographics.

Changing demographics, changing needs

Texas will experience profound demographic changes in the coming years. The state's population growth is being fueled by a dramatic increase in young Hispanics,

a group that historically has been underrepresented in higher education. The economic vitality of the state will largely depend on how thoroughly financial barriers to education are removed. As the largest provider of student aid in Texas, TG plays a significant role in helping students achieve their educational goals.

Both the Texas Legislature and the U.S. Congress understand the importance of providing access to college and have sought to ensure that qualified students can get a college education. The *State of Student Aid and Higher Education in Texas* serves as a resource for those in search of information concerning college costs and student debt.

To learn more

TG's *State of Student Aid and Higher Education in Texas* is available for viewing or download at www.tgslc.org/research/index.cfm.

Common Manual

***Common Manual* updates**

On January 15, 2009, guarantor representatives who serve on the *Common Manual* Governing Board approved several changes to the *Common Manual*. Details on these changes and a newly updated *Integrated Common Manual* incorporating the changes are available online at www.tgslc.org/policy/integrated_online_manual.cfm.

The nation's guarantors provide the following summaries to inform schools, lenders, and servicers of the latest *Common Manual* policy changes. These changes will appear in the manual's next annual update. These changes will also be incorporated into the *Integrated Common Manual*. The *Integrated Common Manual* is available on several guarantor websites, and it is also available on *Common Manual's* Web site at www.commonmanual.org. Please carefully note the effective date of each policy change.

Eligible Lender - Eligible Financial Institutions

The *Common Manual* has been revised to amend the requirements for certain kinds of lenders to be considered eligible to participate in the FFELP. Under the current requirements, a lender's FFELP loans may not represent more than 50 percent of the lender's consumer credit portfolio. Existing policy provides three exemptions from this 50 percent rule and these three existing exemptions remain unchanged. However, the Higher Education Opportunity Act of 2008 adds a fourth exemption for a national or state chartered bank, or credit union, with assets of less than \$1 billion.

Affected Sections: 3.1 Eligible Lenders

Effective Date: August 14, 2008.

Basis: HEA §435(d)(1)(A)(ii)(IV) as amended by the Higher Education Opportunity Act (HEOA), P.L. 110-315.

Policy Information: 1072/Batch 155

Guarantor Comments: None.

New School-as-Lender Audit Requirement

The *Common Manual* has been revised to add the requirement that a school functioning as a lender, a lender serving as a trustee for a school, or a school-affiliated organization participating as a lender in the FFELP have an annual program audit of its lending function that focuses on ensuring that the income (special allowance payments, interest payments received from students and the Department, proceeds from any loan sale, etc.) from its portfolio is used to provide need-based grants and that only a reasonable portion of this income is used to pay administrative expenses. The purpose of the program audit is to ensure that the income from the loan portfolio is used to supplement and not supplant federal and nonfederal funds that would otherwise be directed to need-based grant programs.

Affected Sections: 3.2 Schools Acting as Lenders and Eligible Lender Trustee Relationships

Effective Date: First auditable period of the school lender or ELT that begins on or after August 14, 2008.

Basis: HEA §435(d)(8), as amended by the Higher Education Opportunity Act (HEOA), P.L. 110-315.

Policy Information: 1073/Batch 155

Guarantor Comments: None.

Lender Consumer Reporting Requirements

The *Common Manual* has been revised to reflect statutory changes from the Higher Education Opportunity Act (HEOA) that require the lender to report to all national consumer reporting agencies and that require the lender to report, in addition to previous credit bureau data reporting requirements, that the loan is an education loan.

Affected Sections: 3.5.C Credit Bureau Reporting

13.8 Discharge

Effective Date: Loans on which the lender reports credit transactions on or after August 14, 2008.

Basis: HEA §430A(a), as amended by the Higher Education Opportunity Act (HEOA), P.L. 110-315.

Policy Information: 1074/Batch 155

Guarantor Comments: None.

Lender of Last Resort (LLR) Changes

The *Common Manual* has been revised to update the glossary definition of "lender of last resort," to remove the Student Loan Marketing Association as a designated LLR option, and to insert in the history appendix "waiver" subsections of the *Common Manual* new text to reference the school-wide LLR options authorized in statute through June 30, 2009.

Revised policy also states that the LLR is not permitted to offer reduced interest rates or reductions or waivers of origination or federal default fees, and that the LLR may not offer other loan terms or conditions to the LLR borrowers that are more favorable than those explicitly provided in statute and regulation. Revised policy stipulates that a lender that provides LLR loans is prohibited from marketing those loans and from violating the prohibited inducement provisions. The policy requires that the LLR provide at least 60 days' notice to the designated guarantor of its intent to cease LLR operations and that the LLR ensure that all loans made under the LLR program are fully disbursed prior to the date on which it ceases LLR operations.

Affected Sections: 3.7.A Eligible Lenders
3.7.C How the LLR Program Works
Appendix G

Effective Date: May 7, 2008.

Basis: HEA §428(j) as amended by the Ensuring Continued Access to Student Loans Act (ECASLA); DCLs GEN-08-05 and GEN-08-08.

Policy Information: 1075/Batch 155

Guarantor Comments: None.

Drug Conviction Notices

The *Common Manual* has been updated to include provisions from the HEOA that incorporate two new consumer information disclosure requirements for a school. Upon a student's enrollment, a school must provide the student with a separate, clear, and conspicuous written notice of the penalty (i.e., the loss of Title IV eligibility) if the student is convicted of a state or federal offense involving the possession or sale of an illegal drug that occurred while the student was enrolled in school and receiving Title IV aid. The current *Common Manual* includes detailed information about the time frame for which a student loses Title IV eligibility based on whether the student is convicted of a first, second, or third offense for drug possession, or a first or second offense for drug sale.

A school must also provide a student who loses Title IV eligibility due to a drug-related conviction with a timely, separate, clear, and conspicuous written notice. The notice must advise the student of his or her loss of Title IV eligibility and the ways in which the student may regain that eligibility.

Affected Sections: 4.4.B Consumer Information
5.8 Effect of Drug Conviction on Eligibility

Effective Date: For the notice upon enrollment: Students who enroll at the school on or after August 14, 2008.
For the notice upon loss of Title IV eligibility due to a drug conviction: School determinations of a student's loss of Title IV eligibility on or after August 14, 2008.
If the Department publishes guidance with a different triggering event, the *Common Manual* will immediately notify the FFELP community of the change.

Basis: HEA §485(k) as amended by the HEOA, P.L. 110-315.

Policy Information: 1076/Batch 155

Guarantor Comments: None.

Multiple School Enrollment

The *Common Manual* has been updated based on clarification contained in the FSA Handbook concerning a student who is enrolled simultaneously on at least a half-time basis at more than one school. In such a case, a Stafford or PLUS loan certified by one school is not included as estimated financial assistance (EFA) by another school when determining the student or parent borrower's eligibility for a Stafford or PLUS loan for the same payment period or period of enrollment.

Affected Sections: 5.15 Multiple School Enrollment
6.7 Determining the Amount of Estimated Financial Assistance (EFA)
6.11 Loan Limits

Effective Date: Publication date of the 05-06 FSA Handbook.

Basis: 05-06 FSA Handbook, Volume 3, Chapter 5, p. 3-66.

Policy Information: 1077/Batch 155

Guarantor Comments: None.

Teacher Education Assistance for College and Higher Education (TEACH) Grants

The *Common Manual* has been updated to include the following salient TEACH grant references:

- Estimated financial assistance (EFA) includes TEACH grant funds. EFA does not include the amount of a TEACH grant that is used to replace the EFC.
- Stafford annual and aggregate loan limits do not include any TEACH grant amount that has been converted to an unsubsidized Direct Stafford loan. For a student who withdraws, TEACH grant funds are included in the return of Title IV funds calculation, and in the order of unearned funds that a school must return to the Title IV programs.
- One of the criteria that a borrower, comaker, or endorser must meet to qualify for final total and permanent disability discharge is that, during the 3-year conditional discharge period, the borrower, comaker, or endorser must not receive a new TEACH grant or a new loan under the Federal Perkins Loan Program, the FFELP, or the Federal Direct Loan Program (with the exception of a Consolidation loan that does not include any loans that are in a conditional discharge status).
- A TEACH grant that has been converted to an unsubsidized Direct Stafford loan is not considered for the purpose of calculating a school's cohort default rate.
- A TEACH grant is defined in the glossary as a non-need-based grant intended for undergraduate, certain post-baccalaureate, and graduate students enrolled at TEACH grant-eligible schools who plan to become teachers. In exchange for the grant, a student must agree to serve as a full-time teacher in a high need field, in a low-income school for at least four academic years within eight years of completing the program of study for which the student received the grant. If a TEACH grant recipient does not satisfy the service obligation, the TEACH grant funds that the student received convert to an unsubsidized Direct Stafford loan that must be repaid with interest accruing from the date of disbursement. See the FSA Handbook for more information about the TEACH Grant Program.

Affected Sections:	6.6	Determining the Expected Family Contribution (EFC)
	6.7	Determining the Amount of Estimated Financial Assistance (EFA)
	6.11.A	Stafford Annual Loan Limits
	6.11.B	Stafford Aggregate Loan Limits
	9.5.A	Return Amounts for the Title IV Grant and Loan Programs
	9.5.B	Processing Returned Funds
	13.8.G	Total and Permanent Disability
	16.2	Calculation of School Cohort Default Rates
		Appendix G

Effective Date: For provisions regarding estimated financial assistance (EFA) and annual and aggregate Stafford loan limits: Loan eligibility determinations made by a school on or after July 1, 2008.

For provisions regarding the return of Title IV funds: TEACH grant recipients who withdraw on or after July 1, 2008.

For total and permanent disability discharge determinations: Total and permanent disability discharge applications received by the lender on or after July 1, 2008.

For all other provisions: July 1, 2008.

Basis: §668.22(a)(2) and (i)(2)(v); §668.183(b)(3); §682.200(b); §682.204(c); §682.402(c)(4)(i)(B); §686.1; *Federal Register* dated June 23, 2008, Vol. 73, No. 121; 08-09 FSA Handbook, Volume 1, Chapter 7, p. 1-81.

Policy Information: 1078/Batch 155

Guarantor Comments: None.

Legislative update

The 111th Congress convenes during a turbulent time in U.S. economic history. A flurry of new policies have been proposed or enacted to help alleviate current market stresses, including various executive orders and several pieces of pending legislation, such as the American Recovery and Investment Act. Among other things, this new legislation proposes to increase the maximum Pell grant by \$500, from \$4,850 to \$5,350; adds \$490 million to College Work-Study; and increases limits on unsubsidized Stafford loans by \$2,000. Learn more about legislative developments by reading the full report on *TG Online* at www.tgslc.org/lege_report/2009/lr_090129.cfm.

This, that, and the other

Students are paying more of the total cost of their education at all institutions except private research universities. According to a new report, "Trends in College Spending: Where Does the Money Come From? Where Does It Go?", the share of educational costs represented by student tuition rose from just over one-third to nearly one-half at public four-year institutions. At private master's and bachelor's institutions, students are paying between 75 and 85 percent of the full cost of their education. The report, produced by the Delta Project on Postsecondary Costs, Productivity, and Accountability, examines revenue and expenditure data for nearly 2,000 public and private nonprofit colleges and universities and analyzes recent trends, focusing on the period from 2002 to 2006. The study analyzes recent patterns in higher education finance by looking at various metrics, including revenue, spending, and student share of educational costs. The report finds that students are shouldering a bigger portion of educational debt, but getting less in terms of education as universities spend more on administrative overhead.

You can learn more about the study and its conclusions at www.deltacostproject.org/resources/pdf/trends_in_spending-summary.pdf.



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To ask questions about *Shoptalk Online*, please contact Communications at (800) 252-9743, ext. 4732, or send an e-mail message to communications@tgslc.org.

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