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TG’s holiday hours and Shoptalk’s schedule

TG will be closed on Thursday and Friday, December 24-25, for the Christmas holiday and on Friday, January 1, for the New Year's holiday.

Shoptalk will also be taking a short hiatus. You will receive your next weekly edition of *Shoptalk* on Tuesday, January 5.

Happy Holidays!

TG Report

Save the date for the 2010 TG Annual Training Conference

TG invites industry professionals at school, lender, servicer, and other industry institutions to the 2010 TG Annual Training Conference, set for April 7-9 at the AT&T Executive Education Conference Center and Hotel in downtown Austin.

The TG Annual Training Conference has historically drawn several hundred financial aid professionals from around the country during the spring conference season. Participants have praised previous events for their well-organized agenda focused on regulatory and industry subjects; the strong quality of presenters; and the informative and dynamic exchange of ideas during many sessions.

This year's conference theme, "A New Horizon – Sharing the Journey," focuses on the evolving legislative and regulatory changes within the student financial aid industry and the collaboration of industry participants to prepare for these developments. The agenda will include a number of tracks related to college awareness, financial literacy, default management, professional development, and TG tools. Additional session topics information will be posted to *TG Online* as session topics and speakers are confirmed. However, several topics have been confirmed, including sessions on implementing a financial literacy program, the new three-year cohort default rate calculation, entrance and exit counseling, default aversion best practices, and Financial Aid Management System (FAMS) sessions.

The conference will be held at a new conference center and hotel venue. In other changes, participants will be able to choose their dates of attendance or register for the full event. Attendees will be able to attend all three days, a full day of sessions on Thursday, or half-day sessions on Wednesday and/or Friday.

"Each year, the TG Annual Training Conference provides a learning opportunity for both attendees and TG team members," said Vickie Tanner, assistant vice president for product training and event management. "TG, and experts from throughout the industry, are able to share important information and knowledge with financial aid professionals. In return, TG learns what's important to our customers — which helps TG remain responsive to our customers' needs."

Conference information

- **Registration:** TG will offer a daily registration fee.
 - Attend a full day of sessions (Thursday, April 8) for \$50, or attend the half-day sessions (Wednesday, April 7 or Friday, April 9) for \$25 each day.
 - Attend all three days for a discounted rate of \$75. Register by March 19, 2010, to avoid a \$25 late registration fee.
- **Accommodations:** Hotel reservations may be made by calling (877) 744-8822 (toll free) or (512) 404-3600 (local). Ask for the group code TGCONF0410 (for the group rate of \$149) or group code TGSTAT0410 (for the state/government rate of \$115).
- **Sponsorship Note:** TG neither solicits nor accepts sponsorship donations from the student lending community for this training event.

To register and to learn more

Visit *TG Online* at www.tgslc.org/tgconference/index.cfm to register or to find out more about the 2010 TG Annual Training Conference. If you prefer to speak with someone directly, contact TG's event planning coordinator Judith Cunningham at (800) 252-9743, ext. 2905, or send an e-mail message to judith.cunningham@tgslc.org.

TG schedules Financial Literacy Symposium for January

TG will hold the first of its 2010 TG financial literacy symposia on January 26 in San Diego, California. TG's symposia are designed to provide strategies for building effective financial literacy programs, offer insight on improving existing programs, and engage peers in informative discussions.

Of the five symposia scheduled for 2010, two (including the San Diego symposium) will serve proprietary schools working to advance their financial literacy efforts in order to serve students better. Three additional symposia will address the financial literacy needs of all schools.

TG 2010 Financial Literacy Symposia Calendar

This year, TG offers more symposium events to extend the opportunity to attend to more participants and to provide a choice of locations.

For proprietary schools:

Tuesday, January 26, San Diego, CA

Tuesday, March 30, Philadelphia, PA

For all schools:

Tuesday, March 2, Atlanta, GA

Tuesday, June 1, Austin, Texas

Tuesday, June 8, Columbus, Ohio

To register

Join TG for one of the 2010 financial literacy symposia by registering through *TG Online*.

To learn more

For questions about the 2010 TG financial literacy symposia, please contact Margie Harvey, TG's financial literacy segment manager, at (800) 252-9743, or send an e-mail message to margery.harvey@tgslc.org.

TG announces upcoming industry-training webinars

Join TG's policy and regulatory experts in the upcoming months as they continue this free webinar series on topics of interest to financial aid professionals, including current issues in the financial aid industry and financial aid fundamentals.

Interested participants need only a computer with Internet access and the ability to use speakers or headphones. TG will provide presentation materials for each session, which can be downloaded, viewed, or printed. A Q&A will follow the presentation portion of each session.

Please note the change below in the times of scheduled webinars. A second session for each topic has been added in order to provide greater flexibility for customers in differing time zones. Generally, each webinar will be offered twice on the third Thursday of each month, at 10 a.m. Central Time and 3 p.m. Central Time. Also note that, for convenient, on-demand training sessions, each webinar is posted to TG's online [webinar archive](#) within a day or two of the broadcast.

Join TG for the following webinars:

- **Verification in the financial aid office** — Thursday, January 21, 10 a.m.–11 a.m. Central Time, and 3 p.m.–4 p.m. Central Time

Whether you're a new or experienced aid administrator, verification can be a frustrating and intimidating process without the right knowledge and tools. In this session, we'll review basic verification requirements; discuss what information must be verified versus what schools may choose to verify; and address recurrent questions and difficult situations.

- **How to challenge your cohort default rate** — Thursday, February 4, 10 a.m.–11 a.m. Central Time, and 3 p.m.–4 p.m. Central Time

Ensuring the accuracy of the data used to calculate a school's draft cohort default rate (CDR) is an essential factor in managing CDRs. This webinar will describe the process for challenging data contained in draft CDRs. The webinar will also discuss the release of the rates and why it is important for schools to verify that the data used to calculate the rate is accurate. Schools will learn about the different types of challenges and the timelines for challenging rates. They will also receive tips on what to look for in their data when verifying CDRs. This webinar is intended for school personnel directly responsible for monitoring and verifying the accuracy of a school's CDR.

- **Is your student dependent or independent? Interpreting dependency status rules** — Thursday, February 18, 10 a.m.–11 a.m. Central Time, and 3 p.m.–4 p.m. Central Time

This webinar considers the provisions and policies on student dependency status. Discussion will focus on what makes a student dependent or independent for federal student aid purposes; how to exercise professional judgment to grant a dependency override; and what discretion a financial aid administrator has to help a dependent student who lacks parental support. New and veteran financial aid professionals are encouraged to participate in this session. All attendees will come away with valuable information.

To register

You can register for these webinars at www.tgslc.org/training/webinars/industry.cfm. Click each webinar link to begin the registration process.

Schedules for additional webinars will be published regularly and announced in *Shoptalk*.

Open Access: TG and the University of Nebraska–Lincoln release the winter 2009 edition of *Enrollment Management Journal*

Since 2007, TG has published a resource for researchers and higher education professionals working to understand issues of college access and success. Begun as an initiative of the Council for the Management of Educational Finance, the *Enrollment Management Journal: Student Access, Finance, and Success in Higher Education* (EMJ) explores a variety of enrollment-related subjects, including outreach strategies, financial aid policies, and successful retention programs. In collaboration with the University of Nebraska–Lincoln, TG has published the winter 2009 edition of the publication.

Inside this issue

This issue of the EMJ features articles that consider open access in college admissions as well as examine the relevance and effects of open access in the community college, 4-year school, and for-profit sectors. Here's a closer look at particular articles.

- “An Overview of Open Access Institutions” — During the past year, open access institutions have been the focus of the enrollment management committee of the Council for the Management of Educational Finance. This paper presents a summary of the committee’s discussion of the topic and serves as an introduction to the topics covered in this issue that provide valuable insight to practitioners and researchers interested in open access policy.
- “Access in U.S. Higher Education: What Does the For-Profit Sector Contribute?” — In the U.S., the private sector includes both nonprofit and for-profit forms.

This article compares for-profit schools with public and nonprofit institutions to determine how they contribute to overall access in the U.S. system. The comparison demonstrates the role of for-profit higher education and considers the scope of programs offered, the numbers and types of students served, and the cost of providing access in a for-profit model.

- “A Primer on Student Loans” — Student loans have become a primary source of funding for students who attend open access institutions. Many of these students are the first from their families to pursue postsecondary education and have difficulty determining the most appropriate type of loan for their specific circumstances. This article presents a comprehensive overview of student loans to enable all who interact with students — not just financial aid counselors — to provide information about financial aid.
- “Assessing Postcollege Earnings of Career and Technical Education Students in Iowa Community Colleges” — Career and technical education (CTE) programs are a key link to career paths for many students. The purpose of this study was to investigate the relationship between educational attainment, individual characteristics, and postcollege earnings for students enrolled in Iowa community colleges. Analysis for all students by gender, age, and Pell grant status is presented. The article concludes with a discussion of the implications for practice, policy, and research.

From the field

The "From the Field" section focuses on activities and programs that reflect and inform practice in enrollment management. The first article in this section provides an overview of the history of open access policies, their impact on college-going rates, and the current status of open access policies in different types of schools. The second article focuses on a program to help retain African-American males at a college in the Midwest.

To learn more

For additional information or to subscribe, please visit www.tgslc.org/emj.

Industry Update

Senate passes omnibus spending bill

The Senate Health, Education, Labor, and Pensions (HELP) Committee staff and members continue to work on The Student Aid and Fiscal Responsibility Act (H.R. 3221). The Senate just passed the Fiscal Year 2010 Consolidated Appropriations Conference Report. The omnibus spending bill contains six separate spending bills, including a FY 2010 education spending bill that leaves most Title IV programs at

level funding. The legislation will now go to the President for signature. The omnibus bill reflects the priorities of the Obama administration and congressional Democrats on a host of domestic and international issues, including education. [Learn more about the omnibus spending bill.](#)

Getting the gist of year-round Pell

Effective July 1, 2009, the Higher Education Opportunity Act (HEOA) amended the Higher Education Act (HEA Sec. 401(b)(5)) to provide to students who met certain conditions up to two, consecutive Federal Pell Grant Scheduled Awards during a single award year (a.k.a. year-round Pell). According to the 2009-10 *Federal Student Aid Handbook*, a Scheduled Award “is the maximum amount the student can receive during the award year, if he or she attends full-time for a full academic year.” This should not be confused with an annual award, which “is the maximum amount a student would receive during a full academic year for a given enrollment status, [expected family contribution or] EFC, and [cost of attendance or] COA. Note that for a full-time student, the annual award will be the same as the Scheduled Award” (p. 3-43).

2009-10 award year

For the 2009-10 award year, a Pell-eligible student who is enrolled in a certificate program or a program leading to an associate or baccalaureate degree or a certificate program may be in any enrollment status to receive payment from his or her first Scheduled Award. To receive funds from a second Scheduled Award during this same award year, the student must be enrolled at least half-time. If a student qualifies for a second Scheduled Award, a school may begin paying from the second Scheduled Award while making a payment that exhausts the balance of the student’s first Scheduled Award. Note that “the second Pell Grant Scheduled Award is not an optional provision”; qualifying students must be paid (p. 3-44).

For instance, a student who is eligible for the maximum 2009-10 Pell Scheduled Award of \$5,350, attending full time for a full academic year in a term-based program would be awarded two Scheduled Awards in one award year, as follows:

2009-2010 award year			
Summer 2009 \$2,675	Fall 2009 \$2,675	Spring 2010 \$2,675	Summer 2010 \$2,675

Generally, for most term-based programs, schools will award summer, fall, and spring (or fall, spring, and summer) in one award year rather than including summer “bookends” for the award year; however, including two summers in one award year is possible.

A student who is eligible for the maximum 2009-10 Pell Scheduled Award of \$5,350, attending full time in a 1,500-clock-hour, 42-week program (for which the school defines the academic year as 900 clock hours and 26 weeks) would be awarded two Scheduled Awards in one award year, as follows:

2009-2010 award year			
Jul-Sep 2009	Oct-Dec 2009	Jan-Feb 2010	Mar-Apr 2010
450 clock hours	450 clock hours	300 clock hours	300 clock hours
13 weeks	13 weeks	8 weeks	8 weeks
\$2,675	\$2,675	\$1,646	\$1,646

ED provides a recorded, one-hour training in three parts, [Pell Grant Calculations for Clock-Hour Programs](#), including academic program eligibility, clock hour, academic year, award year, Scheduled Award, annual award, and cost of attendance. The above example for awarding year-round Pell is from the third part of this training. Note: no recording key is required to view the session, but you must enter your name to access the recording.

2010-11 award year

ED's [presentation](#) and [video](#) at the FSA Conference in Nashville in early December covered provisions of the [final rule](#) published on October 29, 2009, to implement changes made by the HEOA. Provisions of this final rule must be used for the 2010-11 award year, and any crossover payment period (i.e., a payment period that includes June 30 and July 1) assigned to the 2010-11 award year. Prior to July 1, 2010, on a student-by-student basis, for crossover payment periods assigned to the 2009-10 award year, a school may opt for early implementation of these provisions.

Note that, in addition to the two existing eligibility requirements for year-round Pell (discussed above), for the 2010-2011 award year (and for some crossover periods), the final rule adds a third requirement that the student must also be enrolled in credit or clock hours attributable to his or her second academic year within that award year.

If the student drops these qualifying credit or clock hours, the school must recalculate for a change in enrollment status to determine if the student is still eligible for a second Scheduled Award. Also, on a case-by-case basis, for circumstances beyond the student's control, the school may waive this additional requirement.

Another important change established by the final rule is that a school must assign a crossover payment period to the award year from which the student derives the higher payment. In addition, a school may be required to reassign the crossover

payment period if, by a certain deadline, the school receives subsequent information that changes the award year under which a higher grant would be paid. More details on these deadlines will be published in an upcoming *Federal Register*.

More information

ED's [presentation](#) and [video](#) includes more details regarding effective date, crossover payment periods, packaging concerns, and other provisions as well as examples of year-round Pell awards.

In regard to the Pell Grant Program, community comments are addressed and regulatory changes are discussed beginning on page 55919 of the [final rule](#). Amendatory language for the following sections appears on pages 55951 and 55952:

- § 690.6 Duration of student eligibility
- § 690.63 Calculation of a Federal Pell Grant for a payment period
- § 690.64 Calculation of a Federal Pell Grant for a payment period which occurs in two award years
- § 690.67 Receiving up to two Scheduled Awards during a single award year

Closed school corner

The following table provides a list of newly reported school closures and corrections from the Postsecondary Educational Participants System (PEPS) and from the December 2009 *Closed School Monthly Report* supplied by ED. Schools listed are those with which TG has done business or to which TG has otherwise provided services.

Newly reported closures

OPE School ID	School Name and Address	Unofficial Closure Date	ED's Official Closure Date
00473000	McIntosh College 23 Cataract Ave. Dover, NH 03820	N/A	09/19/2009

Policy Resources

Ask the policy expert

Q.: Is a borrower who misses a monthly loan payment, but pays a single payment amount the following month, 30 days delinquent on his or

her loan? Does the clock go back to 0 days delinquent, or does the borrower need to make up all the missed payments to be current again?

A: This repayment situation is called a “rolling delinquency,” which occurs whenever the delinquent status of a loan is increased or reduced but not completely eliminated as result of a payment, the reversal of a payment, a deferment or forbearance, or the receipt of a new out-of-school date.

In the example described, the borrower would have to make the equivalent of two monthly payments (the current monthly payment due and the missed payment) to resolve the delinquency. These borrowers are encouraged to contact their lender to discuss options available for resolving the rolling delinquency.

Do you have a question?

Feel free to *Ask TG™*. *Ask TG*, TG's online query tool for borrowers, schools, and lenders, offers a database of frequently asked questions about financial aid, student loan processing, and TG's products and services. To submit a question, visit tgslc.custhelp.com.

News Briefs

“Debt swap” became a dirty word during the recent economic downturn. Universities are giving the term a different connotation with recent programs designed to swap a student’s education loans with grants. The catch is that students have to participate in financial literacy classes. Syracuse University in upstate New York offers an example. Financial aid staff at Syracuse select students for the “loan-swap” program based on various factors, including the amount of the student’s debt, the number of lenders involved, and the ratio of private to federal loans. Students receive in the range of \$5,000 to \$7,000 per year. In return, students attend a financial literacy training session each semester. Read more about this [approach to financial literacy training](#) in the online edition of *Chronicle of Higher Education*. Note that a subscription is required to view some articles.



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