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Smart Solutions

TG offers an extensive set of online resources for borrowers interested in Income-Based Repayment (IBR), including an online calculator, a link to the IBR application, and assorted information on managing repayment. Find out more about these resources [online](#).

TG Report

TG financial literacy consultant Brenda Vaughn takes student perspective in teaching money management



For TG financial literacy consultant Brenda Vaughn, educating students in the principles of smart money management means bringing together two things that don't always seem to fit: teaching and fun.

"I was at a school's career fair not long ago," said Vaughn. "Along with some other exhibitors, I was offering a financial literacy game modeled on Jeopardy®. A group of about four students came by, and as they played, we had a great discussion about each question. That group stayed until we had gone

through all of the questions, at which point one of the students said, 'I was learning something and didn't even realize it that was so much fun.'"

According to Vaughn, moments like these offer proof that she's been successful in her work in getting students to understand money management concepts and to think more at length about their financial behavior.

Bringing expertise and experience

Vaughn brings a wide range of credentials to her position at TG, providing in-person training on financial literacy to schools and students. She worked for four years with the National Student Loan Program (NSLP) as director of financial literacy. Before that, she spent seven years at the Office of Student Financial Aid of the University of Georgia, serving as a loan counselor. She was also active working with two student organizations, Peer Financial Counseling (PFC) and Students In Free Enterprise (SIFE), that focused on financial literacy.

At NSLP, Vaughn earned her Accredited Financial Counseling (AFC) certification, developed and presented financial literacy presentations across the country, and helped other college campuses to design their own financial literacy programs.

Vaughn says the work was both enriching and challenging.

"At the University of Georgia, I learned first-hand how financial aid offices work, and how they're sometimes called on to help students with debt issues," she said. "Of course, managing various student organizations helped me relate to students and what they are dealing with while in school."

Vaughn adds that the experience left her with a passion for teaching financial literacy. "Being financially literate is important to all consumers, no matter the age."

Working with TG, new efforts on the horizon

She feels excited about her assignment at TG which promises to broaden her experience. "TG will be rolling out new financial literacy trainings later this year," she said. "We'll be using mini-modules that have been developed to appeal in some great ways to the audience. The teaching is very interactive and, even better, fun."

Vaughn turns serious when asked why she feels dedicated to teaching financial literacy. Like many people, Vaughn learned partly how to manage money from having made a few mistakes along her own financial path. "I have paid a few 'dummy' fees," she said.

But she found that teaching financial literacy filled a basic desire to help others in an almost tangible way. "I have always worked or volunteered to help others. My personal reward is to help them not go through what I had to go through to learn those life lessons in financial matters. Oh no, was that Mom I heard?"

To learn more

To find out more about TG's financial literacy services and products, visit *Adventures In Education's* ["Managing Your Money"](#) page.

TG's *Enrollment Management Journal* keeps its ear to the enrollment research ground

The science of enrollment management is a growing field of study — and for good reason. Last fall, more than 19 million students enrolled in college. The Department of Education projects record-breaking enrollment to continue over the next decade, as young high school students seek a degree, or the economy sends workers searching for new career prospects. To better manage the "education pipeline" for these students, schools are researching how to enroll more students effectively, help them thrive academically, and how to graduate them into the job market with the right skills.

TG has been adding to these research efforts for almost three years through an academic journal produced in collaboration with the University of Nebraska — the *Enrollment Management Journal: Student Access, Finance, and Success in Higher Education*. Each edition of the *Enrollment Management Journal* places a magnifying lens on research topics important to campus offices, including admissions, financial aid, the registrar, and various academics departments. Articles address critical issues such as open access institutions, intervention programs for promoting student retention, strategies for improving college transfer success, the role of faculty in keeping student engaged, and much more.

The journal's "Scholarship and Research" section highlights empirical studies and conceptual papers that have completed a blind, refereed review. And the "From the

Field" section profiles on-campus programs that effectively promote retention or graduation.

If you're looking for help in enhancing your campus programs to enroll, retain, and graduate students, the *Enrollment Management Journal* offers insight, examples, and a window onto some cutting-edge research.

Subscribe today

For additional information or to subscribe, please visit [TG Online](#).

The *Enrollment Management Journal*, which is available by subscription only, is an initiative of the Council for the Management of Educational Finance.

Reminder: TG adjusts hours of operation for customer assistance

Effective Monday, August 16, 2010, the hours of operation for TG's customer assistance call center changed. New hours of operation are 8 a.m.-6 p.m. Central Time, Monday through Thursday, and 8 a.m.-5 p.m. Central Time on Friday.

The customer assistance team answers queries by phone, e-mail, and fax from current and prospective students, borrowers, schools, parents, and the general public on many aspects of the financial aid and college admissions processes. The team remains committed to providing superior service to all its customers, including prompt responses, comprehensive information, and a personal interaction marked by respect and professionalism.

Questions

Contact TG's customer assistance at (800) 845-6267, or send an e-mail message to cust.assist@tgslc.org.

AIE student resources: Resumes and interview strategies

As students work to complete their education objectives and establish their career paths, they may at times reach out to you for assistance in finding and securing internships, part time jobs, or entry-level positions. Often, they need help pulling together their resumes, looking for opportunities, and polishing up their interview skills.

Adventures In Education (AIE) offers students a variety of resources that can give them a jumpstart to preparing for this all-important step of that employment experience.

Helpful information on a single web page

AIE's "Finding a Career" section, available from the main menu of AIE (www.aie.org) offers sections on exploring career options, writing resumes, conducting a job hunt, and preparing for job interviews. In the exploring your options section, students can learn about the importance of gaining valuable experience through non-paid activities and organizations, exploring careers and degree options through internships, and preparing for life after graduation.

One of the more popular sections of this resource offers students sample resumes and templates as starting points for preparing their own. High school students have access to three formats, including volunteer resume, academic resume, and work and volunteer resume, and college students can download and use work or internship resume, academic resume, and academic and volunteer resume formats.

Once calls start coming in, students can then review information on how to interview for jobs, study how to respond to typical interview questions, and how to follow up. There is even a section that offers useful information on how to negotiate a salary once offers have been received.

Where to find it

To access this resource, visit AIE and click on the "Finding a Career" tab on the left-side menu.

Correction to Texas financial literacy symposium date

TG will be offering a financial literacy symposium at the TG Campus in Round Rock, Texas, on Tuesday, **September 14**. An article in last week's *Shoptalk* listed an incorrect date for the Texas symposium.

The financial literacy symposium will feature interactive sessions and an opportunity to hear from student services professionals working in the financial literacy field. For the September symposium, Erin Fleming from the Office of Student Services at the University of Texas at Austin will present a case study focusing on successful practices employed by the school's financial aid team.

To register for the symposium

Join TG for its [Texas financial literacy symposium](#).

To learn more

For questions about the 2010 TG Financial Literacy Symposia, please contact TG's school segment manager Margie Harvey at (800) 252-9743, or send an e-mail message to margery.harvey@tgscl.org.

Industry Update

Revised Discharge Application: Total and Permanent Disability now available

ED published a revised application for total and permanent disability discharge (in *Dear Colleague Letter* [GEN-10-15/FP-10-05](#)) for use by Direct Loan, FFEL, and Perkins Loan borrowers and TEACH grant recipients. The revised form reflects changes to the total and permanent disability discharge provisions made by the final regulations published on October 29, 2009, that became effective July 1, 2010. There are some minor wording changes for clarity or consistency and the information has been reorganized and expanded to more clearly distinguish the veterans discharge process from the general discharge process that applies to other borrowers and grant recipients.

The expiration date of the revised Discharge Application: Total and Permanent Disability is the same as the expiration date of the previous version of the form—December 31, 2011. To distinguish between the two versions, the revised form can be identified by the notation “Revised 07/20/2010” in the lower right-hand corner of each page of the form.

Distribution

Because there were significant changes to the total and permanent disability discharge provisions that became effective July 1, 2010, program participants are urged to begin distributing the revised form to borrowers as soon as possible. However, beginning November 1, 2010, only the revised form can be provided to borrowers and grant recipients.

Processing

The previous version of the form may be accepted from borrowers and grant recipients until January 31, 2011. ED will reject a total and permanent disability assignment or referral submitted by a loan holder if the assignment or referral package includes the previous version of the discharge application with a receipt date that is after January 31, 2011.

Loan holders (and ED for TEACH grant service obligations) must evaluate all total and permanent disability discharge applications submitted by borrowers using the prior version of the form and received on or after July 1, 2010, in accordance with the revised definition of “totally and permanently disabled.” As a reminder, the new definition is the condition of an individual who:

- Is unable to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment that can be expected to result in death, that has lasted for a continuous period of not less than 60 months, or

that can be expected to last for a continuous period of not less than 60 months;
OR

- Has been determined by the Secretary of Veterans Affairs to be unemployable due to a service-connected disability.

The pre-July 1, 2010, definition of totally and permanently disabled (the condition of an individual who is unable to work and earn money because of an injury or illness that is expected to continue indefinitely or result in death) was more restrictive than the new definition; therefore, any borrower or grant recipient who meets the pre-July 1, 2010, definition of "totally and permanently disabled," as certified by a physician on the prior version of the discharge application, would be considered totally and permanently disabled in accordance with the new definition.

In some cases, the information provided by a physician on the prior version of the discharge application may indicate that the borrower or grant recipient would not have qualified as totally and permanently disabled according to the pre-July 1, 2010, definition of that term, but may be sufficient to support the conclusion that the borrower or grant recipient is totally and permanently disabled according to the amended definition. If it is unclear whether the borrower or grant recipient is totally and permanently disabled according to the new definition, the loan holder should follow up with the physician. If the physician provides additional information to support the conclusion that the borrower or grant recipient is totally and permanently disabled according to the new definition, the loan holder must include documentation of the follow-up with the physician when submitting the discharge application to ED for review.

More information

For information regarding imaging technology, printing instructions, and obtaining copies of the form for reproduction, read the full DCL using the link provided in the first sentence of this article. You may also access the Discharge Application: Total and Permanent Disability [on TG Online](#).

ED awards new Total and Permanent Disability servicer contract

ED recently announced a change in the servicing of general total and permanent disability (TPD) discharge assignments for FFEL, Direct, and Perkins loans. Nelnet won the new general TPD contract and will begin receiving and processing discharge assignments on behalf of ED on October 1, 2010.

The Nelnet Total and Permanent Disability Servicer NSLDS name is DEPT OF ED/TPD; and its ED servicer code is 582, which differs from Nelnet's NSLDS identification as a federal loan servicer. ED will provide future announcements for

specific information needed to submit new total and permanent disability discharge assignments to the new TPD servicer.

Veteran TPD discharge servicing is unchanged. The Discharge Unit in Atlanta, GA will continue receiving and processing veteran TPD discharges.

More information

For additional information, see the ED's [210-08-13 announcement](#). For questions about the information in the announcement, contact Patricia Raling at patricia.raling@ed.gov.

Proposed regulations: gainful employment in a recognized occupation

On July 26, 2010, ED published a proposed rule in the *Federal Register* to establish measures for determining if educational programs designed to prepare students for gainful employment in a recognized occupation should qualify for Title IV funding. This article provides a high-level synopsis of the proposed rule, and will be the first in a series of articles exploring various aspects of the proposed rules.

Schools impacted by the proposed rules

The proposed rules would apply to all postsecondary sectors: public, private non-profit, and for-profit schools.

A public or private non-profit "institution of higher education" (as defined in §600.4) will be affected if it offers a Title IV eligible program at least a one academic year in length that is designed to prepare students for gainful employment in a recognized occupation.

All educational programs offered by a "postsecondary vocational institution" (as defined in §600.6), and nearly all programs offered by a "proprietary institution of higher education" (as defined in §600.5), by definition, are designed to prepare students for gainful employment in a recognized occupation. The only exception for proprietary institutions of higher education is certain programs leading to a baccalaureate degree in liberal arts.

Attempting to define "gainful employment"

In the *Federal Register* notice, ED provides an extensive discussion as to why it is seeking to establish standards to define whether a program is considered to provide training that adequately prepares students for gainful employment in a recognized occupation. While recognizing the value of these educational programs, ED is also focused on ensuring that they lead to positive, measureable outcomes so that the program credentials are economically meaningful. Additionally, ED explains that it seeks to implement safeguards to protect:

- Taxpayers against excessive or wasteful spending on educational programs that have little or no value and lead to high indebtedness for students.
- Students who may lack the necessary information to evaluate their postsecondary educational options, and as a result may enroll in a program that results in significant student loan debt with limited career opportunities.

As part of its regulatory responsibility, ED is seeking to establish measures to determine which programs do an adequate job of preparing students for gainful employment.

Gainful employment measures

ED would establish two measures to be used to evaluate whether a program is providing training that leads to gainful employment. The first measure is based on the program's annual loan repayment rate. The **loan repayment rate** is intended to measure the repayment success of former students in a program by their ability to make sufficient payments on loans to reduce the principal balance over time. The second measure focuses on **debt to earnings** ratios that evaluate the debt burden of those students completing the program.

Once the program-level measures have been computed by ED, there are a number of possible outcomes:

- If the measures indicate that students are financially successful from both a loan repayment rate and debt to earnings perspective, the program would continue to be eligible for Title IV participation.
- If the measures indicate that students are partially but not completely successful, the program would be subject to certain requirements and/or restrictions, and schools would have to provide information to students warning them about the challenges they may face with repaying loan debt.
- If the measures indicate that students are not financially successful from both a loan repayment rate and debt to earnings perspective, the school would not be able to offer Title IV funds to new students enrolling in the program. For programs that become ineligible, the school may continue to provide Title IV funds to current students who began attending the program before it became ineligible. They may do so for the remainder of the award year and the for the award year following the date ED notifies the school about the program's ineligibility.

Data behind the proposed rules

There have been many questions about the information used to develop the proposed rules. On August 13, 2010, ED provided an [electronic announcement](#) in which it released the data and technical documentation that served as a basis for

its estimates provided in the *Federal Register*. ED noted that while it “is not possible to use these data to determine the impact of the proposed rule on any particular institution”, schools and other interested individuals and entities can use the information to provide a response to the Notice of Proposed Rulemaking (NPRM).

The analysis and additional data can be found [here](#).

Deadline and method for public comment

ED invites schools and other interested individuals and parties to submit comments to the proposed rules on or before **September 9, 2010**. As a reminder, ED suggests that responders arrange comments in the order of the proposed language and clearly identify the specific section(s) of the proposed rules referenced by the comments. While comments can be delivered by mail or in person, ED encourages commenters to use the Federal eRulemaking Portal for this purpose. It can be accessed at: www.regulations.gov.

More information and resources

- [ED conference call on Gainful Employment NPRM](#)
- [NASFAA Analysis of U.S. Department of Education Notice of Proposed Rulemaking \(NPRM\) on Gainful Employment](#)
- [Gainful Employment NPRM Proposes “Three Strikes” Rule](#)—by Mark Kantrowitz
- [The Gainful Employment Metric](#) — webinar provided by Career College Association
- [Question and Answer on Gainful Employment](#) — The Institute for College Access and Success

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 August 2010 *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
02286301	Carolina Beauty College- Winston-Salem 7736-C North Point Blvd.	N/A	09/03/2009

Winston-Salem, NC 27106			
01146100	Wesley College 111 Wesley Circle Florence, MS 39073-1070	N/A	05/14/2010
00254300	Dana College 2848 College Dr. Blair, NE 68008-9905	N/A	07/28/2010

Policy Resources

Latest IFAP postings

For the convenience of the entire financial aid community, ED assembles Title IV federal student aid guidance, resources, and information on its [Information for Financial Aid Professionals](#) (IFAP) website. Recent postings, listed by topic, include the following, presented alphabetically by category.

Application Processing

- [2010-08-12](#) — 2011-2012 Application Processing System Specifications for Software Developers (August 2010 Draft)

Common origination and disbursement

- [2010-08-13](#) — COD processing update
- [2010-08-11](#) — 2010-2011 COD Technical Reference (August 2010 update)

ED Training

- [2010-08-13](#) — Release of Third EDEXpress Online Training for 2010-2011 Module
- [2010-08-12](#) — Direct Loan Business Officer Training (Recorded Webinar)
- [2010-08-10](#) — Private Education Loan Disclosure Requirements (Live Webinar)

Federal Register

- [2010-08-11](#) — Ronald E. McNair Post baccalaureate Achievement Program Annual Performance Report

Gainful employment

- [2010-08-13](#) — Release of Data and Technical Documentation for NPRM on Gainful Employment
- [2010-08-12](#) — Recording of Conference Call on Gainful Employment NPRM

Student Aid Internet Gateway

- [2010-08-13](#) — Upcoming SAIG Message Class File Update

Total and Permanent Disability Discharge Information

- [2010-08-13](#) — Transition to New Servicer Planned for October 1, 2010
- [2010-08-16](#) — Revised Total and Permanent Disability Discharge Application (DCL GEN-10-15)

For more information

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

Ask the Policy Expert

Q.: What should a school do if it released Direct loan funds directly to a borrower and the student failed to begin attendance, failed to complete the verification process, or failed to establish half-time enrollment?

A.: In each of these cases, the borrower is ineligible for the Direct loan. Per ED's website at <http://schools.dl.ed.gov/schools/school/help.do?infotype=general&fhd=true> (click on "30-day Demand Letters"), the school must notify ED of the loan funds that are outstanding, so that ED can issue a 30-day demand letter to the ineligible borrower. The school's request for ED to issue a 30-day demand letter must contain the following information:

- Borrower's Name
- Borrower's Social Security Number
- Disbursement Dates
- Ineligible Amount
- Last Date of Attendance

A school can fax a request to the Direct Loan Servicing Center, School Support Services, at (800)848-0984 or mail a request to:

Direct Loan Servicing Center
School Support Services
501 Bleecker Street
Utica, NY 13501

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 tgsic.custhelp.com.

News Briefs

Each fall, dorm roommates meet, often for the first time, and begin occupying a small space in a shotgun marriage of sorts that could lead to friendship or merely mutual toleration. More colleges are taking advantage of Web services on social media sites like Facebook™ to bring together roommates that have better chances of being compatible and even developing a friendship. These services and survey tools gather data on student interests and living preferences and match students according to their responses. The [Chronicle of Higher Education offers an overview of some of these tools](#), which are especially popular among incoming freshmen. Note that some *Chronicle* articles are available only on a subscription basis.



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

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