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Inside this issue

TG Report 1

- Texas Education Agency approves the TG Financial Literacy Program for use in Texas schools 1
- TG brochure helps students understand repercussions of dropping below half time 2
- Four TG reports that can help schools manage default 3
- Brush up on industry basics with TG’s regional trainings in Chicago, Atlanta, and Southern California 6

Industry Update 8

- Closed school corner 8

Policy Resources 8

- Ask the policy expert 8
- Latest IFAP postings 9

News Briefs 10

Smart Solutions

Subscribe to TG’s *Enrollment Management Journal* and learn more about some of the latest research into student enrollment, retention, and academic success.

TG Report

Texas Education Agency approves the TG Financial Literacy Program for use in Texas schools

The Texas Education Agency (TEA) has approved the addition of the TG Financial Literacy Program to the list of instructional materials that teachers can use to teach

Texas students basic skills and concepts of money management. The materials will soon be posted to the TEA website.

"TEA's approval is a testament to TG's commitment to helping young adults become financially literate," said Jacob Fraire, TG's assistant vice president for Student and Institutional Success. "At TG, we believe students need a solid grounding in how to manage their money. We're working to offer help — the TG Financial Literacy Program is one example. The program is designed to equip students with the skills and the knowledge to make smart financial decisions. This is especially critical as they prepare for success in postsecondary education."

The TG Financial Literacy Program

TG has released an expanded and enhanced financial literacy program, comprised of a set of ten 15-minute instructional courses with accompanying activities, workbook, and speaker's script. These modules cover a range of topics such as solving debt problems, building a spending plan, setting financial goals, and understanding employee benefits.

Illustrations, content, and format for each module have been tailored to appeal to students from high school through college. The entire TG Financial Literacy Program places a special emphasis on teaching by interaction and example, the better to gain and keep attention on such important topics as budgeting and saving. The modules can be mixed and matched in different combinations, and also have associated games or activities — each of which takes an additional 15-20 minutes to complete. Session participants will receive workbooks which contain glossaries, FAQs, suggested resources for further study, and guided note-taking for capturing key concepts. TG also developed a formal evaluation process to collect ongoing data and conduct analysis of student learning outcomes.

To learn more

Visit TG's corporate website, *TG Online*, to browse a list of [TG Financial Literacy Program modules](#) and to request a Train-the-Trainer session or a session at which a TG financial literacy consultant will train students directly.

TG brochure helps students understand repercussions of dropping below half time

When students drop below half-time status or withdraw from school, they often forget about the financial consequences. Grace periods start, which means loans will soon come due; scholarships may need to be returned; grants may need to be repaid. In short, obligations attached to student aid come into play.

TG offers a redesigned brochure — *Reducing Enrollment* — which outlines the repercussions of dropping below half time and cautions students to consider all

their options before making such a choice. The brochure can be mailed to students, or stocked as a takeaway item in your office lobby.

Here's a concise look inside the brochure.

- **Important information about student loan obligations** — Delinquency and default are potential pitfalls all borrowers face, especially borrowers who don't finish a degree. The brochure reminds borrowers that forbearance and deferment may be options if repayment turns out to be difficult. It also cautions borrowers against delinquency and default, which can affect their credit negatively.
- **Are you ready to repay?** — Doing the math may be one of the best incentives for ensuring students complete their degree. This section lists the average debt for a bachelor's degree and the typical monthly loan payment. It also offers a link to some online calculators, which students can use to compute a more precise monthly loan amount.
- **Steps to take** — This section defines a "game plan" for the student: Start by visiting the financial aid office and talking with a counselor; be sure to get exit counseling for Stafford or Perkins loans; and lay the groundwork for a potential re-enrollment by asking about the process.
- **Consider carefully** — The brochure closes with some important advice: education is an investment that you can only make good on by completing. Talk to someone before deciding to withdraw or dropping a major portion of your course load.



To order the brochure

You can [order the *Reducing Enrollment* brochure](#) by visiting *TG Online*.

To find out more

If you have questions about information available in this brochure, please call TG customer assistance at (800) 845-6267, or send an e-mail message to cust.assist@tgslc.org.

Four TG reports that can help schools manage default

TG has released a redesigned version of its Integrated Default AssistantSM (IDASM), a multipurpose tool that helps schools track their cohort default rate (CDR) and communicate with borrowers who have delinquent student loans.

IDA has a variety of features to support higher education institutions managing student loan default, particularly at a time of industry change and economic challenge. One such feature is IDA's robust reporting tool. IDA's reports can help schools monitor cohort default, delinquency, repayment activity, among other things — all useful functions in planning default prevention efforts. Here's a summary look at several such reports.

Monitoring CDRs

The School Default Profile report offers a detailed analysis of a school's cohort default rate by program type, grade level, and enrollment status for a specific cohort year. The report helps to identify how cohort default rates vary by different groupings of borrowers. Based on ED's electronic Cohort Default Rate (eCDR) Loan Record Detail Report (LRDR), the report displays either draft or final CDR analysis depending on data imported. (Example follows.)

IDA™ School Default Profile									
Any University - 099999									
Cohort Year 2007 - Final									
Report Date: 10/18/2010	Page 1 of 1								
	OVERALL CDR			Direct CDR			FFEL CDR		
	CDR	#Borr in Default #Borr in Repay	Default Amt Repay Amt	CDR	#Borr in Default #Borr in Repay	Default Amt Repay Amt	CDR	#Borr in Default #Borr in Repay	Default Amt Repay Amt
	2.1%	389 18,121	\$203,827 \$1,969,443	2.1%	388 18,100	\$173,827 \$1,915,443	42.9%	9 21	\$30,000 \$54,000
By Grade Level									
Freshman	42.9%	9 21	\$30,000 \$54,000	0%	0 0	\$0 \$0	42.9%	9 21	\$30,000 \$54,000
Senior	3.1%	230 7,500	\$72,222 \$25,555	3.1%	230 7,500	\$72,222 \$25,555	0%	0 0	\$0 \$0
Graduate Student	1.4%	150 10,600	\$101,605 \$1,889,888	1.4%	150 10,600	\$101,605 \$1,889,888	0%	0 0	\$0 \$0
By Enrollment Status									
Withdrawn	5.2%	11 211	\$136,600 \$628,349	5.2%	11 211	\$136,600 \$628,349	0%	0 0	\$0 \$0
Less than Half Time	2.3%	100 4,444	\$77,778 \$577,777	2.3%	100 4,444	\$77,778 \$577,777	0%	0 0	\$0 \$0
Graduated	9.8%	900 10,800	\$40,001 \$550,001	9.8%	900 10,000	\$40,001 \$550,001	0%	0 0	\$0 \$0
Others	42.9%	9 21	\$30,000 \$54,000	0%	0 0	\$0 \$0	42.9%	9 21	\$30,000 \$54,000

Comparing CDRs

The CDR State and Sector Analysis Report, available as both a summary report or in detail format, displays a summary of cohort default rate averages by school sector and/or state. This report can help schools gauge and compare an institution's CDR to the average for similar schools across different states. The report is based on ED's published rates. (Example follows.)

IDASM CDR State and Sector Analysis – Summary
 Any University - 099999
 Cohort Year 2006
 State: Texas
 Sector: 4-Year Public

Report Date: 10/11/2010

Page 1 of 1

My School's CDR

CDR	Number of Repayers	Number of Defaulters
6.6%	26,024	1,712

National Average CDR by Sector

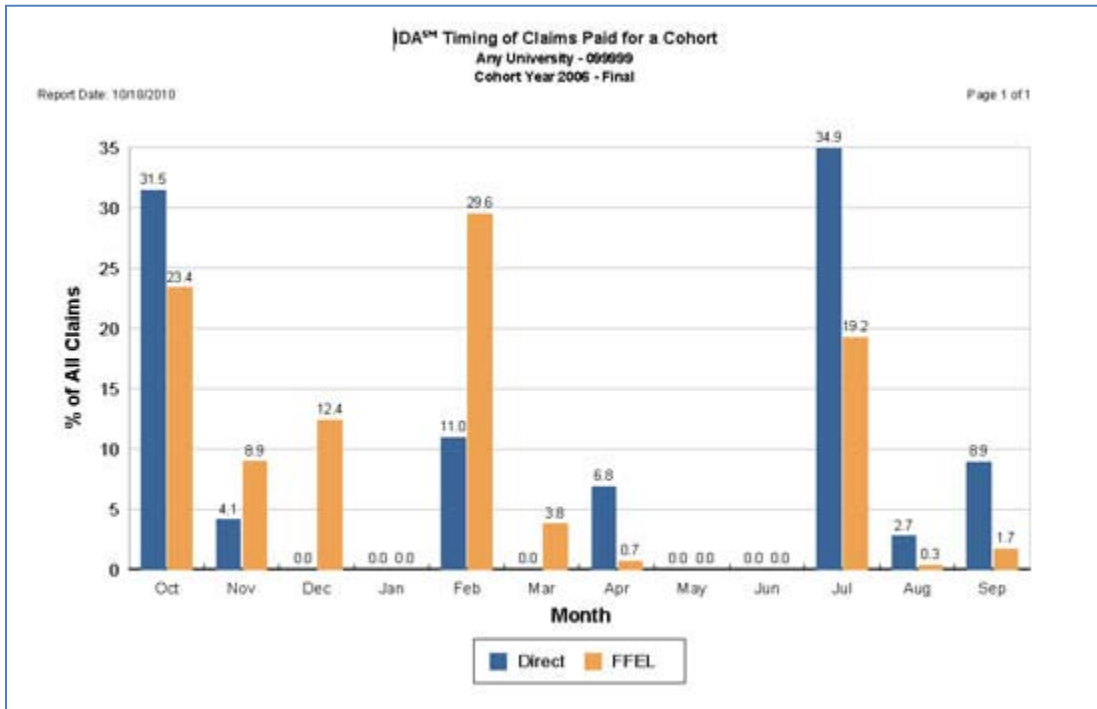
School Sector	CDR	Number of Repayers	Number of Defaulters
4-Year Public	3.5%	1,525,639	53,468

State Average CDR by Sector

State	School Sector	CDR	Number of Repayers	Number of Defaulters
Texas	4-Year Public	5.2%	97,713	5,039

Tracking claims

Displayed in a bar chart format, the Timing of Claims Paid for a Cohort report provides a month-by-month percentage of default claims paid for a school in a specific cohort year. The report helps a school identify peak default months, and plan delinquency prevention campaigns. Based on ED's electronic Cohort Default Rate (eCDR) Loan Record Detail Report (LRDR), the report displays either draft or final CDR analysis depending on data imported. (Example follows.)



Counting delinquencies

The Delinquent Loan Count report is a simple report that provides a count of the number of loans by various delinquency levels at the point and time the report is requested. 'Delinquent' is defined as a loan in Repayment Status (RP) that is between 1-360 days past due. Schools can produce this report to determine the appropriate default aversion actions to pursue for the week based on existing delinquent loan counts. (Example follows.)

School ID	1 - 60 Days	61 - 120 Days	121 - 210 Days	211 - 270 Days	271 - 360 Days	Total Delinquent Loans
0999900	19	23	115	40	90	277
0999901	3	3	4	1	15	26
0999902	0	0	6	0	5	11
1999900	0	2	15	2	4	23
	22	28	140	43	104	337

To learn more

TG offers IDA at no cost to Texas schools, and to schools outside of Texas that have borrowers with TG-guaranteed loans. If you have questions about using IDA, please contact TG's product support group at (800) 332-1455, or send an e-mail message to product.support@tgsic.org. A school's TG account executive can also provide details. Contact your TG account executive at (800) 252-9743, or send an e-mail message to relationship.management@tgsic.org.

Brush up on industry basics with TG's regional trainings in Chicago, Atlanta, and Southern California

TG's regional trainings offer practical training in the latest regulatory changes as well as TG's various initiatives in default aversion and financial literacy training. TG has scheduled a number of such trainings for the upcoming months at locations across the U.S. Here's a short list of dates and locations. Refer to the online [TG Regional Training](#) page for exact training times.

November 2: Chicago, Illinois; National-Louis University

November 3: Costa Mesa, California; University of Phoenix

November 4: Atlanta, Georgia; Westwood College

Training topics

The agenda for TG's upcoming regional trainings will cover a variety of subjects described below. Note that the agenda varies slightly from event to event, in which case changes are noted with the session description.

- **Getting a handle on federal financial aid policy changes** — Learn more about proposed changes to regulations from two recently published Notices of Proposed Rulemaking — one on Program Integrity and another on Gainful Employment. Proposed federal financial aid policy changes will affect satisfactory academic progress, return of Title IV funds, verification, and certain programs that lead to gainful employment. Updates on federal common forms, and Dear Colleague/Partner letters issued by the Department of Education will also be provided.
- **Financial literacy on your campus** — Explore the new TG Financial Literacy Program, a curriculum of ten 15-minute modules that cover a wide range of core topics, including sorting needs from wants, setting goals, budgeting, navigating credit and debt, saving and investing, and analyzing employment opportunities. To better educate students, the modules engage the student about every 90 seconds in activities such as quizzes or games. This session prepares you to deliver one of TG's modules and its related activity to your students.
- **Transitioning to a 3-year cohort default rate** — Learn how the cohort default rate (CDR) is calculated and consider the effects of the new 3-year calculation on CDRs. Participants will discuss the benefits of low default rates and the consequences of higher rates. Session presenters will also describe default prevention initiatives that can help schools manage CDRs.
- **TG default aversion tools** (offered only in Atlanta) — Find out how TG's Default Aversion Self-Assessment Tool can help schools evaluate processes and goals, assess their most recent cohort default rates, and compare rates with other schools in the same school segment. The self-assessment also suggests default aversion strategies for improving default aversion effectiveness. Along with the self-assessment, session presenters describe TG's Integrated Default AssistantSM (IDASM), a versatile tool for tracking and managing cohort default rate performance. Using IDA, customers can import delinquency data from multiple sources regardless of loan program or loan holder, run reports to identify borrowers with delinquent loans, and communicate with these borrowers. TG offers IDA at no cost to Texas schools, and to schools outside of Texas that have borrowers with TG-guaranteed loans.
- **Redress your stress** — Identify common stressors within the financial aid environment and discuss the best ways to help reduce or eliminate those stressors from your work environment. Learning objectives include defining

stress, determining your personal stressors, identifying stress reduction techniques, and developing your own stress management plan.

Register

To register for a [TG regional training](#), visit *TG Online*.

Industry Update

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 October 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
00549802	Wichita Area Technical College Airport Campus 2021 South Eisenhower Wichita, KS 67207-2848	N/A	08/16/2010

Policy Resources

Ask the policy expert

Q.: Is a student who is taking a couple of continuing education classes eligible for an in-school deferment on his or her FFELP loans?

A.: A borrower may qualify for an in-school deferment if he or she is:

- Attending an institution of higher education that is eligible to participate in Title IV financial assistance programs, and
- At least a half-time student whose first loan was made on or after July 1, 1987.

The *Common Manual* discusses the enrollment requirement in greater detail in Subsection 11.6.A:

"A student's in-school enrollment includes any combination of courses, special studies, research, or work experience that the school considers to constitute a

course of study. Full-time or half-time enrollment is determined by the individual school and may vary according to whether the student is a graduate or undergraduate student; whether the enrollment is taking place during the summer or a regular session; and according to the nature of the program. Enrollment in a correspondence school program alone is considered half-time enrollment. The student's full-time or half-time enrollment also may be the result of adding together simultaneous enrollments at more than one school, provided that a single school certifies total enrollment for all of the schools."

A school may or may not consider continuing education classes to constitute a course of study. It is the school's responsibility to determine and certify that the course of study in which the student is enrolled meets the above definition.

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.

Latest IFAP postings

For the convenience of the 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.

Active Confirmation of TG Numbers

- [2010-10-18](#) - Active Confirmation of TG Numbers (SAIG Mailboxes) Required by December 17, 2010 to Maintain Access to Federal Student Aid Systems

Central Processing System

- [2010-10-13](#) - CPS Test System User Guide for 2011-2012

COD processing update

- [2010-10-15](#) - COD Processing Update

EDE Suite Updates

- [2010-10-18](#) - Availability of Program Files Enhancing EDEXpress for Windows 2010-2011, Release 4.0 and Direct Loan (DL) Tools for Windows, Release 10.0 to Accommodate New MPN Status Values

Expected Family Contribution

- [2010-10-13](#) - EFC Formula Guide for 2011-2012

Federal Register

- [2010-10-18](#) - Gainful Employment - Notice of Public Meetings

Total and Permanent Disability Discharge

- [2010-10-08](#) - Clarification Note Added October 18, 2010 for TPD new servicer announcement

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@tgslc.org.

News Briefs

The recent recession will leave its mark on the economy in two ways, according to a recent report titled “Projection of Jobs and Education Requirements Through 2018.” It will drive more jobs overseas so companies can recover costs, and it will also speed up the reliance on technology — another way businesses can create efficiency and cut expenses. To develop, produce, and use that technology will take workers with a significant amount of higher education. Unfortunately, according to the report, the U.S. will experience a shortfall of such qualified workers — some three million by 2018. The postsecondary education system will not be able to keep pace with the demand to produce skilled professionals. [Learn more about the report and its predictions for the prospects of future college graduates.](#)



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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@tgslc.org.

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