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Smart Solutions

For many students, getting an undergraduate degree is not the end but a midpoint in their education. TG’s *Adventures In Education* offers help in preparing for various graduate and professional exams, including the GRE, GMAT, LSAT, and MCAT.

Industry Update

TG provides enhanced New Regulations Roadmap tool to financial aid professionals

TG's [November 4, 2010, *Shoptalk* special edition](#) included a New Regulations Roadmap tool to assist readers in navigating the *Federal Register* notices containing the Program Integrity proposed and final rules. The [Roadmap](#) has been enhanced recently to include additional features to assist financial aid professionals in understanding the new rules and identifying campus collaborations that may be needed to implement new institutional requirements.

The New Regulations Roadmap is designed to be a study guide tool to accompany the proposed and final rules publications, and links to those publications are provided in the Roadmap. The Roadmap also includes links to TG's series of *Shoptalk* articles summarizing each of the topics included in the Program Integrity final rules published on October 29, 2010. However, the *Shoptalk* articles do not provide a comprehensive review of the new regulatory requirements, so it is very important that schools begin reviewing the proposed and final rules publications. Schools must complete implementation efforts on the final rules by July 1, 2011, except for verification requirements which will not take effect until July 1, 2012.

The New Regulations Roadmap tool is also available on TG's [Program Integrity Final Rules](#) Web page. The electronic version posted there provides the easiest access to the imbedded links in the Roadmap tool, so financial aid professionals may want to add TG's Program Integrity Final Rules Web page link to their "Favorites" list for handy reference. The format used in the tool may be reproduced by financial aid professionals in their preferred tracking or project management software, or customized as appropriate to facilitate planning for campus-wide implementation efforts.

For more information

For questions about the New Regulations Roadmap tool, please contact TG Customer Assistance at (800) 845-6267, or send an e-mail message to cust.assist@tgscl.org.

Additional resources on Program Integrity final rules

ED's Federal Student Aid (FSA) Conference, recently held from November 30–December 3, 2010, offered two training presentations on the Program Integrity final rules. One session focused on institutional issues, while the other considered student issues. The presentations are available in PDF and slideshow versions; the sessions themselves were recorded. The presentations offer good, high-level overviews for financial aid professionals or school administration officials who were unable to attend the conference or who missed these sessions.

The complete collection of available FSA Conference presentations (PDF and slideshow versions) is provided on [ED's Web page](#).

Direct links to the two sessions on the Program Integrity final rules are provided below:

- Session 25: [General Provisions and Non-Loan Program Issues — Institutional \(Does not include Pell Grants\)](#) (PDF)
- Session 25: [General Provisions and Non-Loan Program Issues — Institutional \(Does not include Pell Grants\)](#) (slides)
- Session 26: [General Provisions and Non-Loan Program Issues — Student](#) (PDF)
- Session 26: [General Provisions and Non-Loan Program Issues — Student](#) (slides)

[Video recordings of conference sessions](#) may be accessed online. Direct links to the recordings of the two Program Integrity final rules sessions are provided below:

- [Recording of Session 25](#)
- [Recording of Session 26](#)

The National Association of Student Financial Aid Administrators (NASFAA) has also provided summary analysis articles on each of the Program Integrity final rules topics on a [Web page devoted to resources on the final rules](#). These articles provide insights to financial aid professionals on the key provisions and impact of the rules.

The National Council of Higher Education Loan Programs (NCHELP) Program Regulations Committee has developed integrated regulations, incorporating the changes introduced in the Program Integrity final rules. These [integrated regulations](#) provide a convenient reference tool to read the new regulatory provisions in the context of other, current requirements.

Another installment of Program Integrity final rules is scheduled to be published in early 2011. The upcoming rules are slated to detail requirements on how a school's programs designed to prepare students for gainful employment in a recognized occupation will be evaluated by ED against certain student debt burden and repayment rate thresholds. Regulations using these types of measures were proposed by ED in July 2010, to determine if a school's programs should be subject to additional restrictions or a loss of eligibility (if the results are unfavorable based on ED's evaluation). More information on the gainful employment rules already issued in final form, as well as the proposed gainful employment rules that have not yet been finalized, may be found in TG's [New Regulations Roadmap](#) tool and in TG's November 4, 2010, *Shoptalk* special edition article entitled, "[Gainful employment – a work in progress.](#)"

To learn more

In addition to ED's FSA Conference training presentations devoted to the Program Integrity final rules, the General Session Conference Opening and Welcome presentation, Federal Update session, and Town Hall meeting also addressed issues and questions/comments regarding these rules. Video recordings of these sessions are accessible through the link provided earlier in this article.

TG Report

A message from TG's President Sue McMillin about TG's loan management and disbursement services

I want to let you know about some planned changes with regard to two TG products — AdvanTG Web™, our loan management system, and TG's Electronic Funds Transfer (EFT), an electronic disbursement tool. As you know, TG strives to provide the best products and services to help schools, from managing default and teaching students financial literacy to training staff in the basics of financial aid administration. As part of this effort, TG reviews its products and services in light of industry changes and with an eye to making improvements.

The recent transition to the Federal Direct Loan Program (FDLP) prompted TG to evaluate AdvanTG Web and EFT. After much consideration, and given the low transaction volume due to the shift to FDLP originations, TG has decided to retire these services after June 30, 2011. **TG is committed to making AdvanTG Web and EFT available to process FFELP change transactions, any outstanding FFELP disbursements, and private loan disbursements through June 30, 2011.** The retirement of AdvanTG Web and EFT will not affect TG's growth as a company or its commitment to providing a diverse and growing set of resources in areas important to schools.

Over the coming months, TG will provide updates via *Shoptalk* and other communication tools about the transition process for AdvanTG Web and EFT. These updates will offer more specific information regarding a school's access to loan data. TG will continue to provide life-of-the-loan support for TG-guaranteed loans in its current \$20 billion FFELP student loan portfolio, in addition to developing and enhancing products and service offerings to serve the needs of customers in the new student loan environment.

In particular, TG is focused on expanding its resources in such key areas of school support as default prevention and financial literacy. Just in this last year, TG has launched several redesigned products with new and robust features, such as:

- **The Integrated Default AssistantSM (IDASM)** — TG's default management application is a multipurpose tool that helps schools monitor their cohort default rate performance, track loans at risk of default, manage borrower demographic

data, and communicate with borrowers in Spanish and English. TG offers IDA at no cost to Texas schools, and to schools outside of Texas that have borrowers with TG-guaranteed loans.

- **The TG Financial Literacy Program** — TG's financial literacy initiative consists of a series of 15-minute instructional modules with accompanying activities. TG instructors can present modules directly to participants or train program administrators — by webinar or in person — to lead a session themselves.

These products can serve separately or in combination with TG's other offerings, including default aversion consulting, industry training, and TG's extensive set of interactive financial literacy tools and information available through *Adventures In Education*. In creating its products and services, TG strives to simplify processes, promote school success, and provide financial aid offices more opportunity to focus on students.

On a more personal note, all of us at TG would like to thank our school and lender customers for the opportunity to offer support through AdvanTG Web and EFT. Over the years, customer feedback has been critical to the development of both these products as well as other TG endeavors. We will continue to seek that feedback as TG strives to provide the same quality of products and services that customers have come to expect from us.

For help

If you have questions about the transition process for AdvanTG Web and EFT, or need assistance in your efforts to convert to another private loan origination and/or disbursing agent, please don't hesitate to contact your [TG account executive](#) at (800) 252-9743.

Join TG for regional trainings and default aversion workshops scheduled for the new year

TG has scheduled a series of regional trainings and default aversion workshops for the first half of 2011. These trainings are designed to address the needs of financial aid administrators and other student services professionals.

Regional training opportunities across the state

Provided at no charge to attendees, the upcoming regional training opportunities are presented with the collaboration of the Texas Association of Student Financial Aid Administrators (TASFAA), the Texas Higher Education Coordinating Board (THECB), and TG.

Trainers from TASFAA, THECB, and TG will present sessions on:

- Embracing change and promoting excellence
- Getting a handle on federal financial aid policy changes

- Cost of attendance (COA)
- COA hands-on workshop
- Getting a handle on state issues
- Financial literacy on your campus

TG will offer these trainings at various dates from January through June, in a variety of cities, including the Dallas/Fort Worth Metroplex, El Paso, Austin, Kingsville, and Houston.

To register

To review training dates and to register for [TG's upcoming 2011 regional trainings](#), visit *TG Online*.

Default Aversion Workshops

Over the course of February and March 2011, TG will also offer Default Aversion Workshops in Kingsville, Houston, San Marcos, and Abilene. These interactive events present schools with a chance to learn more about the latest default aversion strategies and best practices as well as TG's default management tools and resources.

TG speakers will present relevant information sessions, including:

- Expectations and opportunities
- Transitioning to a 3-year cohort default rate
- eCDR appeals
- WII-FM (What's in it for me?)
- Know who you owe?SM: Helping borrowers manage split-loan servicing
- Open discussion and next steps

To register

To review training dates and to register for [TG's upcoming Default Aversion Workshops](#), visit *TG Online*.

Explore the latest outreach and retention research with TG's winter 2010 edition of *Enrollment Management Journal*

Each issue of TG's *Enrollment Management Journal: Student Access, Finance, and Success in Higher Education (EMJ)* publishes articles designed to promote the successful management of student enrollments and to inform policy on access,

educational finance, college transfer, retention, degree completion, student, and institutional success. TG has just released the winter 2010 edition of the quarterly, with articles covering precollege outreach programs, social capital as a predictor of enrollment, remedial education cost reduction, and more.

Co-produced with the University of Nebraska–Lincoln, TG's *EMJ* is divided into three sections: "Scholarship and Research," which provides scholarly research articles that have successfully completed a blind, refereed review process; "From the Field," which showcases campus programs, desired objectives, and the results achieved; and the "Legislative Update," which summarizes current federal changes and the impact on campuses.

Inside this edition

The "Scholarship and Research" section spotlights a diverse set of studies, including a report on the use of volunteers to expand outreach efforts; recent research that analyzes how social capital might affect enrollment and college choice for students from low-socioeconomic backgrounds; a paper on how Latina students and their parents navigate the college choice process; and an article on whether social support systems factor into degree completion for graduate students.



The "From the Field" section offers case studies in particular aspects of strategic enrollment and retention. For this edition, "From the Field" features an article on how Tennessee schools are redesigning their remedial education programs to meet demand and cut costs. The second article from the section of the journal describes how the University of Nebraska instituted a stricter admissions policy and, as a likely result, boosted graduation and retention rates for undergraduates.

The "Legislative Update" is reflective of some of the dramatic changes that transpired this past year and envisions a possible course of higher education legislation in the year to come.

To subscribe

Subscribe to the *Enrollment Management Journal* by visiting [TG Online](#).

About the journal

As a co-publisher of the *Enrollment Management Journal*, TG seeks to advance knowledge about successful student enrollment, retention, and graduation strategies, and to make new and relevant data available to practitioners, researchers, and policymakers. The *Enrollment Management Journal* is an initiative of the [Council for the Management of Educational Finance](#).

Track borrower calls with the help of the Integrated Default AssistantSM

TG's redesigned Integrated Default AssistantSM (IDASM) helps schools manage their cohort default rate (CDR) and connect with borrowers who have delinquent student loans. IDA offers a variety of borrower communication tools, including the ability to generate call logs, that is, lists of borrowers to call who meet criteria set by the school.

Schools can create call logs based on such criteria as delinquency level, skip tracking status, enrollment status, and/or grade level. Keep in mind that not all servicers provide enrollment status or grade level information, which may mean this data may not be available for all borrowers.

Schools can print a call log report or work the call log online. If working the call log online, schools can update borrower demographic data, view loan details, as well as view and update borrower history while on the line with the borrower.

For details on generating and retrieving a call log, refer to the *IDA User Manual*, available with the application.

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.

TG workshop focuses on one of the secrets of successful financial management — setting smart goals

Almost all the big choices in life come with a price tag, such as graduating from college, buying a house, having a child, or retiring at a certain age. The key to achieving long-term goals like these is to set a careful timeline of steps and calculate an achievable cost — achievable in the sense that you can expect to earn the money necessary for your goal by an established timeframe. TG's financial literacy workshop, "Setting Goals: Getting There," outlines smart strategies for setting and achieving goals. These strategies are based on a clear-headed understanding of how meeting goals often entails trade-offs — for example, not spending money today in order to save for future purchases.

By the end of this presentation, workshop participants should understand some of the "secrets" of goal-setting, including:

- Establishing behavioral goals, or self-imposed rules, such as not allowing impulse buys, or limiting credit card use to emergencies;

- Breaking up goals into increments with short-, medium-, longer-term timeframes; and
- Setting very specific goals in order to plan better, e.g., saving a specific amount of money in a retirement account by a certain age.

TG can present this training to students directly or train school staff — by webinar or in person — to present the session.

About the TG Financial Literacy Program

TG has released an enhanced financial literacy program that consists of a series of 15-minute presentations with accompanying activities, workbook, and speaker's script. These modules cover a range of topics such as building a spending plan, saving and investing, and understanding employee benefits. Illustrations, content, and format for each module are 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, and the modules and accompanying activities can be mixed and matched to suit an institution's needs.

To learn more

Browse a list of [TG Financial Literacy Program](#) modules to learn more or to request a "Train-the-Trainer" session for your staff, who can then train students on a given topic.

Money management training as much a calling as a job for TG financial literacy consultant Nancy VanBoskirk



It's simple: Nancy VanBoskirk teaches money management to students and school staff for one reason. "In today's age, financial literacy is not a luxury," says VanBoskirk. "It is a necessity if our socio-economic system is going to work for the greatest number of people possible." She adds that understanding basic concepts such as how to budget, save, and set financial goals is key to an individual's success. "Managing college costs, handling health insurance, and saving well for retirement are dependent on each person's level of

financial literacy."

VanBoskirk should know. She's been working with young adults for most of her career, offering hands-on training and advice in a surprising variety of ways, from house-building (for Habitat for Humanity) to counseling in academics (for two TRIO programs) to financial aid counseling (for the University of North Texas (UNT) at Denton and UNT's Health Science Center). VanBoskirk's varied career has made her keenly appreciate how financial literacy training can be overlooked in early education and sorely missed later on in adulthood.

"Students today face a more complex world both socially and economically than previous generations," said VanBoskirk. "In my work, it became apparent that no matter what the educational level, students were often very limited in their knowledge of basic personal finance skills."

VanBoskirk's experience fueled her passion for teaching financial literacy to students. It also deepened her sense that such teaching should start as early as possible to educate all consumers in the language and skills of personal finance.

"Obviously, events in the past two years on the national level have provided us with the perfect teachable moment for financial literacy," she said. "But I also know first-hand as a student advisor and as a single mom how important it is be a smart money manager. In fact, I wish I had had someone to teach me about such things when I was younger."

In a sense then, VanBoskirk is making good on her own circumstances by helping others master the skills of money management. As a TG financial literacy consultant, she enjoys most those "aha!" moments when students understand a concept and are ready to apply it in their own lives. "It is very rewarding to see that light go on in students' eyes as they get a concept and see how it relates directly to them."

But VanBoskirk works closely with schools also. She trains school staffs to train their own students in financial literacy. Doing so, she helps schools understand the potential benefits of financial literacy in terms of retaining and graduating the greatest number of well-educated, employable students.

VanBoskirk finds rewards in her work on an almost daily basis. "I wish to contribute as much as possible to students' success not only in their educational pursuits, but in their lives as a whole," she said. VanBoskirk sees that opportunity in many of her presentations. She offers an example.

"I remember an evening presentation on credit basics," she said. "One of the students came up to me afterwards and said that she now understood why her credit score never changed. She had learned what she had to do to turn her score around. She said, 'Things are going to change starting now!' What a moment for both of us."

To learn more

To find out more about [the TG Financial Literacy Program](#), visit *TG Online*.

TG announces holiday hours and *Shoptalk's* publishing schedule

TG will be closed on Thursday and Friday, December 23-24, for the Christmas holiday and on Friday, December 31, 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 4, 2011.

Happy Holidays!

News Briefs

In his first State of the Union address, President Obama issued a challenge to the nation's higher education community: enroll and graduate enough students so that, by 2020, the U.S. leads the world in the percentage of adults with a postsecondary degree. Given the U.S. lag in graduation rates with regard to other industrialized nations (the U.S. ranks 12th according to a recent College Board report), the goal seems ambitious. A new report, titled "Strengthening College Opportunity and Performance," recommends various strategies for boosting national graduation rates, including better federal reporting on state and institutional graduation rates and the setting of graduation goals at the state and institutional level. Learn more about [suggested policies of the report](#).



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