



|                           |                      |   |                                    |                            |                                  |                           |
|---------------------------|----------------------|---|------------------------------------|----------------------------|----------------------------------|---------------------------|
| <a href="#">TG Online</a> | <a href="#">AIE™</a> | <a href="#">Default Prevention Services</a> | <a href="#">Financial Literacy</a> | <a href="#">Contact TG</a> | <a href="#">Shoptalk Archive</a> | <a href="#">Subscribe</a> |
|---------------------------|----------------------|---|------------------------------------|----------------------------|----------------------------------|---------------------------|

### Inside this issue

**TG Report** ..... 1

- TG announces \$6 million in grants to advance college access and completion..... 1
- TG enhances Program Integrity Final Rules Web page..... 2
- TG webinar to focus on Program Integrity rules for credit-hour vs. clock-hour programs ..... 3
- Register for upcoming Train-the-Trainer webinars for the TG Financial Literacy Program..... 3
- How to make the most of summer campus visits..... 5

**Industry Update** ..... 7

- ED issues guidance regarding Title IV aid eligibility for trial periods of enrollment ..... 7

**News Briefs** ..... 8

### Smart Solutions

Help your students plan their expenses before they get to college with *Adventures In Education's in-school budget worksheet*. Students can enter estimated income, financial aid amounts, and expenses to determine whether purchases are matched by funds.

## TG Report

### TG announces \$6 million in grants to advance college access and completion

Over the coming academic year, TG will disburse \$6 million in competitive grants to 35 institutions and nonprofit organizations. These awards are given to advance college access and completion, and help support educational research.

"These grants reflect our continued commitment to support programs that promote and improve access to higher education, particularly for low-income students," said Sue McMillin, TG President and CEO. "This year, we're very pleased to include many multi-year grant recipients versus single-year awards. This kind of grant lets us examine how a program performs over a period of time. Working with a program over several years, we have more opportunity for seeing progress. We're also better able to gather examples of effective practice."

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 address the needs of first-generation college students, and/or students who are underrepresented in higher education. TG's grants will help fund need-based grants to students; student mentoring and internships; pre-college outreach to students and families; academic support and instruction; student retention; student transfer guidance and support; and education research.

"By helping these programs succeed, we believe we are making a difference for the students and communities served by these programs," said McMillin.

### **To learn more**

Please visit TG's [Public Benefit Grant Program](#) online for a [complete list](#) of this year's grant recipients. 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.

## **TG enhances Program Integrity Final Rules Web page**

Have you visited TG's [Program Integrity Final Rules Web page](#) lately? If not, it's the perfect time to explore the many new items that have been added to the "TG Resources" and "Department of Education (ED) Resources" pages. You'll find both high-level and detailed coverage of each of the 14 topics for which ED has published rules to strengthen the integrity of the Title IV programs. The single-page summary of each topic and the visual aids on some topics, where appropriate, may be especially helpful to facilitate implementation efforts at the campus level. These documents are designed to foster improved communication and understanding of the new requirements by campus administrators who must work collaboratively to implement the new rules.

Subsequent to publishing final regulations on these Program Integrity topics, ED has issued supplemental guidance on a number of the topics. These *Dear Colleague Letters* and electronic announcements are also included in the resources available on the [Department of Education \(ED\) Resources](#) page. All links to relevant *Federal Register* notices, including the most recent gainful employment final rules published on June 13, 2011, and various ED training materials on these topics are also offered.

## Learn more

If you have additional questions about the Program Integrity final rules not addressed by TG's [Program Integrity Final Rules Web page](#), please contact TG's Customer Assistance team at (800) 845-6267, or send an email message to [cust.assist@tgslc.org](mailto:cust.assist@tgslc.org).

## TG webinar to focus on Program Integrity rules for credit-hour vs. clock-hour programs

The Program Integrity final rules define a "credit hour" and specify conditions as to whether a program can be measured in credit hours for Title IV program purposes after July 1, 2011. As a result, some schools that currently offer programs in credit hours will no longer be able to do so, for Title IV purposes, based on the nature of those programs. There are important implications for schools to understand in such cases, since federal requirements for administering Title IV aid in a clock-hour program differ significantly from those for credit-hour programs.

This is a confusing issue, so TG is pleased to offer a webinar featuring Kevin Campbell, ED trainer, as subject matter expert on clock-hour program rules. TG's webinar will focus first on the criteria to determine if a program will be designated as a clock-hour program under the new rules, and then provide details on how to correctly administer Title IV aid in clock-hour programs.

This training will be especially helpful to schools that currently offer a program with state-based or accreditation requirements for students to receive a specified number of contact hours of training or to perform clinical or hands-on practical experience hours during the program.

### To register

The two-hour webinar is scheduled for Tuesday, June 28, at 2 p.m. Central Time. [Registration is available online](#). If you are unable to attend the scheduled broadcast, a recording will be available for viewing shortly after the event through [TG's archived webinars](#).

## Register for upcoming Train-the-Trainer webinars for the TG Financial Literacy Program

The TG Financial Literacy Program consists of ten 15-minute presentations that offer students a foundation in the fundamentals of how to manage money, from managing credit to establishing a spending plan. TG's program provides a number of benefits to schools, including the option to train administrative staff in a given topic so that they can, in turn, train students.

Starting in July, TG will offer a series of "Train-the-Trainer" webinars for all its modules, with each webinar providing complete training for two different TG Financial Literacy Program modules. To webinar "graduates," TG will supply materials necessary to present the modules to students, including a trainer guide, a presentation with speaker script, a workbook, a student evaluation form, and the related game or activity. TG accepts orders for materials only from individuals who have completed a given Train-the-Trainer session.

Here's a schedule of Train-the-Trainer webinars for July through September.

- *Thursday, July 7, 10 a.m.-11:30 a.m. Central Time*

**Credit Basics: How Money Works** focuses on how lenders make money, the cost of borrowing, and tips for maintaining creditworthiness.

**Managing Credit: Priorities and Pitfalls** covers what students need to know about credit reports and credit scores and offers standard guidelines for keeping credit in good shape.

- *Thursday, August 4, 10 a.m.-11:30 a.m. Central Time*

**Spending Plans: Meeting Goals the Simple Way** discusses strategic thinking as it relates to income and expenses.

**Monitoring Spending: Keeping It Real** provides an overview of how spending plans can be adjusted to stay in step with financial circumstances.

- *Tuesday, August 16, 2 p.m.-3:30 p.m. Central Time*

**Needs and Wants: Prioritizing What Counts** helps students think about the differences between things that are fundamental necessities as opposed to desires or preferences.

**Setting Goals: Getting There** considers several facets of financial goal-setting, including how specific the goals are and the timeframe set for the goal.

- *Thursday, September 8, 10 a.m.-11:30 a.m. Central Time*

**Solving Debt Problems: Strategies and Solutions** reviews some of the steps that borrowers can take to get out of financial trouble.

**Saving and Investing: Risks and Returns** provides an overview of how money can grow over time. The module also discusses yield, risk, diversification, and other fundamentals.

- *Thursday, June 14, 2 p.m.-3:30 p.m. Central Time, and Thursday, September 22, 10 a.m.-11:30 a.m. Central Time*

**Employee Compensation: Beyond Salary** covers the big picture of what workers earn. Topics include what it means to be an "exempt" employee, tax withholding, and how location affects cost of living.

**Employee Benefits: More Than a Paycheck** provides an overview of how benefits can increase the value of an employee's total compensation.

### To register

For more details and [to register for these webinars](#), visit *TG Online*. You can also browse [a complete list of TG Financial Literacy Program modules](#).

## How to make the most of summer campus visits

**By Cindy Marrs, TG default aversion consultant**

You might not normally associate smart borrowing with student campus tours. But given that many students borrow for college and then graduate with significant debt — about \$24,000 on average for undergraduates according to the Project On Student Debt — it's a good idea to educate them about their financial aid options at every opportunity, including summer campus visits.

If your office is one stop on this summer's campus tour, encourage your staff to make the most of the occasion and be ready to address financial aid and loan issues important to prospective students. Since students will likely visit multiple schools, each with varying policies and processes, consider providing a summary of the following subjects in handout format, online, or via social media.

### Financial aid processes

Some schools have additional application requirements beyond completion of the Free Application for Federal Student Aid (FAFSA). While the FAFSA is the only application required in order to access federal aid, if your school uses an institutional methodology to determine eligibility for non-federal types of aid, be sure to make your prospective students and their families aware of this requirement.

It can also be helpful to provide a brief overview of the steps that occur after the student and family apply for financial aid, such as how your office will communicate (for example, by email, through your school's online portal, or by mail), average processing timeframes, and additional requirements that may occur, such as verification or resolution of conflicting information. This is also an excellent opportunity to remind students and families that there is no cost for applying for financial aid, and to provide information about obtaining free assistance in completing the application process.

## Scholarship applications

Scholarships are available from a wide variety of sources, such as private organizations, employers, and government agencies. It can be helpful to guide prospective students to more information about those opportunities by suggesting a free Web-based scholarship search.

Many students who visit your office, however, will be interested in learning about the availability of institutional scholarships. Be prepared to offer an overview of the types of scholarships your school offers, as well as general eligibility requirements. Informing prospective students and families about the percentage of scholarship applicants who receive a scholarship can assist in developing realistic expectations about financial aid packages and amounts. Also advise visitors about your school's application process: whether your school requires a single application, or multiple applications, or allows students to apply for scholarships via the admission application.

## Important deadlines

Keeping track of the numerous deadlines involved in applying for admission, financial aid, and scholarships can be overwhelming for students and families. If possible, consider collaborating with your admissions office to develop and distribute a comprehensive calendar that includes all deadlines applicable to incoming students. Deadlines associated with other campus departments, such as housing and student accounts receivable offices, may also be included.

## Smart borrowing

It is never too early to begin educating your prospective students and their families on the importance of borrowing responsibly and your school's packaging philosophy in regards to student loans. Consider recommending financial literacy and budgeting resources to your prospective students, and refer students who are considering particular majors or careers to the [Occupational Outlook Handbook](#) to obtain a realistic expectation of earnings and expected job prospects.

## About Cindy Marris



Cindy Marris brings a broad range of financial aid experience to her work as one of TG's default aversion consultants. For nine years, she served as a financial aid counselor at The University of Texas at Austin (UT Austin) where she managed the Community Service Work-Study Program and led the development of the AmericaReads/AmericaCounts tutoring initiative. At TG, she worked on the policy and regulatory affairs team before transitioning to the default prevention department. As a default aversion consultant, Marris helps schools develop effective default prevention strategies and provides borrowers with entrance and exit counseling and training on managing student loan repayment.

You can reach Marrs at (800) 252-9743, ext. 4874, or by email at [cynthia.marrs@tgslc.org](mailto:cynthia.marrs@tgslc.org).

## Industry Update

### ED issues guidance regarding Title IV aid eligibility for trial periods of enrollment

Some schools allow a student to attend a program for a short period of time — often referred to as a “trial” or “conditional” period — without incurring program charges or receiving Title IV funds, and before making a financial commitment to enroll.

On June 7, 2011, ED published *Dear Colleague Letter* (DCL) [GEN-11-12](#), which provides guidance regarding federal student aid eligibility for students enrolled for a trial period that leads to enrollment as a regular student. This guidance will ensure equitable and consistent treatment of these students in such programs. The following information provides highlights of ED’s guidance.

#### Program description

The term “trial period” is used to describe the beginning of the student’s attendance in an eligible program; in this case, the school has not admitted the student as a regular student. The term “eligible program” refers to an educational program that meets Title IV program eligibility requirements as identified in 34 CFR 668.8. The trial period of attendance is considered part of an eligible program. Any academic credit earned by the student during this period will count toward the student’s completion of that program if the student becomes a regular student after the trial period. Once the school admits the student as a regular student after the trial period, total charges for the program would include the trial period. If otherwise eligible, the student could also receive Title IV aid.

It is important to note that some schools offer a variety of orientation programs for their students. Guidance regarding trial periods of enrollment does not apply to such programs since they do not include academic course work that is a part of a student’s eligible program.

#### Standards for participation

In its policies and procedures on trial periods of enrollment, a school must specify which students must take classes on a trial basis and which students have the option, but are not required, to take classes on a trial basis. The school must provide a student with clear information about the trial program, including that the student will not be eligible for Title IV aid unless and until the school admits the student as a regular student after the trial period. Also, the school must ensure that

the student has the necessary books and other materials that are needed to succeed during the trial period.

A school must provide a student with information describing the procedure for withdrawing after the trial period, in the event that he or she decides not to continue enrollment. This information must make clear that a student will not be eligible for Title IV aid during the trial period, if the student does not continue enrollment. Further, students who did not attend beyond the end of a trial period may be charged only a nominal fee (such as an application fee), if any, to participate.

### **Previous guidance not intended to apply to trial periods of enrollment**

Current guidance provided on page 1-17 of the 2010-11 *Federal Student Aid Handbook* focuses on the eligibility of an individual student whose status changed during a payment or loan period. It was not intended to be used as guidance on how programs could be structured for a group of students to ordinarily attend an eligible program on a trial basis. Therefore, schools should use the new guidance in DCL GEN-11-12 for such purposes.

### **For more information**

For questions regarding trial periods of enrollment, please contact TG Customer Assistance at (800) 845-6267, or send an email message to [cust.assist@tgslc.org](mailto:cust.assist@tgslc.org).

---

## **News Briefs**

The University of California's San Diego campus takes a [unique approach to mentoring first-generation students](#). School administrators pair first-generation winners of a campus scholarship program with retired professors. To match students with former faculty, administrators look for areas of similar academic interest. Throughout the year, students then meet with their mentors, who lend an ear and offer advice on a range of issues, from good study practice to choosing majors and applying for internships.



P.O. Box 83100  
Round Rock, TX 78683-3100  
(800) 252-9743  
(512) 219-5700  
(512) 219-4560 TDD

*Shoptalk* is published by TG. Unless specifically noted, the policies and procedures outlined in *Shoptalk* are TG's and may not reflect the practices of other guarantors or ED.

To ask questions about *Shoptalk*, please contact Communications at (800) 252-9743, ext. 4732, or send an email message to [communications@tgslc.org](mailto:communications@tgslc.org).

**Contributors to this edition:** Michelle Anderson, Rob Davenport, Laura Kowalski, Cindy Marrs, Art Martinez, and Kristina Tirloni. Edited by TG Communications and Policy and Regulatory Affairs. Designed by TG Communications.

©2011 Texas Guaranteed Student Loan Corporation.  
The TG logo is a trademark or service mark of Texas Guaranteed Student Loan Corporation.