

FINANCIAL AID TRAINING

WASFAA Annual Conference



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NOLA

SPECIAL NOTE

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LOAN COUNSELING

For some students, applying for student loans may be their first experience borrowing money. The U.S. Department of Education implemented loan counseling requirements to help educate student borrowers about their responsibilities and the effects of borrowing to pay for postsecondary education.

Loan counseling also may help prevent loan defaults. Students who have been informed of available options may be less likely to experience payment problems and, therefore, less likely to default. Schools with high default rates may be required to have default management plans that include specific steps related to loan counseling.

Loan counseling is required before loans are delivered (entrance counseling) and again when students drop below half-time enrollment or leave school (exit counseling).

The Higher Education Opportunity Act of 2008 amended existing loan counseling requirements, and extended exit counseling requirements to graduate or professional borrowers of Federal PLUS loans. Loan counseling requirements apply to both the Federal Stafford and graduate/professional Federal PLUS loan programs. Loan counseling is not required for parent borrowers of Federal PLUS loans.

ENTRANCE COUNSELING

At or prior to the delivery of the first disbursement, schools must ensure that first-time student borrowers of Federal Stafford or PLUS loans receive simple and understandable information about the loan terms and conditions and the student's responsibilities.

Some schools consider entrance counseling to be a continual process and provide information to students throughout their enrollment. Ongoing communication about their loans enables students to make informed borrowing decisions and remain aware of their overall loan debt and the implications of that debt upon repayment.

Required Elements for Entrance Counseling

Entrance counseling must include at a minimum the following elements:

- Explain the purpose of the Master Promissory Note.
 - MPNs are multi-year, multi-loan promissory notes. By signing their MPNs, students are agreeing to the terms and conditions of all loans made under the MPN.
- Reinforce the importance of repayment.
 - Students should understand that their loans must be repaid.
 - Student loans still must be repaid even if students do not complete their programs of study at all or within the normal time frame for completion, are not satisfied with the education they received or are unable to find jobs upon graduation.
- Inform the borrower that acceptance of the loan may affect eligibility for other types of financial aid.
- Describe the treatment of interest on unsubsidized Stafford loans and PLUS loans while enrolled.
 - Students may make interest payments while enrolled, which will minimize the total cost of their loans. This can be requested at the time the Master Promissory Note is signed or after the loan funds are received. Students should contact their lender to make or change these arrangements.
 - Unpaid accrued interest on unsubsidized Stafford loans will be capitalized when repayment begins.
 - Unpaid accrued interest on graduate/professional PLUS loans will be capitalized at the lender's discretion, and no more frequently than quarterly.

- Explain the school’s definition of half-time enrollment for both regular and summer terms and what happens when students drop below half-time or cease enrollment completely.
 - Students qualify for in-school deferment while enrolled at least half-time.
 - Repayment begins approximately six months after a student graduates, leaves school or otherwise ceases at least half-time enrollment.
 - As long as any breaks in enrollment do not exceed the six-month grace period, no payment will be expected and the loan will return to in-school status once the student is enrolled again on at least a half-time basis.
 - If a student already has made use of the one-time six-month grace period, any subsequent breaks in enrollment will place the student’s loan(s) in repayment immediately.
 - Students with concerns about the ability to begin repayment should contact their lenders to discuss repayment arrangements or options for postponing repayment.
- Emphasize the importance of contacting the appropriate office(s) if withdrawing from all classes.
 - Schools are required to designate one or more offices as the location for notification of intent to withdraw, which must be communicated to all students.
 - Students need to know that if they withdraw from classes they may not be eligible to receive all of the loan funds they initially were awarded.
 - Students must be informed they will be required to complete exit counseling when no longer enrolled at least half-time.
- Describe the consequences of default, including:
 - Negative credit rating when lenders report defaulted loans to credit bureaus.
 - Debt collection activities, such as the withholding of federal and state income tax refunds, wage garnishment, the withdrawal or denial of state-issued licenses or certificates, and the assessment of a collection fee.
 - Legal action and litigation.
 - Loss of eligibility for future federal financial aid unless and until the borrower makes satisfactory arrangements to repay the defaulted loan(s) by:
 - Reinstating borrower’s eligibility by making at least six consecutive on-time monthly payments.
 - Rehabilitating the loan(s) by making at least nine consecutive on-time payments of an amount agreed upon by the borrower and the guarantor, and securing a lender to purchase the loan and restore it to non-default status.
 - Consolidating the loan(s) after making three consecutive on-time monthly payments of an amount agreed upon by the guarantor.
- Provide sample monthly payments.
 - Students must be provided with sample monthly repayment amounts such as estimated payment amounts or ranges based on the average loan debt for Stafford loan borrowers in the same program of study at the same school.
- Explain how students can access Title IV loan information in the National Student Loan Data System (NSLDS).
 - www.nsls.gov.
- Schools should provide the name and contact information to students who have any questions about their rights and responsibilities and terms and conditions of their loans.

TRAINER’S TIDBIT

Final regulations published Nov. 1, 2007, require schools to inform graduate or professional PLUS loan applicants of their possible eligibility for Stafford loans and the differences between the two loan programs.

NOTES

Entrance Counseling Minimum Requirements*	Stafford Loan (first-time borrower)	Stafford Loan (prior borrower)**	Grad/Prof PLUS (first-time borrower)	Grad/Prof PLUS (prior borrower)***
Use of Master Promissory Note.	required	exempt	required	exempt
Seriousness and importance of the obligation to repay full amount of the loan, even if borrower: <ul style="list-style-type: none"> ▪ Does not complete the program at all or within the regular time for program completion. ▪ Is unable to obtain employment upon completion of the program. ▪ Is dissatisfied with or does not receive the services purchased from the school. 	required	exempt	required	exempt
Effect of loan acceptance on eligibility for other types of financial aid.	required	exempt	required	exempt
Capitalization of interest and option to pay interest on unsubsidized loan while enrolled in school.	required	exempt	required	exempt
School's definition of half-time enrollment during any and all terms, and the consequences of failing to maintain half-time enrollment.	required	exempt	required	exempt
Importance of contacting appropriate school office(s) if withdrawing before completion of student's program.	required	exempt	required	exempt
Likely consequences of default, including adverse credit reports, delinquent debt collection procedures under federal law, and litigation.	required	exempt	required	exempt
Sample monthly repayment amounts based on a range of student levels of indebtedness.	required	exempt	required	exempt
Availability of Title IV loan information in the National Student Loan Data System (NSLDS) and how borrowers can access loan information.	required	exempt	required	exempt
Provide the name and contact information of the person students should contact with questions about their rights and responsibilities or terms and conditions of their loans.	required	exempt	required	exempt

* Effective August 14, 2008.

** Student borrowers are exempt if previously received Federal Stafford, Federal SLS, or Direct loan at any school.

*** Student borrowers are exempt if previously received Federal PLUS loan or Direct PLUS loan as a graduate or professional student at any school.

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Best Practice Elements for Entrance Counseling

ED offers suggestions for other items schools might cover during entrance counseling, in addition to those requirements outlined above. The 2008-2009 *Federal Student Aid Handbook* lists the following suggestions (Volume 2, Chapter 6, p. 2-80 through 2-81):

- Review the terms and conditions of the loan.
 - While borrowers agree to the terms and conditions of loans by signing their MPNs, some may not comprehensively read the document or understand the consequences of borrowing.
- Review sources of aid with students.
 - Students will benefit from knowing more about the different types and sources of financial aid available to them.
- Review the availability of state grant aid.
 - You should make sure that students are aware of available grant opportunities. Grants may be based on students' states of legal residence or the state where the institution is located.
- Discuss the importance of budgeting while in school.
 - Because college may be the first time some students are responsible for their own finances, budgeting may be a new concept. Schools may need to review basic budgeting skills and discuss financial responsibility.
- Communicate with the lender.
 - Borrowers should understand the importance of communicating with their lenders throughout the life of their loans. When students contact lenders about changes in address or difficulty they might encounter in making payments, lenders can more effectively help students avoid default.
- Communicate your school's satisfactory academic progress policy.
 - Financial aid recipients need to be aware that they may lose eligibility for federal aid should they not make academic progress.
- Importance of record keeping.
 - Remind students that maintaining records of all loans and transactions will assist them if discrepancies should arise.
- Administer a test or quiz.
 - Use a test or quiz to measure borrower comprehension. Simply mentioning that there will be a quiz often motivates students to pay closer attention during the session.

NOTES

EXIT COUNSELING

Financial aid administrators are required to conduct exit interviews or exit counseling for every student at the school who borrowed a Stafford loan, and effective Aug. 14, 2008, for every student who obtained a Grad PLUS loan, shortly before the student ceases to be enrolled at least half-time, even if the student does not graduate. Schools must ensure that exit counseling is provided to students who leave the school without officially withdrawing. Counseling may be provided by interactive electronic means or by mailing exit counseling materials within 30 days after learning that the students have withdrawn or failed to complete exit counseling.

Required Elements for Exit Counseling

Exit counseling must include at a minimum the following elements:

- Explain the purpose of the Master Promissory Note.
 - Reinforce the importance of repayment regardless of educational outcome.
 - Consequences of default, including adverse credit, delinquent debt collection procedures under federal law and litigation.
 - Assist with debt management strategies.
 - Remind students that although they plan to earn money, they still must budget. Student loan repayment is not optional. Loan payments should be a budget item similar to rent and utilities. Schools also may include other debt management strategies that may be helpful to student borrowers.
 - Provide detailed information about repayment options, including standard, extended, graduated and income-sensitive repayment.
 - Describe each of the options available to borrowers, including such information as the minimum payment amount, length of the repayment period and any other differentiating features.
- Based on actual or average loan amounts at interest rates relevant to the types of loans borrowed, provide for each repayment plan:
 - Average monthly payment amounts.
 - Interest charges.
 - Total amount of interest to be repaid.
 - Review information about forbearance, deferment and cancellation.
 - Make students aware of eligibility requirements and application procedures to qualify for deferment, forbearance or cancellation.
 - Provide a copy of information from ED's publication describing assistance programs for borrowers of federal student loans.
 - Describe the ability to prepay, request a shortened repayment schedule, or change repayment plans.
 - Students can prepay all or part of their loans at any time without incurring fees or penalties. Making larger than expected monthly payments will help pay off the loan early, reducing the overall cost of interest associated with the loan.
 - Inform students of the flexibility to change repayment plans.
 - Unless they request otherwise, students will repay their loans according to the standard repayment plan. At any time during repayment, students may switch to a different repayment plan for which they qualify. Advise students to contact their lenders to discuss their options. Lenders may limit a borrower to one annual change.
 - Explain loan consolidation.
 - A new loan is created through consolidation, with its own terms and conditions.
 - Consolidation can result in greater interest charges, especially if the repayment period of the consolidation loan is longer than the standard 10-year repayment period.

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- Any borrower benefits applicable to the underlying loans, such as grace periods, deferment options and forgiveness or cancellation rights, may be forfeited as a result of consolidation.
- Borrowers may change repayment plans by contacting their lender and may prepay the consolidation loan at any time without penalty.
- Students should explore consolidation with various lenders because borrower benefits can vary among lenders.
- Share tax benefits available to borrowers of education loans.
 - Certain tax-filers may qualify for tax deductions based on payment of interest on federal student loans. Additional information is available through the Internal Revenue Service.
- Collect and update the borrower’s personal information. This information must be forwarded to the guarantors of each student’s loans within 60 days:
 - Name.
 - Address.
 - Social security number.
 - References.
 - Expected permanent address.
 - Driver’s license number and state of issuance.
 - Contact information for nearest relative.
 - Name and address of employer or expected employer.
 - Other demographic information.
- Explain how students can access Title IV loan information in the National Student Loan Data System.
 - www.nsls.gov.

- Provide contact information for the FSA Student Loan Ombudsman’s Office.
 - www.ombudsman.ed.gov.
- Explain situations where borrowers might contact this office to resolve student loan problems.

TRAINER’S TIDBIT

The College Cost Reduction and Access Act of 2007 makes an income-based repayment plan available to certain borrowers of federal student loans, effective July 1, 2009. Borrowers may qualify for income-based repayment if a “partial financial hardship” exists, which occurs when the standard annual payment amount due on all of the borrower’s eligible FFELP and Direct loans exceeds 15 percent of the difference between the borrower’s Adjusted Gross Income and 150 percent of the poverty guideline for the borrower’s family size.

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Exit Counseling Minimum Requirements*	Stafford Loan	Grad/Prof PLUS	Parent PLUS
Use of Master Promissory Note.	required	required	exempt
Seriousness and importance of the obligation to repay full amount of the loan, even if borrower: <ul style="list-style-type: none"> ▪ Does not complete the program at all or within the regular time for program completion. ▪ Is unable to obtain employment upon completion of the program. ▪ Is dissatisfied with or does not receive the services purchased from the school. 	required	required	exempt
Likely consequences of default, including adverse credit reports, delinquent debt collection procedures under federal law, and litigation.	required	required	exempt
Debt management strategies that facilitate repayment.	required	required	exempt
Repayment options (standard, graduated, extended, and income-sensitive repayment plans), under each plan including: <ul style="list-style-type: none"> ▪ Description of the different features. ▪ Average anticipated monthly payment amounts. ▪ Difference in interest paid and total payments. 	required	required	exempt
Terms and conditions for full or partial cancellation, including a copy of information from U.S. Department of Education publication describing assistance programs.	required	required	exempt
Deferment and forbearance options, including a copy of information from U.S. Department of Education publication describing assistance programs.	required	required	exempt
Explanation that borrower can: <ul style="list-style-type: none"> ▪ Prepay each loan. ▪ Have a shorter repayment schedule. ▪ Change repayment plans. 	required	required	exempt
Effects of loan consolidation, including: <ul style="list-style-type: none"> ▪ Effect on total interest to be paid and length of repayment term. ▪ Effect on borrower benefits for underlying loans, such as loss of grace periods, deferment, cancellation/forgiveness options. ▪ Option to prepay or change repayment plans. ▪ Statement that borrower benefits differ among lenders. 	required	required	exempt
Tax benefits that are available to borrowers.	required	required	exempt
Require borrower to provide: ** <ul style="list-style-type: none"> ▪ Name. ▪ Social security number. ▪ Current address. ▪ Expected permanent address. ▪ Driver's license number and state of issuance. ▪ Name and address of next of kin. ▪ References. ▪ Name and address of expected employer, if any. 	required	required	exempt
Availability of Title IV loan information in the National Student Loan Data System (NSLDS) and how borrowers can access loan information.	required	required	exempt
Availability of Student Loan Ombudsman's office.	required	required	exempt

* Effective August 14, 2008.

** School must provide this information to borrower's guarantor(s) within 60 days.

Best Practice Elements for Exit Counseling

The 2008-2009 *Federal Student Aid Handbook* (Volume 2, Chapter 6, p. 2-83) has additional suggestions for information schools might cover with students during exit counseling. Although the following items are not required, they easily can be added to your exit sessions and will better equip your students to be conscientious in the repayment of their loans.

- Provide name and contact information of lenders.
 - Use NSLDS to provide students with a record of the lenders that hold their federal loans. This information helps students understand the different entities from which they might expect to receive communications.
- Emphasize communication with lenders.
 - Remind students that because they no longer are enrolled at least half time, they must communicate to their lenders any changes in address, name or employer.
- Advise borrowers to keep accurate personal records.
 - Encourage borrowers to keep all loan records up to date.
- Administer a test or quiz.
 - A test or quiz at the close of the counseling session will help gauge whether counseling methods were effective. Mentioning a quiz prior to the session often encourages students to pay closer attention. Note that the Higher Education Opportunity Act encourages the use of tests to assess the borrower's understanding of the information presented.

COUNSELING DELIVERY METHODS

ED gives schools flexibility in determining how to develop and deliver loan counseling. Options may include individual or group counseling, delivered in person, on paper or online. Due to the flexibility of delivery methods, there are many factors to consider when determining which methods are best for each school. A comparison chart is provided in the Trainer's Toolkit.

Regardless of the method used, students must be provided with the name and contact information of someone able to answer questions about rights and responsibilities and loan terms and conditions.

In the Higher Education Opportunity Act, Congress clarified the requirements for delivery of entrance counseling for new borrowers, encouraging interactive presentation of loan counseling information using "simple, understandable text with clear formatting." Schools must document completion of entrance counseling by collecting either a paper document signed by the borrower or capturing an online acknowledgement of receipt of loan counseling information.

Regulations emphasize that schools must take reasonable steps to ensure completion of exit counseling. Exit counseling information must be mailed to students who do not complete the exit counseling, in which case schools must document when and how the information was sent.

TRAINER'S TIDBIT

The Higher Education Opportunity Act of 2008 restored the ability of lenders and guarantors to perform exit loan counseling, previously prohibited as of July 1, 2008, under final regulations issued Nov. 1, 2007. The school must control the counseling and the materials used cannot promote a lender's or guarantor's products or services.

Schools may, however, use presentations, handouts, materials, videos, and online loan counseling products developed by lenders and guarantors.

NOTES

Individual Sessions

Individual counseling sessions often are the most effective way to communicate the required information to students. If financial aid administrators can meet individually with each student, they can customize suggested items that are relevant to that student. Students also may be more likely to ask questions. Due to limited financial aid office staffing or student-body size, however, this method may not be a viable option for many schools.

Group Sessions

Because the financial aid office may not be staffed to perform individual counseling sessions, a more practical option may be to conduct several group sessions. Due to students' busy schedules, it would be best to schedule several sessions spanning a number of days and times. Schools should send multiple notices to students regarding these meetings. The notices should emphasize that attendance is mandatory during at least one session.

To help keep students attentive during the group-counseling sessions, use different presentation methods, including the following:

- Lectures.
- On-screen presentations.
- Handouts.
- Group activities.
- An interactive question-and-answer time.

Online Sessions

Many guarantors and lenders offer schools some form of online loan counseling or assistance. When using online media, required elements for entrance and exit counseling do not change. Schools are responsible for notifying students that they are required to complete the counseling process. Most online counseling tools include a final test to ensure that students understand the information presented. Schools must have access to records that identify which students have successfully completed the counseling process.

Mailing Informational Packets

ED allows schools to mail packets containing loan counseling information to students. Mailing information may be the only way to reach students who do not attend the other sessions. Some guarantors and lenders provide materials that contain the required information, and schools easily can add institution-specific information. Schools are required to document when and how the information was sent.

Videos

Many guarantors and lenders have developed videos for schools that participate in the Federal Family Education Loan Program. The videos review most of the required material, but a school official still must provide additional information and be available for questions. Schools also may create their own video or other presentations.

NOTES

Putting It To Work

How does your loan counseling measure up?

- All students borrowing Title IV loans for the first time at our school are notified that they must complete entrance counseling before receiving the first disbursement of their FFEL loan.
- Students required to receive entrance counseling do not receive the first disbursement of the loan until they have completed entrance counseling.
- Before exempting a first-time borrower at our school from entrance counseling, we confirm prior borrowing at any school.
- Students required to receive exit counseling are notified prior to ceasing enrollment.
- If a student withdraws without prior notification, we mail exit counseling materials within 30 days of learning the student no longer is enrolled.
- If a student does not complete exit counseling before ceasing enrollment, we mail exit counseling materials within 30 days of learning the student no longer is enrolled.
- Our entrance and exit counseling is conducted in person and/or uses other instructional media, such as videos or interactive online presentations.
- Our online loan counseling includes a mechanism for documenting that each borrower received the required information and completed loan counseling.
- We provide students with the name and contact information of the person(s) who can answer questions about rights and responsibilities and loan terms and conditions.
- Our loan counseling meets or exceeds the minimum requirements.
- Our policies and procedures describe how we comply with all loan counseling requirements.
- Our documentation that confirms adherence to loan counseling requirements is readily available.

As of Aug. 14, 2008:

- We have incorporated all new provisions under the Higher Education Opportunity Act of 2008 so that our loan counseling meets or exceeds the minimum requirements.
- We now require all student-borrowers of graduate/professional PLUS loans at our school to complete exit counseling within 30 days of ceasing to be enrolled at least half-time.
- Before exempting a first-time student-borrower of PLUS loans from entrance counseling, we now confirm prior borrowing of a PLUS loan at any school.
- We now identify presentations, handouts, materials, videos or online loan counseling products that have been developed by a lender or a guarantor.
- We now ensure that the materials do not promote a lender's or guarantor's products or services.

NOTES

TRAINER'S TOOLKIT

The Trainer's Toolkit is a listing of terms, Web sites, and reference material directly related to entrance and exit counseling.

TERMS, ACRONYMS AND ABBREVIATIONS

ED

U.S. Department of Education.

www.ed.gov.

ED was created in 1980 when several federal agencies were combined. Its mission is to ensure equal access to education and to promote educational excellence throughout the nation. ED's purpose is to:

- Establish policies on federal financial aid for education.
- Distribute and monitor federal student aid funds.
- Collect data on schools and disseminate that research.
- Focus national attention on key educational issues.
- Prohibit discrimination and ensure equal access to education.

FFELP

Federal Family Education Loan Program.

Loan programs authorized by Title IV, Part B of the Higher Education Act of 1965, as amended, that includes Federal Stafford loans, Federal unsubsidized Stafford loans, Federal PLUS loans and Federal Consolidation loans. These loan programs are funded by lenders, guaranteed by guarantors and reinsured by the federal government. These programs are defined individually in 34 CFR 682.

MPN

Master Promissory Note.

A MPN is a contract students or parents sign when taking out a Stafford or PLUS loan. The MPN allows borrowers to receive loans for either a single academic year or multiple academic years.

NSLDS

National Student Loan Data System.

www.nsls.ed.gov.

NSLDS is ED's central database for student aid. It receives data from schools, guarantors, FFEL and Direct Student Loan programs, the Pell Grant program and other ED programs. NSLDS provides a centralized, integrated view of Title IV loans and Pell Grants that are tracked through their entire cycle – from aid approval through closure. Students also can view their information using their PIN.

RESOURCES

Information for Financial Aid Professionals.

www.ifap.ed.gov.

Code of Federal Regulations

www.gpoaccess.gov.

Executive Branch › Code of Federal Regulations › Electronic Code of Federal Regulations

34 CFR 682.604

THOMAS - legislative information from the Library of Congress.

<http://thomas.loc.gov>.

2008-2009 Federal Student Aid Handbook

www.ifap.ed.gov.

Volume 2 – School Eligibility and Operation.

Chapter 6 – Providing Consumer Information.

NASFAA's HEA Reauthorization Web Center.

www.nasfaa.org/SubHomes/HEA/home.html.

APPENDICES

Appendix A

Delivery Method Consideration Chart.

Appendix B

NELA Resources.

Appendix A

Delivery Method Consideration Chart.

	Why Important	Individual Sessions	Group Sessions	Online Sessions	Mailing Information	Videos
<i>Personnel to Conduct Sessions</i>	Personnel with Title IV knowledge are required to answer questions about counseling.	High number of staff required during peak seasons.	Limited number of staff required during peak seasons.	Limited number of staff to review quizzes and document completion.	Staff to coordinate and prepare mailing.	Staff to start and stop video. May require staff to answer follow-up questions.
<i>Student Body Size</i>	May dictate how much personal attention may be provided.	Small size allows more individual attention.	May depend on room availability to conduct sessions.	Any.	May depend on financial aid office mailing/printing budget.	May depend on whether video viewed individually or in groups.
<i>Cohort Default Rate</i>	Schools with higher CDRs should use methods to help lower default rates.	Individual attention can help reduce high CDR.	May depend on group size.	More time-effective for low CDR schools.	May result in higher CDR due to lack of follow-up.	May depend on follow-up conducted after video.
<i>Student Body Type: Traditional</i>	Borrowers may have less experience in loan rights and responsibilities.	Individual attention can help reinforce key concepts.	May depend on group size.	Younger borrowers are more online-savvy, though some information may be skipped.	May not be received, read or comprehended; Parents also may review information though not share with student.	Younger borrowers may bore easily with video.
<i>Student Body Type: Non-traditional</i>	Borrowers may be more familiar with loan rights and responsibilities.	Individual attention can help reinforce key concepts.	May depend on group size.	May not be as comfortable with online material.	May not be received, read or comprehended.	May depend on context of viewing.
<i>Student Body Type: Online</i>	Borrowers may not have access to on-campus activities.	May not have access or ability to come to campus.	May be conducted through online classrooms.	Borrowers are comfortable with online material.	May not be received, read or comprehended.	May be viewed online depending on format.
<i>Follow-up Attributes</i>	Follow-up is key in reducing default rates and ensuring students received necessary information.	Immediate.	If interactive question/answer section provided during session.	May be incorporated through e-mails.	Additional mailings or phone calls.	May depend on context of viewing (individually, groups, online).
<i>Technology Requirements</i>	Some schools and students may have technology challenges.	None.	Audio/Visual equipment, computer; depends on how session conducted.	Server space; borrowers have access to computer with Internet.	None.	Audio/visual equipment and/or online video capabilities.
<i>Administrative Support</i>	Schools are required to document how counseling is conducted, and for entrance counseling, whether completed.	Staff conducting counseling would document.	Compiling attendees at each session and documenting file.	Downloading completion rosters through counseling provider.	Follow-up to ensure completion (entrance counseling only); document how materials provided.	May depend on how video viewed (individually, groups, online).

Appendix B

NELA Resources.

NELA Loan Counselor® is a suite of custom counseling products to help schools fulfill all federal requirements for loan counseling and simplify Stafford loan entrance and exit counseling with one online program. NELA Loan Counselor has four student-facing components:

- NELA Stafford Loan GuideSM entrance counseling.
- NELA Student Loan Transition GuideSM exit counseling.
- NELA Grad GuideSM entrance counseling.
- NELA Grad Guide exit counseling.

Designed with insight from students and financial aid administrators, NELA Loan Counselor makes information easy for students to learn, understand and recall, and simple for administrators to customize to existing office procedures. It's efficient, straightforward and exceeds federal loan counseling requirements.

Advantages of NELA Loan Counselor include:

- Assists schools in meeting federal entrance and exit counseling requirements and in promoting successful loan repayment.
- Offers schools the ability to access NELA Loan Counselor screens through OpenNet, for a more streamlined workflow.
- Integrates fully with OpenNet, eliminating the need for multiple signons and navigational paths for borrowers.

To learn more about NELA Loan Counselor, contact your usual NELA representative.