

EDSHARE PROJECT IN DEVELOPMENT

The University of San Diego Consortium, recipient of a \$40,000 EdSHARE grant, plans to use the majority of its funds to provide a Web site for schools and students to access financial literacy information. Consisting of about 30 schools that represent the California Student Debt Resource and Awareness Project (CASDRAP) task force, the group is excited about the impact its project will make on schools and students.

"We hear from students every day as to why they can't pay back their student loans," says Linda Dotson, the manager of university collections at San Diego State University and project coordinator. "The majority of reasons can be traced back to poor money management. It's a mushrooming phenomenon that we'd like to try and change."



Mary Snyder, EdFUND client relations manager, Linda Dotson of San Diego State University and Judy Lewis Logue of University of San Diego

"CASDRAP has been working on this problem for many years," says Linda. "In the midst of planning, organizing and laying foundational work, we realized that we needed a tool or resource for schools and students."

While there's no shortage of materials from which to choose, the group decided that there was no single piece that spoke directly to the problems that CASDRAP participants were hearing. The Web site will be the primary resource, but the group also plans to develop other collateral material.

Consortium member Judy Lewis Logue, director of financial aid services at the University of San Diego says, "This is exciting for us because for years we've had no funding. Now all of a sudden we have the money to develop our project. How cool is that?"

Mary Snyder, the EdFUND client relations manager responsible for making the group aware of EdSHARE grant funds says, "Even though financial aid folks understand the importance of financial literacy, it's the student business officers who carry the collections burden and hear the real-life reasons of students who can't pay. The CASDRAP project will have a positive impact on students' money management skills."

Below is a summary of previously published EdFUND and U.S. Department of Education communications. Bold letters are document and date references. To access the entire document, go to our Web site, www.edfund.org, and click "Schools" or "Lenders" and again on "Bulletins, Alerts & Memos."

- ▶ EdFUND provided the sixth set of updates to the July 2002 revision of the *Common Manual*. **SP 2002-13/LP 2002-14; December 17, 2002**
- ▶ EdFUND sent its November 2002 Report Card. **RC 2002-12; December 17, 2002**

THE DEPARTMENT SENT THE FOLLOWING:

- ▶ Federal Student Aid satellite video-conference. **ANN-02-06; December 2002**
- ▶ Workshops on student eligibility and delivery system 2003-2004. **ANN-02-07; December 2002**
- ▶ Updated address for returning funds to COD. **DLB-02-39; December 2002**
- ▶ Multi-year usage of MPNs for schools. **GEN-02-10; December 2002**
- ▶ Eligibility of home-schooled students. **GEN-02-11; December 2002**
- ▶ Approval of FFELP, Perkins and Direct Loan total and permanent disability discharge application. **GEN-02-12/CB-02-18/G-02-343/L-02-237; December 2002**



EDUCATION IN ACTION

Faculty members and students at California State University, Fullerton study bones in the Anthropology Research and Training Facility. Completed in 1999, the \$2 million, 10,000-square-foot facility houses numerous laboratories for archaeology and biological anthropology.

It also includes a computer lab and a teaching museum. The facility was funded, in part, by a grant from the National Science Foundation.