PA State Grant
Program Handbook
2020-21 Academic Year & 2021 Summer Term
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The purpose of this document is to provide the financial aid community with responses to questions that were addressed during the 2020-21 PA State Grant Summer Workshops. Information is being shared for clarification purposes only. This document supplements the *PA State Grant Program Handbook – 2020-21 Academic Year and 2021 Summer Term*. Refer to [PHEAA.org](http://PHEAA.org) where you can access the most recent updates including FAQs for the PA State Grant Program.

The organization of questions presented in this document follows the order of the *PA State Grant Handbook*. Sections are noted for cross-referencing purposes.

We appreciate any comments that you have on the *PA State Grant Program Handbook* as we revise the text annually based on questions and feedback from the financial aid community. If you have suggestions on enhancements for the *PA State Grant Handbook*, email us at sghelp@pheaa.org.

**NOTE:** Due to PHEAA’s continuous review of the impact of COVID-19 on students as it relates to the PA State Grant Program, questions relating to method of education delivery (enrollment mode) addressed in this document include guidance for an exception that was made after the PA State Grant training but prior to this document’s publication. Refer to the September memo which addresses COVID-19 guidance for the 2020-21 Academic Year and keep alert for other memos regarding PA State Grant Program administration.

### Chapter 1 – School & Program Eligibility

#### Section C, Approved Program of Study

**Q:** If a student is enrolled in a program that is not typically published as hybrid, but the courses within that program are now being offered as online or hybrid, is the program eligible?

**A:** A hybrid program of study, as noted in Chapter 1, Section C, paragraph 3.b.ii, is structured to be a composite of online and classroom instruction. Eligible hybrid programs are limited to no more than 50% of the coursework being offered online. If greater than 50% of the program is offered online, then PHEAA categorizes this as an online program.

#### Sections D & E, Term Start Dates & Term Length

**Q:** When modules are described as back-to-back or consecutive, does that mean there cannot be any breaks?

**A:** The term consecutive is used to describe periods of enrollment for PA State Grant purposes. When used to reference combining modules to meet term length definitions, consecutive means “back-to-back” or overlapping periods of instruction. Breaks may not be considered in a term’s length. For example, a week-long spring break would not count toward the minimum term length. When combining two or more modules in order to meet the PA State Grant Program term-length requirement, if there is a break longer than 7 days in between the modules, you must provide the schedule information to us to review by emailing sghelp@pheaa.org.
Q: Our school’s schedules have been adjusted due to COVID-19, does this impact PA State Grant awarding?

A: The minimum term length requirements, as outlined in Chapter 1, Section E, continue to apply for the 2020-21 Academic Year. If your institution adjusts a term start date for the 2021 Winter or Spring term, notify PHEAA staff via email at sghelp@pheaa.org as this may result in an adjusted disbursement date for that term.

Chapter 2 – Student Certification of Eligibility

Sections B.1 & B.2, Enrollment Definitions & Instruction Delivery & Enrollment Mode Reporting

Q: If a student attends a course for the entire term but the grade is incomplete, would the student be eligible to keep their grant?

A: If a student's transcript shows a course that was attempted and marked as incomplete, the assumption is that the student did not withdraw from the course but is missing a critical component of coursework required to be assigned a grade. Since the student did not withdraw, the number of attempted credits is not impacted. Therefore, the student's status (half- or full-time) is also not impacted. Refer to the Academic Progress section for information on potential impact to the student's ability to meet progress.

Section B.2, Instruction Delivery & Enrollment Mode Reporting

Q: Do schools that are Headquartered and Domiciled in Pennsylvania (HQT) still have to report enrollment mode for the 2020-21 Academic Year?

A: Yes. In order for PHEAA's Board of Directors to be able to continue making future decisions regarding PA State Grant award amounts, all schools will continue to report a student's enrollment mode. Enrollment mode must match the student's final enrollment used for eligibility determination, including ALL credits or clock hours which count toward establishing a student's enrollment status. Review Chapter 2, Section B for additional information on the enrollment mode reporting requirements. For the 2020-21 Academic Year, remember that eligible students enrolled at an HQD institution for more than 50% online (modes 3 and 4) will have award amounts calculated in the same manner as a student enrolled 100% in-classroom. Additionally, an exception was made for the 2020-21 Academic Year by which eligible students enrolled at Non-HQD institutions for more than 50% online (modes 3 and 4) will not be subject to the Americans with Disabilities Act (ADA review) and, therefore, will not have their awards canceled.

Q: If a course is not coded as online through the registrar's office, but it is held online due to COVID-19, should we consider it distance education for enrollment mode reporting?

A: Yes. Any course that is being delivered more than 50% online as part of an approved program of study must be counted as online when determining a student's enrollment mode—even if the course is not coded as online through the registrar’s office, but is held online due to COVID-19. For requirements on an approved program of study, refer to Chapter 1, Section C.

Q: Is synchronous learning considered in-classroom for the PA State Grant Program?

A: Yes. Synchronous learning, where face-to-face instruction is achieved through real-time, two-way audio-visual technology, is considered in-classroom instruction for PA State Grant purposes (Chapter 2, Section B, paragraph 2.b). The definition of synchronous learning is found in Chapter 2, Section B, paragraph 2.a.iii.

Q: If a course is held simultaneously online and in-classroom and course material is offered in both traditional and online formats, how should we report enrollment mode?

A: A course may be held simultaneously online and in-classroom with course material offered in both traditional and online formats. If the teaching faculty member and the students achieve face-to-face instruction in real
time, then the course meets the PA State Grant definition of synchronous learning. Synchronous learning may be from home using webcam equipment or applications such as Zoom and is considered in-classroom for purposes of enrollment mode reporting. If the course is partially real-time, then the percentage of real-time delivery must be 50% or greater to maintain in-classroom status. Any course that exceeds 50% of instruction delivered in an asynchronous manner must be considered online for PA State Grant purposes. Determination of the synchronicity of courses (refer to Chapter 2, Section B, paragraph 2.b) is necessary in calculating the enrollment mode percentage.

Q: If a course is hybrid, how should we report enrollment mode?

A: If your school is offering hybrid courses (Chapter 2, Section B.2.a.ii) and online instruction exceeds 50% of the combined online and in-classroom contact hours, then you must consider the hybrid course as online for purposes of determining an enrollment mode percentage. Conversely, if the online instruction is less than 50% of the combined online and in-classroom contact hours, then the hybrid course is considered in-classroom for purposes of enrollment mode reporting. When there is no clear way to verify that a hybrid course is in compliance with the 50% classroom instruction requirement, then the course is considered online.

Q: Our Registrar has informed us that there is no way to know the specific methods employed by each class instructor for courses that are typically offered in-classroom. Should we report these courses as in-classroom or online for PA State Grant enrollment mode purposes?

A: When, due to COVID-19 disruptions, the school has no way to know the specific methods employed by each class instructor for courses that are typically offered in-classroom, then this falls into a situation where the instruction method (in this case the synchronicity) is unknown. In these cases, PHEAA directs schools to categorize the classes as online. As noted in Chapter 2, Section B.2.a.ii, when there is no clear way to verify that a hybrid course is in compliance with the 50% classroom instruction requirement, then the course must be considered online.

Q: What is the impact of waiting until mid-way through the term to report the enrollment mode since it may fluctuate?

A: If a student's enrollment mode requires updating due to a change such as dropping courses or adding courses in a module that begins later in the term, the school must follow the existing guidance to update the enrollment mode. If, however, the school makes a wholesale flip at some point in the term, as a result of COVID-19, from at least some in-classroom course delivery to fully online instruction, the school will not be required to revise the reported enrollment mode for students.

Q: If a student is in a program where we have a consortium agreement with another school but we do not know if the courses are online or in-classroom, how do we calculate and report the term enrollment mode?

A: If a student is enrolled via consortium or contractual agreement with another school and the other school does not have the mode of delivery listed in the course catalog, you should contact the school to determine how the courses are delivered. If you have attempted but are unable to get this information from the other school, you must assume the courses are 100% online. Your contact with the other institution should be documented in the student's file (e.g., emails, written correspondence, etc.)

Section B.5, Remedial/Developmental Course Exceptions

Q: We have several 4-credit remedial courses. When students are enrolled in 13 credits (6 regular & 7 remedial), are they eligible for a remedial exception?

A: A full-time student is required to be enrolled in a minimum of 12 semester credits for the term. Therefore, a student who has 6 regular and 6 remedial credits may qualify for a remedial exception as long as those exceptions have not been exhausted. Note, if a student is to be considered full time, then the enrollment distribution (see chart on page 30 of Chapter 2) allows for a maximum of 6 remedial credits. This means a student who is enrolled in 13 credits (6 regular and 7 remedial) is meeting the requirement and may be reported as a full-time remedial exception. However, a student who is enrolled in 13 credits (5 regular and
8 remedial) would not meet the requirement since they are not enrolled in the minimum 6 regular (degree) credits for the semester.

**Q:** Are there any implications when remedial exceptions are reported but not needed?

**A:** Yes. Students who are enrolled in the minimum number of regular (degree) credits for the term should not be reported for a remedial exception since this reporting records a remedial counter and students are limited to the equivalent of one year’s worth of remedial exceptions. For example, if a student is enrolled in 6 regular credits and 3 remedial credits, the student is enrolled half time based solely on the regular credits. The 3 remedial credits are not needed to qualify for a half-time enrollment status nor are they enough credits to request a full-time remedial exception. Over reporting remedial exceptions could impact a student’s eligibility in a subsequent year and is considered a Program Review administrative finding.

**Q:** If the student withdraws from a regular (non-remedial) course after the term disbursement roster has been received can we request a remedial exception so that the student retains full- or half-time status?

**A:** If a student does not completely withdraw from school but withdraws or drops a course which impacts their full- or half-time status, your school may report a qualifying remedial exception to retain the student’s award eligibility for the term (refer to Chapter 2, Section B, paragraph 5.d.i). As a reminder, schools are not permitted to retroactively report a remedial exception for a completed term where the student has failed to earn regular credits that were initially considered in the student’s half- or full-time enrollment status.

**Section B.11, Intersession Enrollment**

**Q:** What is the difference between a module and a “winterim” term?

**A:** A “winterim” is another name for an intersession. Refer to Chapter 2, Section B, paragraph 11 for details on intersessions. It should be noted that the Academic Progress example (Example 3, on page 50) uses the phrase winterim instead of the term intersession.

**Section D.2, Evaluation Basics**

**Q:** If a full-time student attends a course for the entire term but the grade is incomplete, what are the Academic Progress impacts?

**A:** If a student's transcript shows a course that was attempted and marked as incomplete, the assumption is that the student did not withdraw from the course but is missing a critical component of course work required to be assigned a grade. Therefore, incomplete grades may not be considered as “credits passed” for PA State Grant Academic Progress purposes. If, at the time progress is checked, the student did not withdraw but also did not have enough credits to show satisfactory Academic Progress due to incomplete grades, you may re-evaluate the student’s record once the actual grades are received. Students may also opt to submit an Academic Progress Exception Form, which if approved, would allow the student to meet the progress requirement for eligibility determination. Note, students granted an exception must be reviewed at the end of the excepted term prior to being awarded for the following term.

**Q:** We reviewed a transcript for a student who received a full-time PA State Grant for the fall term using a remedial exception. The transcript shows that they earned 12 credits of which 6 were pass/fail and not counted in the student’s grade point average (GPA). May we count all 12 credits toward the PA State Grant Satisfactory Academic Progress (SAP) requirement?

**A:** Yes. The student earned the minimum 12 credits required for a full-time PA State Grant for the term. This student was granted a remedial exception for two pass/fail courses worth 6 credits and was also enrolled in 6 regular credits for the term. Since the transcript shows that the student earned all 12 credits, there is no deficit. Keep in mind that the Academic Progress requirement for the PA State Grant Program does not have a qualitative (GPA) component and is based solely on quantitative measures (credits earned).
Q: If a student cannot get a transcript from another school due to a financial hold placed on their account by that institution, is that considered an extenuating circumstance?

A: This would not be considered an extenuating circumstance. However, a student may provide other documentation as evidence of completed credits. Refer to Chapter 2, Section D, paragraph 2.d for details on acceptable documentation. If you are unable to verify due to a lack of documentation, the student must be rejected for progress (paragraph 2.d.ii).

Q: How can the summer term help students with Academic Progress concerns regain eligibility if my school reviews progress after the spring term?

A: If your institution reviews progress according to the summer header cycle and the student has not met the standard when progress is checked at the end of the spring term, the student's PA State Grant award will be canceled due to lack of progress for the following summer term. However, the student may use courses taken during the unawarded summer to make up the credit deficit so that PA State Grant eligibility can potentially be restored for the following fall term.

Example: Summer Header

Terry attends PHEAA University, and the school reviews progress after the spring term. Terry received both 2019 Fall and 2020 Spring full-time PA State Grant awards. The student enrolled in 24 credits but only earned 21. PHEAA University reports Terry's status for the 2020-21 Academic Year and receives a 2020-21 Eligibility Notice indicating ineligibility (Reject “P”). Terry decides to enroll in two 3-credit courses during the 2020 Summer term and is reported as ineligible for the summer period by the school due to progress (Reject “P”). The student successfully earns 6 credits during the 2020 Summer term, and PHEAA University removes the progress reject for the 2020-21 Academic Year since they have made up the deficient credits. During the next cycle, PHEAA University will not use the 2020 Summer term in the progress evaluation for 2021-22 since Terry was ineligible for a PA State Grant award during that term.

Q: How can the summer term help students with Academic Progress concerns regain eligibility if my school reviews progress after the summer term?

A: If your institution reviews progress after the summer term (fall is a header for your school's yearly cycle) and the student would have otherwise failed progress based upon enrollment in the fall and spring terms alone, enrolling in summer may be an opportunity to make up the deficit before progress for PA State Grant is reported.

Example: Summer Trailer

Harley attends PHEAA University, and the school reviews progress after the summer term. Harley received both 2019 Fall and 2020 Spring full-time PA State Grant awards. The student enrolled in 24 credits but only earned 21. Harley wasn't initially planning on attending the 2020 Summer term but enrolls upon learning from PHEAA University that they will not be eligible beginning with the 2020 Fall term due to the 3-credit deficit. Harley decides to enroll in a 3-credit course for the 2020 Summer term and successfully earns those credits. Since Harley did not receive a PA State Grant during the 2020 Summer term and has earned 24 credits during the award cycle, PHEAA University does not need to report Harley for failure to progress. Note, if Harley had enrolled in the 2020 Summer term and applied for a PA State Grant, then enrollment in at least 9 credits would be required in order to be awarded a half-time grant for the summer term and also make up deficient credits from the previous academic year.
Q: If a student registers for 10 credits during a winter intersession, can all 10 credits be counted for successful Academic Progress even if they are not used toward meeting the fall or spring minimum enrollment requirements?

A: If the first awarded term of the cycle is spring, then intersession credits taken prior may not be counted toward progress (paragraph 2.b). In cases when the student received a prior award in the current cycle, intersession credits not needed to meet the minimum enrollment requirement for the fall or spring term may be considered toward meeting the PA State Grant Academic Progress requirement. An intersession, in this instance, can be considered an opportunity to make up deficient credits.

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall 2019</th>
<th>Intersession 2020</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Attempted</td>
<td>12 regular</td>
<td>3 regular</td>
<td>15 regular</td>
</tr>
<tr>
<td>Award Status</td>
<td>Full-time</td>
<td>N/A</td>
<td>Full-time</td>
</tr>
<tr>
<td>Credits Earned</td>
<td>6 regular</td>
<td>3 regular</td>
<td>15 regular</td>
</tr>
</tbody>
</table>

Summary: The student needs 24 credits for PA State Grant Academic Progress. The student earns 21 credits during the Fall 2019 and Spring 2020 terms. The intersession credits were not needed or used toward full-time PA State Grant eligibility for either term. However, those intersession credits may be counted as earned during that cycle meaning that the student has earned a total of 24 credits during that review cycle.

Action: OK for progress.

Assumptions: School reviews progress after the summer term, and there are no remedial credits.

Q: Our school reviews PA State Grant Academic Progress after the summer term. However, we review Federal SAP after the spring term. Should we review progress for PA State Grant after the spring term?

A: The PA State Grant Program Academic Progress requirements are different from the federal requirements; therefore, the timing of the review for federal versus state eligibility may differ. You should continue to review progress on the same cycle that your school had previously reported to PHEAA—after the summer in this instance. Your school is required to maintain records on when progress is reviewed and must report that information to PHEAA Program Review staff at an entrance interview so that student records are properly evaluated with regard to the Academic Progress requirement. If you are considering a change to your school's progress review cycle for PA State Grant Program purposes, you must contact PHEAA's Institution Eligibility staff by email at sginstitutioneligibility@pheaa.org.

Q: When a student submits an Academic Progress Exception form and is granted an exception, is there a comprehensive list of these students?

A: In light of the increase of exceptions due to COVID-related reasons, we have developed a new “Academic Progress - Approvals, Denials and Exceptions” PageCenter report to provide institutions with listings of students who have been approved or denied PA State Grant Academic Progress. As part of those approvals, this report lists those that have been approved by PHEAA staff for an Academic Progress exception.

Section E, Citizenship

Q: Can you clarify our school's responsibility in verifying U.S. citizenship for PA State Grant eligibility?

A: You must be able to confirm that the U.S. Department of Education (ED) has verified citizenship for students who are marked as “eligible non-citizens.” If citizenship was not verified by ED, you may check the student’s activity record in the school portal (Partner Interface) to see if PHEAA has confirmed citizenship. If citizenship has not been verified by ED or PHEAA, your school must withhold crediting a PA State Grant award and notify PHEAA by submitting a Special Request noting the conflicting information.
Chapter 3 – PA State Grant Costs & Award Adjustments

Section B, Award Status & Crediting Definitions

Q: Is there any way that PHEAA could provide us with a PA State Grant award chart similar to the Federal Pell chart?

A: Calculation of PA State Grant awards takes into consideration multiple factors including, but not limited to, the student's tuition and fees, federal EFC, dependency status, and special considerations. In order to promote transparency in the award calculation, PHEAA provides the PA State Grant Need Analysis Computation Procedures to schools annually via memo and to students in the PA State Grant Program Manual. However, to better assist schools in providing accurate award information to students, the formula has also been programmed into the Early Estimator calculation spreadsheet. You can find the most recent version of the calculator housed in the PA State Grant section of the Document Library under Technical and Processing Information.

Q: What awarding formula is used for the summer term?

A: The summer term is a “trailer” for PA State Grant award formula purposes and uses the awarding formula from the prior academic year. For example, the 2020 Summer term uses the final formula used to calculate 2019-20 Academic Year awards.

Section C, Award Adjustments for Adds, Drops, & Withdrawals

Q: If we have paid a student who later adds courses through a newly enrolled module, what actions do we need to take?

A: When the student registers and enrolls in a module after the PA State Grant for the term in question has been credited to the student's account, then you will still need to take another look to see if the module impacts the enrollment status or mode once the student's enrollment is confirmed at the start of the module. If the new module impacts the student's enrollment, then you will need to re-report enrollment status and mode once the student begins in that module. You should also review other eligibility requirements such as cost changes that may require reporting. “Added Course Examples” are provided in Chapter 3, Section C, paragraph 3.b for your guidance.

Q: If a student has a mixture of failing grades that were both earned and unofficial, how is eligibility determined?

A: As noted in Chapter 2, Section B, paragraph 3.c, if at least one “F” grade was earned, then this is not a PA State Grant withdrawal, and adjustments do not have to be made.

Q: Is a student eligible for the term award if the student withdraws after the term disbursement roster is received but before the funds are received at the school?

A: When evaluating if a withdrawal may be applied, remember that the PA State Grant awards must be final (not conditional) and the term award must have been previously disbursed by the school and credited to the student's account after certification of eligibility. The date of the term disbursement roster is key and not the date that the funds are received by your institution. Once your school receives the PA State Grant term disbursement roster, it is permissible to certify eligibility and credit a student's account with institutional funds or following the excess cash and netting procedures (Chapter 4, Section E), for example, while waiting for the PA State Grant funds to be deposited. If a student subsequently withdraws after the crediting but prior to the receipt of PA State Grant funds for the term, the withdrawal policy may be applied. Otherwise, your school is required to update the student's record to the appropriate enrollment status (e.g., not enrolled, half-time, etc.) as appropriate.
Q: If we've already paid a student's PA State Grant award and later receive information that the student's last date of attendance was prior to that payment, are we required to cancel the student's PA State Grant award?

A: Yes. Crediting of PA State Grant funds occurs when the school commits those funds for a particular student for whom all eligibility requirements have been met. This is done by paying the PA State Grant award to the student's account. Since the student withdrew prior to the PA State Grant being paid and the student completely withdrew, the PA State Grant award must be canceled for “not enrolled” and the funds should be returned by the school to PHEAA. Additional examples of when a refund is due to PHEAA can be found in Chapter 3, Section C, paragraph 6.

<table>
<thead>
<tr>
<th>Term Start Date</th>
<th>Roster Date</th>
<th>Date Student's Account Certified &amp; Paid</th>
<th>Last Date of Attendance (LDA)</th>
</tr>
</thead>
</table>

Q: For modular enrollment, if a student earns credits in the first module, and starts the second (final) module but withdraws before we are able to credit the PA State Grant award, is the student eligible?

A: No. As noted in Chapter 3, Section C, paragraph 4, a withdrawal may only be applied when 1) PA State Grant awards are final; and 2) the award was previously disbursed by the school and credited to the student's account after certification of eligibility. When a term has modules, the PA State Grant may not be credited until after the student is verified as enrolled in the final module of the term. Therefore, a student who withdraws from the final module prior to the crediting of the PA State Grant award must be reported as “not enrolled” and is not eligible for a withdrawal adjustment. Refer to Chapter 3, Section C, paragraph 5 for details on evaluating withdrawals in a modular term.

Q: If a school combines three 5-week-long modules for a 15-week semester and the student enrolls in all three modules but did withdraw from the 2nd module, does the student meet the minimum term length requirement?

A: Yes. Since the student was confirmed as enrolled in all three modules, the student satisfies the minimum term length requirement for a 15-week long semester despite having withdrawn during the 2nd module. In this example, after the start of the 3rd module, the school must evaluate the total number of credits in which the student enrolled during all three modules minus the withdrawn credits, certify eligibility, and credit the PA State Grant award based on those remaining credits. Since the withdrawal policy may not be applied until after crediting in the final module, the withdrawn credits may not be considered in crediting the PA State Grant award. As noted in Chapter 3, Section C, paragraph 5, this allows students enrolled in modular terms to have enrollment policies more closely align with students enrolled in traditional semesters.

Q: If a student withdraws from school as a result of a coronavirus-related reason, should I do anything differently?

A: If a student withdraws from school as a result of COVID-19 or is taking an approved leave of absence due to a coronavirus-related reason (e.g., the student's child is home due to K-12 closure, the student contracted coronavirus, etc.), you must follow the withdrawal procedures outlined in Chapter 3, Section C, to determine eligibility. It should be noted that this may impact the student's ability to satisfy Academic Progress and the student may require an exception in the future.
Chapter 4 – Disbursements & Cash Management

Section C, Defining Disbursement Rosters, Disbursement Roster Availability, & Fund Availability

Q: If my school has modules, does that mean we have 45 days after the beginning of the last module to return a Disbursement Roster?

A: Yes. If your school has students enrolled in modules, you have 45 days from the first day of classes of the final module to return the roster. The idea is that since you cannot confirm eligibility for all students until the final module begins, you have 45 days from then to complete roster certification.

Q: If my school has both modules and intersessions, does that impact the roster return deadlines?

A: No. Since the PA State Grant Handbook calls out that an intersession is not treated as a module within the term, your school must return the disbursement roster within 45 days of the start of the last module (NOT the start of the intersession). When the intersession begins, some students may move from half- to full-time awards for the fall term or from ineligible to now having a half-time award. However, those changes would not have been reported on the fall disbursement roster. Certification of these students' awards would take place when the spring and reconciliation rosters are returned.

Q: How can a school tell when a PA State Grant Program disbursement roster is sent?

A: When a disbursement roster is generated, the College Disbursements (FG3S) display is updated. This display is accessible through O/C WebConnect in the school portal (for more information, refer to Appendix C, paragraph 1.c). The roster is available through the PageCenter report repository. You may elect to receive an email from the PageCenter repository each time a roster is generated by following the instructions in Appendix C, paragraph 1.d.

Section D, Crediting

Q: If a student is enrolled in 12 credits (full-time) during the semester and is also enrolled in a 7-week long module that starts mid-term, do we have to wait until the student begins the module in order to credit the PA State Grant award?

A: Yes. If a portion of the student’s enrollment is in a module that has not begun at the time of PA State Grant award certification for that term, then you must wait to credit the award until enrollment is confirmed in the 7-week long module. Even when the student meets the minimum number of credits to be considered a full-time student during the regular semester, you must wait to credit awards until the student’s enrollment is confirmed in the final 7-week module of the term. A supplemental document Crediting PA State Grants During Modular Enrollment is available in the Document Library and on PHEAA.org/training.

Q: Is it acceptable to use “State Scholarship” as the award for PA State Grant on a student’s account when funds are posted?

A: Since we do not refer to the PA State Grant in this manner and “State Scholarship” does not refer specifically to Pennsylvania, awards should be posted as “PA State Grant.”
Section E, Excess Cash, Netting Process, & Refunds

Q: What guidance can you provide in determining what students have caused our school to owe a refund to PHEAA?

A: PHEAA provides refund information on the roster. Guidance to reviewing rosters is available in Appendix F – PA State Grant Rosters. The CURRENT column under PHEAA REFUND REQUESTS is the sum of all PA State Grant awards that were disbursed for which the student is no longer eligible and for which the school must remit payment. When PHEAA has collected a student-level refund through netting or school remittance, then the amount appears in the PHEAA REFUND REQUESTS (PREVIOUS). Keep in mind that rosters are point-in-time reporting and refund amounts may fluctuate as student eligibility changes from day to day. Your institution is responsible for individual tracking. As a reminder, schools are not required to remit payment for students’ amounts marked as PHEAA Collectable.

Miscellaneous

Q: Where can I get a list of the transactions when accessing information that is only available through OC/Web Connect (e.g., FG3S – College Disbursements, FCS – College Activity)?

A: A document titled PA State Grant Transactions listing all remaining school “green screen” (OC/WebConnect) transactions is available on PHEAA.org/training and in the Document Library.

Q: Since I’m not available to attend some of the presentations you offer, is there a recorded option that I can review on my own time?

A: We do not currently offer recorded sessions. However, you can always provide us feedback regarding sessions that you aren’t able to attend, and we will try to assist in getting you the training information you need. Your feedback is always important to us!
Created in 1963 by the Pennsylvania General Assembly, the Pennsylvania Higher Education Assistance Agency (PHEAA) has evolved into one of the nation's leading student aid organizations. Today PHEAA is a national provider of student financial services, serving millions of students and thousands of schools through its loan guaranty, loan servicing, financial aid processing, outreach, and other student aid programs.

PHEAA's earnings are used to support its public service mission and to pay its operating costs, including administration of the Pennsylvania State Grant and other state-funded student aid programs. As the only major federal loan servicer with a nonprofit public service mission, PHEAA devotes its energy and resources to help ease the financial burden of higher education for its primary stakeholders – Pennsylvania students and families.

PHEAA conducts its student loan servicing operations nationally as FedLoan Servicing and American Education Services (AES). PHEAA operates its digital technology division as Avereo. For more information, visit PHEAA.org.

### Board of Directors

<table>
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<tr>
<th>Representative Michael Peifer</th>
<th>Senator Arthur Haywood</th>
<th>Senator Mario M. Scavello</th>
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<td>Chairman, Pike/Wayne</td>
<td>Montgomery/Philadelphia</td>
<td>Monroe/Northampton</td>
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<td><strong>Senator Wayne D. Fontana</strong></td>
<td><strong>Senator Vincent J. Hughes</strong></td>
<td><strong>Representative Curtis G. Sonney</strong></td>
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<td>Montgomery/Philadelphia</td>
<td>Erie</td>
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<td><strong>Representative Anita Kulik</strong></td>
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<td><strong>Representative Steven C. Mentzer</strong></td>
<td><strong>Robin L. Wiessmann</strong></td>
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<td>Executive Director &amp; CEO PA Housing Finance Agency</td>
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<td><strong>Representative Mike Carroll</strong></td>
<td><strong>Senator Kristin Phillips-Hill</strong></td>
<td>Secretary of Education PA Dept. of Education</td>
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<td>Lackawanna/Luzerne</td>
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<td><strong>Honorable Roy Reinard</strong></td>
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<td><strong>Representative James R. Roebuck, Jr.</strong></td>
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<td>Cumberland</td>
<td>Philadelphia</td>
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Pennsylvania Higher Education Assistance Agency
1200 North Seventh Street, Harrisburg, PA 17102-1444 • 1-800-692-7392