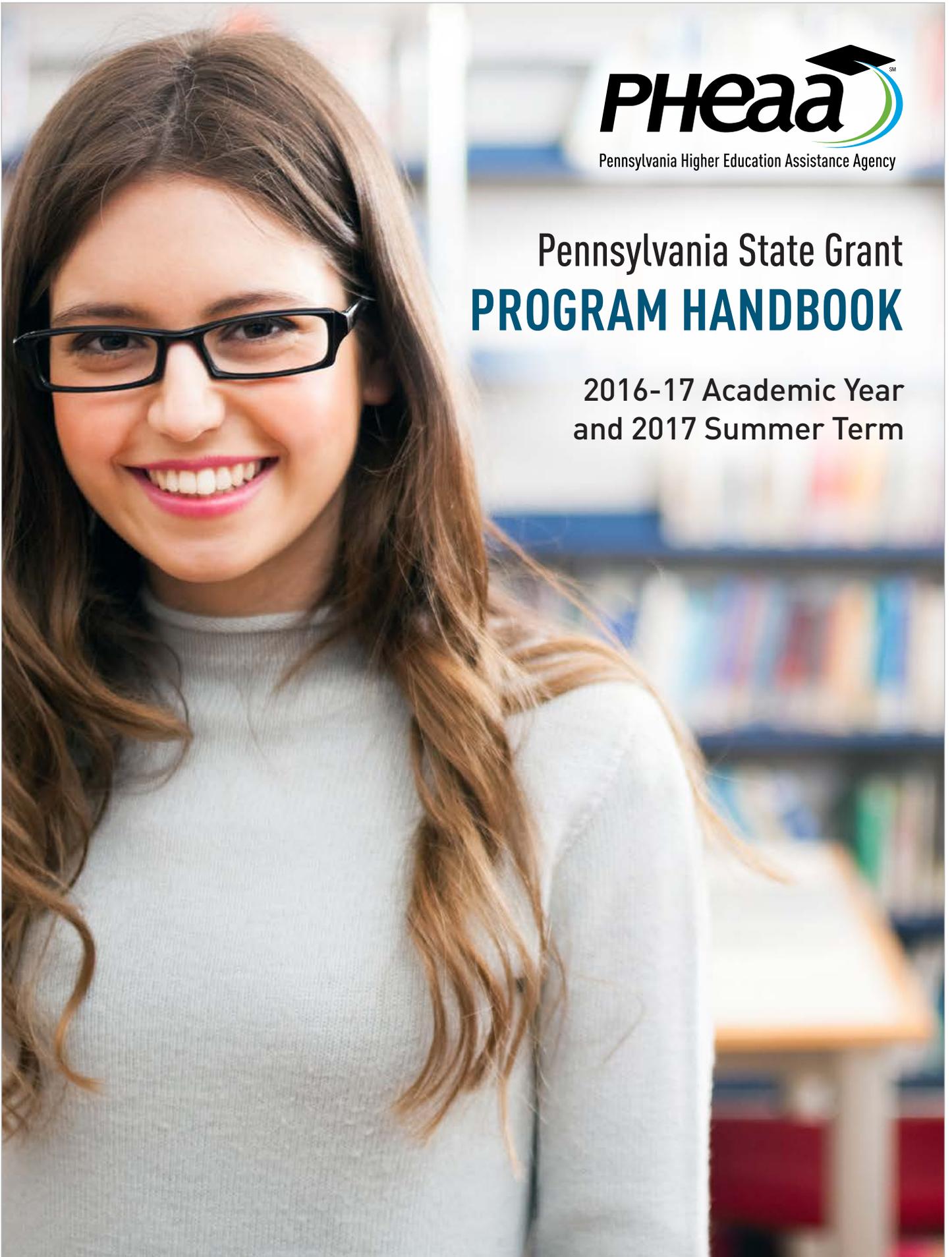




Pennsylvania Higher Education Assistance Agency

Pennsylvania State Grant **PROGRAM HANDBOOK**

2016-17 Academic Year
and 2017 Summer Term



SUMMARY OF POST-WORKSHOP CORRECTIONS

PAGE	CORRECTION
2-26	Corrected the examples under paragraph <i>e. Transfers After the Spring Term (Students Starting in Summer)</i> .
1-5, 5-9, 5-10	Changed all references and examples regarding the minimum number or weeks required for students enrolled in the Summer term and not enrolled in a year-round curriculum from eight to five.

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INTRODUCTION

The purpose of this publication is to provide participating schools with guidance on how to certify Pennsylvania State Grant (State Grant) eligibility and how to request, disburse, manage, and report on the use of Pennsylvania State Grant funds.

The Pennsylvania State Grant Program Handbook describes the eligibility and review procedures that postsecondary schools must perform for each State Grant recipient before the crediting of a 2016-17 Academic Year or a 2017 Summer term payment. Using the procedures set forth in this handbook, institutions are required to certify the eligibility of Pennsylvania State Grant recipients prior to crediting the students' accounts and must refund to the Pennsylvania Higher Education Assistance Agency (PHEAA) any State Grant funds resulting from student or institutional failure to adhere to these procedures.

You are encouraged to advise any other administrative offices at your institution (ex: Business, Bursar, Admissions, Veterans Affairs, etc.) that provide information or handle rosters and funds of these required procedures.

FORMAT OF THIS DOCUMENT

Throughout this document, when a text box represents a clarification rather than a change, it is indicated as:



Please refer to the [Summary of Changes](#) section of the Introduction for a complete list of changes. There are several instances where the text represents a change to the procedure indicated as:



When we believe that historically there may be a misunderstanding of a requirement, we use:



When we want to point out a bit of helpful information, we indicate it with:



These procedures have been divided into six major chapters:

- [Chapter 1](#) – School and Program Eligibility
- [Chapter 2](#) – Student Certification of Eligibility
- [Chapter 3](#) – Attempted Credits Reporting
- [Chapter 4](#) – Costs and Award Adjustments
- [Chapter 5](#) – Disbursements and Cash Management
- [Chapter 6](#) – Program Reviews and Audits

SUMMARY OF MAJOR CHANGES

This summary is intended to highlight points of change or clarification. You must review the document in its entirety to ensure your understanding of and compliance with the State Grant Program requirements. [Chapter 6, Program Reviews and Audits](#) is new for 2016-17.

General – The following are not noted in the Summary of Changes:

- Instances where academic years have been incremented
- Grammatical changes or other minor language edits that have no impact on policy.

Chapter 1 – School and Program Eligibility

Paragraph	Description	Change	Type of Change
Section A, paragraph 4	School Eligibility Requirements	Information regarding the Master Agreements deadline was removed.	Change
Section A, paragraph 4	School Eligibility Requirements	Added new information regarding a school's obligation to notify PHEAA of name changes.	Change
Section A, paragraph 7	School Eligibility Requirements	Added new information regarding the definition of branch campus.	Clarification
Section A (NOTE)	School Eligibility Requirements	The note was revised to remove the state of Rhode Island.	Change
Section B, paragraph 1	Approved Program of Study	Clarification was added to the minimum program length requirement for clock hour versus credit hour programs.	Clarification
Section C	Term Start Dates	Added language to explain: <ul style="list-style-type: none"> • the academic calendar (semester versus quarter); and • reporting changes to an academic calendar. 	Clarification
Section C	Term Start Dates	Added start date tolerances to the table.	Clarification
Section D, paragraph 1	Term Length	Added day tolerances to the standard range for the number of weeks required to meet Semester and Quarter academic schedule definitions.	Clarification
Section D, paragraph 1.c	Term Length	Added a new paragraph to clarify terms that exceed PHEAA maximums and a table with the associated number of credits required to meet the full-time definition.	Clarification
Section D, paragraph 1.c	Term Length	Added label to the "Term and Module Examples" table for clarity.	Clarification

Chapter 2 – Student Certification of Eligibility – Please note that the title of this Chapter has been changed to accompany the change in the title of the document.

Paragraph	Description	Change	Type of Change
Section A, paragraph 1	Enrollment Definitions	Added new language regarding treatment of partial credits.	Clarification
Section A, paragraph 1 chart	Enrollment Definitions	<ul style="list-style-type: none"> Revised Clock Hour section to reflect payment periods and minimum clock hours instead of referring to these periods as “semesters” or “quarters.” Clarified the 24 clock hours per week requirement. 	Clarification
Section A, paragraph 2.b	Instruction Delivery and Enrollment	Added new content which does not represent a requirement change.	Clarification
Section A, paragraph 3.a	Enrollment Reporting	<ul style="list-style-type: none"> Added language to clarify handling of anticipated graduation. Added “or 2-year certificate” to the existing box. 	Clarification
Section A, paragraph 3.b	Enrollment Reporting	Modified language regarding “unofficial withdrawals.”	Clarification
Section A, paragraph 5	Remedial Exception	Added language to clarify that remedial exceptions should not be reported for students who are ineligible for a State Grant.	Clarification
Section A, paragraph 9	Repeat Work	New language was added regarding the treatment of repeated courses taken in different modules within the same payment period.	Change
Section A, paragraph 10.c	Study Abroad	Added language to clarify when cost differentials may be reported.	Clarification
Section A, paragraph 13	Summer Enrollment Participation	Clarified that PHEAA will not make any assumptions regarding school participation in the Summer term.	Clarification
Section B, paragraph 2.b	Undergraduate Status	Added language regarding when graduate courses may count toward the minimum enrollment requirement.	Clarification
Section C, paragraph 3	Approved Program of Study	Clarified that the student must be unconditionally admitted to the institution.	Clarification
Section C, paragraph 3	Approved Program of Study	Added reminder box regarding the limitation on the number of payments for students enrolled in two-year transferrable programs at four-year institutions.	Reminder box
Section C, paragraph 5	Changes in a Student’s Program (All School Types)	This procedure has been changed to no longer consider the “first day of the term.”	Change
Section D	Academic Progress	While the Academic Progress requirements have not changed, this section has been completely rewritten and reordered.	Clarification

Paragraph	Description	Change	Type of Change
Section F, paragraph 1	Pennsylvania Domicile	Added “toward meeting the 12-month residency” to the last sentence in this paragraph.	Clarification
Section G, paragraph 2.a	High School	Added “PRIOR to the term for which State Grant aid is being sought” to this requirement.	Clarification
Section H	Changes in Expected Family Contribution (EFC) and Federal Pell Eligibility	New clarification box added.	Clarification
Section I	Social Security Numbers	Added new content to explain the treatment of students who are required to refile a FAFSA® in order to correct a Social Security Number issue.	Clarification
Section K	Satisfactory Character	New clarification box added.	Clarification
Section L	Students in Default	Added new content to explain the existing policy.	Clarification
Section M	Students Who Refuse State Grant Awards	Added new content to explain counseling in cases where the total grant and aid scholarship aid from all sources exceeds the student’s cost of attendance.	Clarification
Section N	Student Reconsideration Deadlines	This section was moved from Chapter 5 to Chapter 2 .	Section Move
Section O	Different Educational Costs	This section was moved from Chapter 4 to Chapter 2 .	Section Move
Section O	Different Educational Costs	Added new tip box regarding how to report increased costs that exceed PHEAA-approved costs by at least 25%.	Tip Box
Section O	Non-Sponsoring Costs	This section was moved from Chapter 4 to Chapter 2 .	Section Move

Chapter 3 – Attempted Credits Reporting

Paragraph	Description	Change	Type of Change
Section A	Requirement	Added language to explain what reporting is expected if someone enrolls after the census date.	Clarification
Section A	Requirement	Added new clarification box to explain reporting requirements versus eligibility requirements.	Clarification
Section A, paragraph 5	Treatment of Hybrid Credits	Added new content which does not represent a requirement change.	Clarification
Section A, paragraph 6.b	Example 2 – Intersessions (“Winterim”)	Added clarification regarding if the census or “freeze date” has passed.	Clarification
Section B, paragraph 2.b	PHEAA Reports	Added new information explaining reports provided by PHEAA for credit reporting.	Clarification

Chapter 4 – Costs and Award Adjustments

Paragraph	Description	Change	Type of Change
Section A	Educational Costs Used In Calculating a State Grant	Added reference to publication <i>2016-17 Institutional Cost Policies and Instructions</i> .	Clarification
Section C	Award Adjustments for Withdrawals, Drops, and Adds	Added language to the existing reminder box.	Clarification
Section C, paragraph 2	Unofficial Withdrawal Definition	Added new paragraph regarding unofficial withdrawal. This language is also found in Chapter 2 .	Clarification
Section C	Paragraphs following 2	Renumbered paragraphs.	Formatting
Section C, paragraph 3	Evaluating Withdrawals for Adjustment	Added language to reiterate language found in Chapter 5 regarding final credits.	Clarification
Section C, paragraph 6	Withdrawal After Term Completion	Added “retroactive” to the title.	Clarification
Section C, paragraph 8	Partial withdrawals to at least half-time	Added paragraphs below the “options table” for clarity.	Clarification
Section D	Non-Sponsoring Status (Pennsylvania/Community Colleges Only)	Moved this to Chapter 2, Section 0, paragraph 3 .	Section Move
Section E	Different Educational Costs	Moved this to Chapter 2, Section 0 .	Section Move

Chapter 5 – Disbursements and Cash Management

Paragraph	Description	Change	Type of Change
Not applicable	Not applicable	Changed name from “Program Review” to “Program Review and Audit Findings” throughout this Chapter.	General
Section A, paragraph 5.a.ii	Program Review and Audit Findings	Added detail on where to remit a payment for a program review and audit finding.	Clarification
Section B, paragraph 2	PHEAA Roster and Disbursement Holds	<ul style="list-style-type: none"> Added clarification box and tip box. Removed 2-week prior to term start date reference since is not true for all terms. 	Clarification
Section B, paragraph 5	Retention of Records	Minor language updates.	Clarification
Section C, paragraph 1.a.ii	Hospital Schools of Nursing	Modified language to align with revised requirements for Hospital Schools of Nursing (HSON).	Clarification
Section C, paragraph 2	Academic Year Term Length Definitions	<ul style="list-style-type: none"> Clarified information regarding term length “rejects.” Added “day tolerance” column to the definitions table. 	Clarification
Section C, paragraph 2.b.i	Enrollment in a Program That Does Not Have Continuous Enrollment (Year-Round Curriculum)	Added a reminder box regarding the combination of summer modules and crediting.	Reminder Box

Paragraph	Description	Change	Type of Change
Section C, paragraph 3	Term Start Dates	Updated table to add term start date tolerances and added references to Chapter 1 .	Clarification
Section D	Student Reconsideration Deadlines	Moved this to Chapter 2, Section N and renumbered subsequent sections.	Section Move
Section E, paragraph 1.a.iii	Deadlines	Corrected window from 30 days to 45 days.	Change
Section E, paragraph 2.d	Best Practices	Added language and examples.	Clarification
Section E, paragraph 6	Adjustment Procedure	Added language to clarify: <ul style="list-style-type: none"> • how to request a supplemental term roster; and • that the procedure does not apply to reconciliation rosters. 	Clarification
Section F, paragraph 3	Prior to Final Credit	Added reminder box to clarify PHEAA's authority with regard to requesting student information.	Reminder Box
Section F, paragraph 4	Final Credit	Added language for clarity.	Clarification
Section F, paragraph 7.e	Communications	Added "Offset" to title and reminder for schools to report status changes.	Clarification

Chapter 6 – Program Reviews and Audits

Entire chapter is new for 2016-17.

Appendices

Appendix	Description	Change	Type of Change
B	How to Submit Corrections to Student Data and Certify	Added information regarding annual Certification Transmission user preparation and testing.	Clarification
C	Viewing Data and Reports	<ul style="list-style-type: none"> • Added details regarding the "PHEAA Validation /Other Review" report. • Added a section on School Activity. 	Clarification
G	Point Sheet	New document to accompany Chapter 6 .	New
H	Program Improvement Plan (PIP)	New document to accompany Chapter 6 .	New
I	State Grant Certification Checklist	New supplemental document.	New

CHAPTER 1 – SCHOOL AND PROGRAM ELIGIBILITY

A. SCHOOL ELIGIBILITY REQUIREMENTS

Institutions must meet the following requirements for approval in the State Grant Program. Schools that do not comply or cease to comply with these requirements should immediately cease crediting of State Grant funds and notify the Agency.

1. As specified in 22 Pa. Code § 121.32 Approved Institutions in Higher Education Grant Program, if the institution is a college or university located within this Commonwealth, the institution shall be approved by the Pennsylvania Department of Education and shall be accredited or a recognized candidate for accreditation with an accrediting body recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA) and its successors; if the college or university is located outside this Commonwealth, the institution shall be degree-granting, shall be operated not-for-profit, shall be legally authorized to do business by the appropriate state licensing or approval authority in the state in which it is doing business, and shall be fully accredited by an accrediting body recognized by the United States Department of Education or the regional institutional accrediting body recognized by the Council for Higher Education Accreditation and its successors responsible for accreditation in the state where the college or university is conducting its educational program.
2. If the institution is a hospital school of nursing located within this Commonwealth, the institution shall be initially, provisionally, or fully approved by the Pennsylvania State Board of Nursing and shall be accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or any other accrediting body recognized by the United States Department of Education for the accreditation of nursing schools; if located outside this Commonwealth, the institution shall be legally authorized to do business by the appropriate state licensing or approval authority in the state in which it is doing business and shall be accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or any other accrediting body recognized by the United States Department of Education for the accreditation of nursing schools.
3. If the institution is a trade, technical or business school located within this Commonwealth, the institution shall be approved by the Pennsylvania Department of Education or shall currently be, and shall have been throughout the preceding 24 months, licensed by the Pennsylvania State Board of Private Licensed Schools and shall be accredited by an accrediting body recognized by the United States Department of Education or the Council for Higher Education Accreditation and its successors, except that this requirement for licensure and accreditation may be waived by the President and Chief Executive Officer for branch campuses of an institution that have been operating satisfactorily in this Commonwealth for 2 years or more; if the institution is located outside this Commonwealth, it shall be degree-granting, shall be operated not-for-profit, and shall be fully accredited by the United States Department of Education or the regional institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and its successors responsible for accreditation in the state where the institution is conducting its educational program.
4. All schools must comply with 22 Pa. Code § 121.3. Discrimination prohibited. 

All schools must have on file the current, required participation agreement with the Agency. Schools must notify PHEAA of name changes within 30 days of the change by emailing sghelp@pheaa.org. PHEAA may provide a revised Master Program Participation Agreement (MPPA) if required. Institutions must agree to provide PHEAA notification of any student at the institution, who is a resident of the Commonwealth, and who is known to the institution to have been convicted of a criminal offense which, under the laws of the United States or the Commonwealth, would constitute a felony, if that student is otherwise eligible to receive financial aid from the Pennsylvania State Grant Program.

Please refer to [Chapter 2 – Student Certification of Eligibility](#) for student reporting on this requirement.

5. New owners of an approved institution are required to notify the Agency in writing within 30 days of the date of the ownership change. An agreement to assume liability for repayment of State Grant funds to the Agency or to eligible students made necessary by the failure of the previous owner to follow Agency regulations must be executed by the new owner(s). Institutions that fail to execute this agreement will be required to wait 24 months from the date of the ownership change before being considered for approved status within the State Grant Program.
6. Schools are required to notify PHEAA in writing if there is a change regarding status as a non-profit/for-profit institution or status as a public/private institution.
7. In order for a school to have an additional location processed separately for State Grant purposes, the location must meet the definition of “branch campus” as outlined in the Federal Student Aid (FSA) Handbook.
8. All schools must comply with all other administrative requirements promulgated by the Agency.

NOTE: For the 2016-17 Academic Year Pennsylvania State Grants can only be awarded to students attending schools in states that permit reciprocity of awards with Pennsylvania. The current list of these reciprocal states includes Delaware, District of Columbia, Massachusetts, Ohio, Vermont, and West Virginia. Limited exceptions for unique programs of study that are approved by the PHEAA Board of Directors may be available for schools in non-reciprocal states.

B. APPROVED PROGRAM OF STUDY

Please refer to [Chapter 2 – Student Certification of Eligibility](#) for student reporting on this requirement.

1. **MINIMUM LENGTH** – The program must be at least 2 academic years in duration and offered over a period of at least 15 months (no less than 60 weeks of instruction). Two academic years is defined as the equivalent of a minimum of 60 semester credits (90 quarter credits) for a degree program. Required clock hours of instruction are 1,500 clock hours for programs leading to the Associate in Specialized Technology or the Associate in Specialized Business degrees. For non-degree programs, a minimum of at least 1,800 clock hours is required (900 minimum per academic year and 450 minimum per summer term). Requests for approvals of specialized degree programs must indicate whether clock hours OR credit hours will be used to evaluate student eligibility.
 - a. If the program is approved as a credit hour program, all aspects of the program must be measured in credit hours. If the program is approved as a clock hour program, all aspects of the program must be measured in clock hours. Schools may not use both measures within the same program of study. However, not all programs at the same institution have to be measured in the same manner.
 - b. **CHANGES TO PREVIOUSLY APPROVED PROGRAMS** – PHEAA requires Business, Trade and Technical (BTT) schools to report any changes to the number of terms, and/or credit/clock hours in a State Grant approved program of study. If applicable, the school must provide documentation from its licensing authority and accrediting agency approving the changes.
2. **PROGRAM STRUCTURE** – The program must be structured such that at least 50 percent of the minimum program length (as stated above) and in no case fewer than 30 semester credits or 900 clock hours, must be earned through classroom instruction. **Americans with Disabilities Act (ADA) accommodations do not apply to students enrolled in non-approved programs of study.**
 - a. **ONLINE PROGRAMS** – The program is structured so that all coursework is primarily taken online even though the individual student may have the opportunity to enroll in some classroom courses. These programs are ineligible for a State Grant due to the inherent inability to comply with the program structure minimum defined above.
 - b. **HYBRID PROGRAMS** – The program is structured to be a composite of online and classroom instruction. Eligible hybrid programs are limited to no more than 50 percent of the coursework being offered online. If greater than 50 percent of the program is offered online, then PHEAA categorizes this as an online program.

C. TERM START DATES

Programs must comply with term start date ranges. More information on term start dates as they relate to disbursements and applying payment for a State Grant is available in [Chapter 5 – Disbursements and Cash Management](#). Since no student may receive more than 3 semesters or 4 quarter terms of aid in a consecutive 12-month period, school term and program structures must be categorized within the following term start dates.

In order to coordinate the disbursement of State Grant funds with your school's academic calendar, your school must annually verify the academic schedule by which the school operates: two semesters (or trimesters) or three quarters when submitting costs to PHEAA in the March-April time frame.

Generally, schools must follow the official academic calendar on which the student transcript is generated for purposes of State Grant aid. The academic transcript is the auditable record of student performance and necessary for consistency of enrollment verification and Academic Progress. Schools may not create a separate calendar for purposes of awarding and disbursing State Grants.

If your institution plans on changing your academic schedule from one year to the next, you must contact us at sghelp@pheaa.org as soon as possible. Changes of schedule between terms during the same academic year are strongly discouraged and must be communicated to PHEAA as soon as possible and no later than August 1.

Term Disbursement	Term Start Dates*	Date tolerance	Disbursement Period
Fall Semester	July 16** - November 15	A maximum of 1 to 3 days is permitted at the beginning of the term (July 13 through November 15)	12-month period for a school on the semester schedule
Spring Semester	November 16** - March 15	A maximum of 1 to 3 days is permitted at the beginning of the term (November 13 through March 15)	
Summer Semester	March 16** - July 15	A maximum of 1 to 3 days is permitted at the beginning of the term (March 13 through July 15)	
Fall Quarter	August 2** - November 1	A maximum of 1 to 3 days is permitted at the beginning of the term (July 30 through November 1)	12-month period for a school on the quarter schedule
Winter Quarter	November 2** - February 1	A maximum of 1 to 3 days is permitted at the beginning of the term (October 30 through February 1)	
Spring Quarter	February 2** - May 1	A maximum of 1 to 3 days is permitted at the beginning of the term (January 30 through May 1)	
Summer Quarter	May 2** - August 1	A maximum of 1 to 3 days is permitted at the beginning of the term (April 29 through August 1)	
<p>*Term Start Dates - Indicate the dates during which a student must begin study in order to be eligible for the PA State Grant payment disbursed for the corresponding term disbursement.</p> <p>**Please note the date tolerances.</p>			

D. TERM LENGTH

Programs must comply with term length definitions. More information on term length, as it relates to disbursements and applying payment for a State Grant, is available in [Chapter 5 – Disbursements and Cash Management](#).

1. **ACADEMIC YEAR TERM LENGTH DEFINITIONS** – All references in these procedures to a semester schedule also apply to a trimester schedule. These definitions apply to all schools regardless of whether the school has set terms or continuous enrollment and to half-time recipients, as well as full-time recipients.

Term	22 Pa. Code § 121.1 Definition	Standard Range	Standard Range Tolerances
Semester	A period of approximately 17 weeks normally comprising one-half of the academic year	Minimum of 15 weeks Maximum of 18 weeks	Maximum of 1 to 3 days short of 15 weeks or a maximum of 1 to 3 days over 18 weeks*
Quarter	A period of approximately 11 weeks normally comprising one-third of the academic year	Minimum of 10 weeks Maximum of 12 weeks	Maximum of 1 to 3 days short of 10 weeks or a maximum of 1 to 3 days over 12 weeks*
Trimester	A period of approximately 15 weeks normally comprising one-half of the academic year	Treated as a semester	Treated as a semester
*Always consult with State Grant staff should you have a questions about term length outside of the standard definitions.			

- a. **MODULE** – A period that does not span the entire length of the term. Modules are sometimes referred to as “mini” terms.
- b. **COMBINING OF MODULES** – In order to meet the term length definitions, PHEAA permits the combining of modules for an academic year term as long as the combination results in a total number of weeks that meets the minimum and maximum term length tolerances and the modules: 1) are consecutive; and 2) have start dates that comply with term start date tolerances. As noted in [Chapter 5 – Disbursements and Cash Management](#), when combining modules, schools may not credit funds to the student’s account until after enrollment certification occurs in the final module that comprises that “term.”
 - i. **OVERLAPPING OF MODULES** – When combining modules, overlap is permitted as long as the number of weeks from the start of the first module to the end of the last module meets the minimum and maximum term length definitions.
- c. **TERMS EXCEEDING PHEAA MAXIMUMS** - For eligible programs of study with academic terms longer than the standard range provided in the “Academic Year Term Length Definitions” table, the student must be enrolled in additional credits to be considered full-time. Always consult with State Grant staff should you have a questions about term length outside of the standard definitions.

Examples

Schedule	Calculation	Term Length	Required Number of Credits for Full-time Status
Semester	12 credits minimum/17 weeks = .706 credit factor	20 weeks	.706 X 20 weeks = 14.12* or 14 credits
Quarter (using quarter credits)	12 credits minimum/11 weeks = 1.091 factor	13 weeks	1.091 X 13 weeks = 14.183* or 14 credits
Quarter (using semester credits)	8 credits minimum/11 weeks = .727 factor	13 weeks	.727 X 13 weeks = 9.451* or 9 credits
*Rounded down to the nearest whole number. For half-time students, divide the full-time result by 2 to arrive at the number of credits and round up to the nearest whole number.			

Listed below is an example of the modules or mini-terms for a semester-based school that is not structured to follow a year-round curriculum. The students can construct their semester schedule from a variety of combinations of courses offered during each of these segments.

Term and Module Examples							
Term A - 15 Weeks							
Term B - 7 ½ Weeks				Term C - 7 ½ Weeks			
Term D - 5 Weeks		Term E - 5 Weeks			Term F - 5 Weeks		
Term G - 3 Weeks		Term H - 3 Weeks		Term I - 3 Weeks		Term J - 3 Weeks	Term K - 3 Weeks
Term L - 2 Wks	Term M - 2 Wks	Term N - 2 Wks	Term O - 2 Wks	Term P - 2 Wks	Term Q - 2 Wks	Term R - 2 Wks	Term S - 1 Wk

Fall Term Example

The student enrolls for 6 credits in Term D, 6 credits in Term E, and 2 credits in Term R. Even though the student has 14 credits, the student is not State Grant eligible since he/she is only enrolled for 12 weeks.

Summer Term Example - Curriculum is Not Year Round

The student enrolls for 6 credits in Term D or 6 credits in Term E. The student is eligible for a half-time award for Term D or E. If the student enrolls in both Terms D and E for 6 credits each, the student is eligible for a full-time award.

2. **SUMMER TERM LENGTH DEFINITIONS** – Term length definition for the summer term is dependent upon curriculum. Refer to [Chapter 5 – Disbursements and Cash Management](#) for more information on applying State Grant payments for the Summer term.
 - a. PROGRAM STRUCTURE IS NOT A YEAR-ROUND CURRICULUM - A summer term is a period of no less than 5 weeks in length regardless of the academic year term type (semester or quarter.) PHEAA permits the combining of various length modules since schools offer a wide variety of class configurations during the summer term. The major difference from the academic year is that the various courses do not have to be in consecutive weeks.
 - b. PROGRAM STRUCTURE IS A YEAR-ROUND CURRICULUM - The 5-week summer term does not apply to students enrolled in year-round curricula. This includes the programs at many Business, Trade and Technical schools and Hospital Schools of Nursing, as well as many of the modular and nontraditional program schedules approved for accelerated degree programs, etc. For students in these programs, all terms must adhere to the program tolerances set forth in [paragraph 1](#), entitled “ACADEMIC YEAR TERM LENGTH DEFINITIONS.”

NOTES:

CHAPTER 2 – STUDENT CERTIFICATION OF ELIGIBILITY

A. ENROLLMENT



Partner Interface and/or State Grant Certification Transmissions ([Appendix B](#)) are the required methods for submitting enrollment corrections necessary to certify student eligibility. Please refer to [Chapter 5, Section F](#) for additional information.

1. ENROLLMENT DEFINITIONS

Regulation 22 Pa. Code § 121.1 establishes enrollment definitions for the State Grant Program. Regulation 22 Pa. Code § 121.5 establishes the minimum enrollment requirement. Students must be enrolled in courses applicable to the degree or program objective to which funds are disbursed on the student’s behalf.

Credits (or the equivalent clock hours) required for minimum enrollment must count toward the degree or program objective unless a remedial/developmental course exception is applicable (refer to [paragraph 5](#) in this Chapter). Credits may only be evaluated using whole numbers and may not be rounded up. For example, a student who is enrolled in 11.5 credits at a semester school is considered half-time for State Grant enrollment since the minimum number of semester credits for full-time enrollment is 12.

Credit Enrollment Minimums			
Academic Period	Semester Schedule	Quarter Schedule using Semester Credits	Quarter Schedule using Quarter Credits
Full-Time Term	12 credits	8 credits	12 credits
Full-Time Year	24 credits	24 credits	36 credits
Half-Time Term	6 credits	4 credits	6 credits
Half-Time Year	12 credits	12 credits	18 credits

Clock Hour Enrollment Minimums		
Academic Period	Two Payment Periods	Three Payment Periods
Full-Time	Minimum of 450 clock hours of instruction per payment period	Minimum of 300 clock hours of instruction per payment period
Half-Time	Minimum of 225 clock hours of instruction per payment period	Minimum of 150 clock hours of instruction per payment period

NOTE: For clock hour programs that meet the minimum payment periods, at least 24 clock hours of instruction per week are required in a PHEAA-approved program of study for full-time enrollment and at least 12 clock hours of instruction per week are required for half-time enrollment. Even though the program may have 24 clock hours per week in order to be considered full-time, the payment period must have a minimum of at least 450 clock hours when two payment periods are used or at least 300 clock hours when three payment periods are used.

NOTE: PHEAA only recognizes four enrollment statuses, not including evening variations: full-time, half-time, less than half-time (Reject “I”), and not enrolled (Cancel “G”). Certain other documents and screen displays use the label “Part-Time” for “Half-Time.”

2. INSTRUCTION DELIVERY AND ENROLLMENT

- a. **IN-CLASSROOM ENROLLMENT** – Enrollment in an approved program of study that meets the minimum 50 percent classroom instruction requirement is required. Students enrolling in programs, which by definition, are online programs, continue to be ineligible for State Grant aid at any point. (Refer to [Section C, Approved Program of Study in this Chapter](#).) For those enrolled in approved programs, PHEAA requires verification of minimum 50 percent in-classroom instruction enrollment on a term-by-term basis. By monitoring in this manner, schools should have the ability to ensure appropriate awarding.
- i. **IN-CLASSROOM INSTRUCTION** – The teaching faculty and the student are together in the same physical location for time congruent with the number of credit hours for the course, e.g., 3 hours of instruction per week for a 3-credit course. Course Management Software (CMS) may supplement in-classroom instruction.
- ii. **HYBRID OR BLENDED CLASSES** – The in-classroom instruction definition may also apply to selected hybrid or blended courses which combine in-classroom and online instruction. Online instruction may not exceed 50 percent of the combined online and in-classroom contact hours per enrollment period. As an example, for a 4-credit course, this would mean that in-classroom instructional time with the faculty member must be at least 2 hours per week, with 2 hours per week maximum online or the class meets in-person for 8 weeks out of a 15-week semester and for 7 weeks online during the term. **So that student expectations are clear, the course description for hybrid or blended courses must: 1) be published at the course registration or section level; and 2) must contain the percentage of in-classroom hours and the percentage of online hours.**

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- When the hybrid course satisfies the in-classroom definition, it does not need to be published.
 - When there is no clear way to verify compliance with the 50 percent hybrid definition, report the hybrid course as online.
 - Online student registration comments satisfy the requirement as long as: 1) there is an auditable record that can be produced for compliance; and 2) the record clearly shows the hybrid percentage presented to the student.

When a course is offered in a manner that allows for student flexibility to choose the mode of delivery on a day-to-day basis, such as in-classroom or online attendance, report the course as online. Since there is no documentation at the beginning of the term when eligibility is established, the course must be considered as an online course.

- iii. **SYNCHRONOUS LEARNING** – The teaching faculty member and the students achieve face-to-face instruction in real-time delivered through two-way audio-visual technology to one or more classrooms. The physical space of the classroom(s) separates the faculty and the students. Additionally, individual student connections from home using webcam equipment may meet this definition if the participation with the instructor by the student also takes place in real time. The amount of time that the faculty and student are together over the duration of the term must be congruent with the number of credit hours for the course, e.g., 3 hours of instruction per week for a 3-credit course. Instruction may be supplemented with Course Management Software (CMS).
- iv. **OTHER EDUCATIONAL EXPERIENCES** – Educational activity, currently defined as in-classroom, includes any experience that normally occurs in person within an educational institution under the supervision of a faculty member, in laboratories, shops, hospital/clinical settings, etc. Student teaching, independent study, internships, externships, and practicums, for which a student receives degree credit, counts as in-classroom instruction. These courses involve direct supervision by on-site faculty or designated mentors. Additionally, Course Management Software (CMS) supplementation is acceptable.

- b. **ONLINE OR DISTANCE EDUCATION** – Courses offered online or through distance education may adopt a variety of technologies including, but not limited to, live interactive audio or video conferencing, webcasts, or computer-based technologies delivered over the Internet (see exceptions for synchronous delivery outlined above). For State Grant purposes, a hybrid or blended class that consists of more than 50 percent of the instruction through any of the media above is an online class. All asynchronous online courses are distance education courses. This is where the interaction between the faculty member and the student does not occur in real time.



Schools that are approved for the State Grant Distance Education Pilot Program (SGDEPP) should refer to the *School Guidelines and Student Eligibility* for that program.

Summary of Classification of Credit Hours by Term	
In-Classroom Instruction	Online/Distance Education Instruction
Face-to-face in-classroom instruction for entire term	
Synchronous online instruction delivered to groups or individually	Asynchronous online instruction delivered to groups or individually
Blended/Hybrid classes that meet for at least 50% of the total instructional time through in-classroom instruction	Blended/Hybrid classes that meet for less than 50% of the total instructional time through in-classroom instruction
In-person experiences such as student teaching, study abroad, independent study, laboratories, externships, internships, practicums, etc.	
Total must be at least 50% of the total term credits in order to receive a State Grant	Total cannot be more than 50% of the total term credits in order to receive a State Grant

- i. **TRANSFER CREDITS** – The current institution is not responsible for evaluating transfer credits to ascertain if they were online credits. Past academic history does not play a role in this evaluation since monitoring occurs within the current term of enrollment. Schools must evaluate transfer credits for Academic Progress purposes and remedial credit limitations.
- ii. **ENROLLMENTS NOT ELIGIBLE FOR THE STATE GRANT PROGRAM** – Any instruction, course, academic credit, or other educational experience that does not fall under the definitions above are not eligible for enrollment purposes for the Pennsylvania State Grant Program. This includes any credit granted through portfolio review, co-ops for which at least half-time credit is not granted, Advanced Placement examinations, credit for life experiences, CLEP examinations, correspondence study, and other non-participatory events or activities.
- iii. **REPORTING LESS THAN 50 PERCENT, IN-CLASSROOM INSTRUCTION** – Monitoring enrollment in distance education or online courses is required on a term-by-term basis. This ensures that the student meets the 50 percent classroom instruction requirement FOR THAT TERM. If the student does not meet the 50 percent classroom definition for the term, report this electronically.



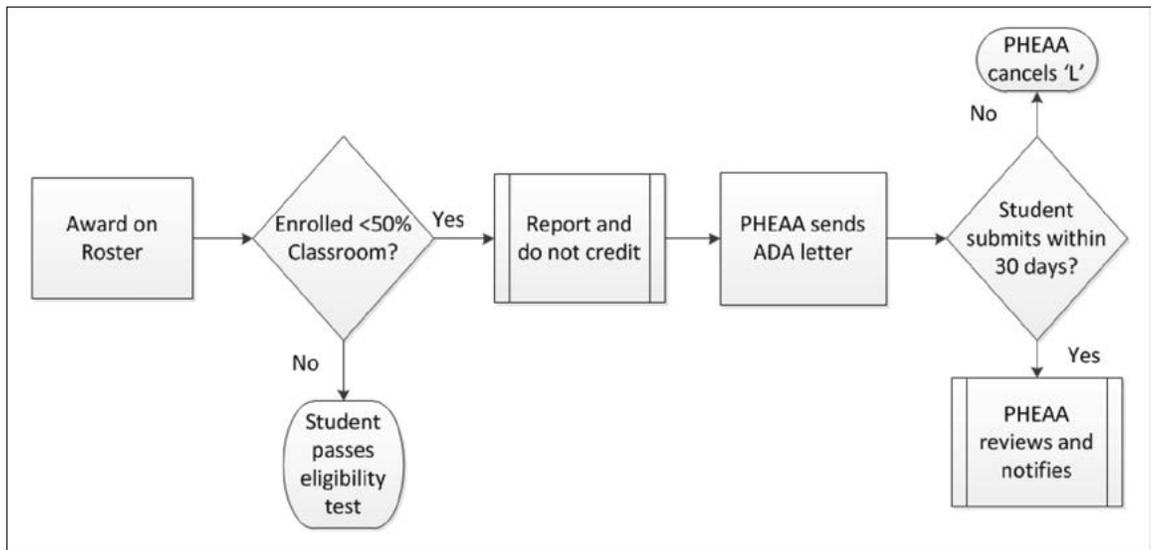
The *Initial Distance Education Info, Policy & ADA* form, which is logged on the student activity, is sent once per academic year and includes the trailing summer term.

When a student is initially determined to be compliant with the 50 percent rule at the point of crediting but then changes enrollment by adding online credits, the student must be re-evaluated. If online enrollment now exceeds 50 percent, this must be reported.

Once the student is enrolled in an eligible program but is reported as not meeting the 50 percent in-classroom enrollment requirement, the following will occur:

- 1) An Americans With Disabilities Act of 1990 (ADA) Accommodation notice automatically will be sent to the student, who will be given 30 days to reply. Do not cancel awards for students in this situation **and do not** credit funds to the student's account. Although PHEAA sends out letters on an annual basis which pertain to the Academic Year and trailing Summer term, if your school is aware that a student has a permanent disability and was approved in a prior term, your school may preempt an additional review by contacting PHEAA. This should be done via email to sghelp@pheaa.org.


 - Check the student activity for letters and approvals
 - Review the weekly <50% *Attending Status Report* in *PageCenter*
- 2) For students who do not qualify for an exception or fail to respond within 30 days from the date that the school reports their status, cancellation of the award by PHEAA occurs. School notification is in the form of a weekly report.
 - In cases where PHEAA receives a notice from a student who indicates that he/she does not have a disability and is not seeking an exception, PHEAA will manually cancel the award prior to the 30 day automated cancellation for no response.
 - A student may submit documentation for reconsideration of eligibility as long as that information is received prior to the student reconsideration deadline of April 1 for the academic year and October 31 for the Summer term (refer to [Section N](#) for more information).
 - School notification is in the form of a weekly report.
- 3) When a student replies and receives an ADA accommodation, PHEAA sends notification to both the student and the school.



EXAMPLES – ASSUMES ENROLLMENT IN AN APPROVED PROGRAM

Student's Enrollment:	Term Enrollment:	Requirement:
12 credits (full-time semester)	6 credits classroom; 6 online	Meets the requirement
12 credits (full-time semester)	0 credits classroom; 12 online	Not eligible – Report <50% in-classroom
15 credits (full-time semester)	6 credits classroom; 9 credits online	Not eligible – Report <50% in-classroom
15 credits (full-time semester)	9 credits classroom; 6 online	Meets the requirement
6 credits (half-time semester)	3 credits classroom; 3 online	Meets the requirement (half-time)
7 credits (half-time semester)	3 credits classroom; 4 online	Not eligible – Report <50% in-classroom
7 credits (half-time semester)	4 credits classroom; 3 online	Meets the requirement (half-time)

3. ENROLLMENT REPORTING

- a. Schools are required to cancel awards where the student does not enroll for that term.

Please note that if you anticipate that the student will not be enrolled due to graduation with a bachelor's degree for upcoming terms, you may cancel the awards for the subsequent terms. These may be reinstated if the situation changes.

Examples

Fall	Winter/Spring	Then
Not Enrolled	Unknown	Cancel every term
Not Enrolled	Will Enroll	Cancel Fall only



When a student receives an associate degree or 2-year certificate, use the cancellation reason of "Not Enrolled." The "Student Graduated" reason is reserved for students who have received a bachelor's degree and are considered ineligible for State Grant aid from that point forward.

- b. UNOFFICIAL WITHDRAWAL – For State Grant purposes, an unofficial withdrawal is when a registered student fails to notify the school that they ceased or plan to cease attending the school. If a student is identified as a "no show," this means not enrolled for State Grant purposes and is treated the same as a student who fails to register for the term. For a student who receives all "F" grades for a term, the school should investigate to see if the student actually attended for the whole enrollment period and failed all of the courses or received "F's" due to an unofficial withdrawal. If attendance is not taken and the student's professors cannot provide a last date of activity (examinations, returned assignments), the student should be marked as "not enrolled." If dates can be provided, then the withdrawal policy may be applied using the last date of activity as the last date of attendance (refer to [Chapter 4, Pennsylvania State Grant Costs and Award Adjustments](#)).

- c. Using the [ENROLLMENT DEFINITIONS \(paragraph 1 of Section A\)](#), review the enrollment used in the award calculation versus the actual enrollment. Schools must correct any discrepancies before crediting an award. The notation “P/T” for a half-time student appears on the roster in the award/reject status column for the appropriate term(s).

Examples

Awarded Enrollment	Actual Enrollment	Reporting
Full-Time	Not Full-Time but at least Half-Time	Report term(s) as Half-Time
Full or Half-Time	Less Than Half-Time	Report term(s) as Less Than Half-Time
Half-Time	Full-Time	Report term(s) as Full-Time

4. USE OF CREDIT/CLOCK HOURS

Business, trade, or technical schools with Associate in Specialized Business or Associate in Specialized Technology (ASB/AST) degree programs of study that operate on both credit hour and clock hour standards must select one standard and then consistently apply that standard in making all eligibility tests. Use clock hours to certify the eligibility of students in **non-degree programs** at these schools. All institutions using credit hours to certify the State Grant eligibility of students in ASB/AST degree programs must comply with their accrediting body’s standards for the conversion of clock hours to credits or the assignment of credit hours to clock hour courses and programs. Schools with continuous enrollment or irregular terms should refer to [Chapter 5 – Disbursements and Cash Management](#).

In situations where institutional full-time/half-time definitions differ from PHEAA definitions, confirm enrollment using PHEAA definitions ONLY.

5. REMEDIAL/DEVELOPMENTAL COURSE EXCEPTIONS



PHEAA recommends reviewing the “Prior Remedial” counter on the weekly Status Listing or Status Transmission to initially determine if student is eligible for additional remedial exceptions. If the “Prior Remedial” counter is less than 1.0, you should then review FGOB to ensure that exceptions were not already granted for a future term.

- a. **CLASSIFICATION** – Classification of degree credits versus remedial credits is an institutional and accreditation matter.

PHEAA does not provide its own definition of remedial or developmental coursework since schools must establish these guidelines. Schools that are eligible for Title IV, Higher Education Act (HEA) program assistance have specific limitations on remedial coursework as set forth by the U.S. Department of Education. In general, a remedial or developmental course is one that is designed to increase the student’s ability to pursue a course of study leading to a degree, a “prerequisite to the college-level course.” Remedial courses may be classified as courses where:

- credits are earned but where the credits do not apply toward the degree; or
- reduced credits are earned toward the degree.

- b. **REMEDIAL EXCEPTION** – Using a semester schedule example, term enrollment where at least 6 credits of degree courses in combination with 6 or more credits of developmental work qualifies for full-time remedial exception status for PHEAA purposes. Half-time term enrollment of at least 3 credits of degree courses in combination with 3 or more credits of developmental work qualifies for half-time remedial exception status for PHEAA purposes. This exception to PHEAA’s normal enrollment requirements may be applied for a maximum of 1.00 grants (2 semesters or 3 quarter terms for full-time students and up to 4 semesters or 6 quarters of half-time enrollment); including all terms during which any remedial exception is or was previously applied.



Remedial exceptions should not be reported for students who are ineligible for State Grant.

MAXIMUM ALLOWABLE ENROLLMENT DISTRIBUTION CHART

Enrollment Period	Overall Credit Enrollment Minimum	Equal Distribution of Credits	
		Maximum Remedial Credits Allowed	Degree Credits
Full-Time Semester	12	6	6
Half-Time Semester	6	3	3
Full-Time Quarter using Semester Credits	8	4	4
Half-Time Quarter using Semester Credits	4	2	2
Full-Time Quarter using Quarter Credits	12	6	6
Half-Time Quarter using Quarter Credits	6	3	3

c. RELATED PROCEDURES –

- i. ACADEMIC PROGRESS – Refer to [Section D](#) of this Chapter for procedures on enrollment in remedial credits and the impact on Academic Progress.
 - ii. MAXIMUM NUMBER OF PAYMENTS - This exception may extend the maximum number of State Grant payments for enrollment in the program of study (e.g., 4 semester or 6 quarter disbursements for full-time students in 2-year programs of study) under certain circumstances (refer to [Section C, paragraph 6](#) of this Chapter).
- d. REPORTING – Sometimes remedial courses do not award credits or are “pass/fail.” In these instances, consider the number of credits normally carried by such a course (or that would be assigned if it were a “for credit” course) as the remedial portion of the minimum enrollment requirement in applying the remedial exception.

Examples (Using Semester Schedule)

Term Remedial Credits	Term Regular Credits	Required Reporting	Remedial Exception Term Counter Used
9	3	Half-Time Remedial (1-3)	.25
3	3	Half-Time Remedial (1-3)	.25
7	11	Full-Time Remedial (1-3)	.50
12	0	Less Than Half-Time	Not eligible
10	2	Less Than Half-Time	Not eligible
3	12	No reporting required – student meets minimum full-time without remedial	0

Examples assume that the student has not reached the overall maximum 1.0 exception counter.

6. FINAL YEAR EXCEPTION FOR FULL-TIME ENROLLMENT

The final term exception applies to a student who normally enrolls full-time but, due to prior enrollment history, only needs to complete 9 semester credits (or the equivalent) during one of the terms of the final year of study. The exception is not applicable to half-time students.

- a. REQUIREMENTS – During one, and only one, of the final terms of the student’s program (final 2 semesters or 3 quarters), the exception may be applied if the student:

- i. Is required to enroll for the equivalent of three-quarter time enrollment:

Semester Schedule	Quarter Schedule using Semester Credits	Quarter Schedule using Quarter Credits
9 credits	6 credits	9 credits
337.5 clock hours	225 clock hours	225 clock hours
A minimum of eight semester credits is sufficient during the exception term at schools that operate on a system of 4-credit courses.		

- ii. Was enrolled full-time during the previous term even if not a State Grant recipient that term.
- iii. If applicable, is expected to enroll full-time during any term(s) subsequent to the exception term and prior to graduation (not including the summer term).
- iv. Have any cost differentials applied since he/she may be incurring less than full-time costs (refer to [Chapter 2 – Student Certification of Eligibility, Section O](#)).
- b. SUMMER – Although Summer term enrollment is not normally a factor in conducting this test, in cases where the Summer term is one of the terms of the student’s final year, the Summer term may be considered when determining whether the student is eligible for the final term exception.
- i. Year-Round Programs – If the student is attending a Business, Trade and Technical institution, a Hospital School of Nursing or is enrolled in a program of study where the enrollment structure is typically year-round, the **Summer term must be considered** as part of the historical review of evaluating if the student normally enrolls full-time.
- ii. Other institution types – If a student is not typically enrolled in the Summer, the Summer term may be taken into consideration for the final-term exception consideration.

7. EVENING STUDENTS

Evening students are subject to the same requirements as other State Grant recipients, including enrollment in a PHEAA-approved program. Students enrolled in evening programs not offered on a full-time basis may be eligible for State Grants as long as the program meets the State Grant criteria for approval (refer to [Chapter 1 – School and Program Eligibility](#)). Questions concerning such programs should be addressed to Institution Eligibility staff at 717.720.2740.

- a. REPORTING – For reporting purposes, please use the following table:

If...	Then...
Different educational costs for evening programs had been reported during the annual cost collection process,	Report enrollment as “Full-Time Evening” or “Half-Time Evening,” as appropriate.
Evening costs are the same as day,	Do not identify enrollment as evening.
Note: Previously identified evening students appear on the roster as <i>Full-time Night</i> or <i>Half-time Night</i> .	

8. ADVANCED STANDING

Credits for which the student receives advanced standing do not count toward the minimum credits or clock hours necessary for full-time or half-time enrollment. These credits do not count toward Academic Progress (refer to [Section D](#) of this Chapter).

- a. **EXAMPLES** - Transfer credits, military credits, prior training, or credits earned by examination are examples of credits considered “advanced standing” by PHEAA.
- b. **REPORTING** - If the advanced standing credits result in the student being enrolled during the current term for less than the minimum credits or clock hours required by PHEAA’s full time test, the student must be treated as half-time or less than half-time, as appropriate. Since the school may consider the student full-time for purposes other than a State Grant, schools are encouraged to explain the PHEAA enrollment requirement to students.

9. REPEAT WORK

The full-time or half-time student who is repeating courses attempted in a previous term may use those repeat courses to meet the full-time or half-time enrollment requirement. A repeated course taken in different modules within the same payment period can be counted toward the student’s enrollment status. However, students who repeat courses may not meet PHEAA’s Academic Progress test (refer to [Section D](#) of this Chapter).



Schools may not deny a State Grant to a student who meets PHEAA’s enrollment and Academic Progress requirements even if school policy differs.

10. ENROLLMENT AT ANOTHER INSTITUTION

- a. **VISITING STUDENTS** - A student may not receive financial aid at two different institutions for the same academic period. Often students attend another institution during the Summer term. Students who cannot be verified as enrolled in an approved program or lack any of the documentation to meet acceptance of the grant in this section must be reported as ineligible.
 - i. When the student is degree-seeking at another institution but enrolls at your school, your school may only accept the grant on the student’s behalf if:
 - Your school can obtain documentation from the “home” school verifying compliance with all State Grant eligibility requirements including, but not limited to, enrollment in an approved program at a State Grant-approved school and completion of satisfactory Academic Progress.
 - The credits taken will be accepted toward the degree or credential at the “home” school.
 - ii. When the student is degree-seeking at your institution or “home” school but enrolls at another school, your school may only accept the grant on the student’s behalf if:
 - All auditable documentation, including costs and enrollment status, is obtained from the other school.
 - Your school can verify compliance with all State Grant eligibility requirements.
 - Your school can obtain any changes to enrollment status from the other school which may impact eligibility.
 - The credits taken will be accepted toward the degree or credential at the “home” school.



To report a visiting student as ineligible, the school must choose Program of Study code *00-Other* (Certification Transmission – Use code 1 –Yes – Non-Approved or Non-Degree Program in the term *Non-Approved or Non-Degree Indicator*).



Visiting Students and Academic Progress –

If your school is listed in the State Grant record meaning that you are processing the aid for the Summer term, you will have to be in contact with the “home” school to confirm when that school verifies progress. You must obtain all documentation necessary to verify compliance with eligibility requirements for the State Grant Program. If the “home” school provides information indicating that they verify progress after the Spring term, then you must verify progress prior to crediting the State Grant for the Summer term. If the “home” school indicates that progress is verified after the Summer term, then the “home” school will likely ask you to provide your transcripts to them at the completion of the Summer term.

- b. **TWO-SCHOOL ENROLLMENT** - A student may not be paid a State Grant by two different institutions for the same academic period. The student’s State Grant record should reflect enrollment at the “home” school. The “home” school may combine degree credits taken at the other institution during the same academic period to determine enrollment status. The “home” school must also review costs paid at the other institution in determining Cost of Attendance (refer to [Chapter 2 – Student Certification of Eligibility, Section 0](#)).
- c. **STUDY ABROAD** - A recipient enrolled in a study abroad program which is sponsored by the “home” school and who is required to pay college costs to the “home” institution is processed by PHEAA in the same manner as if the student were enrolled on-campus. This also applies to students who study abroad through a third-party organization that facilitates travel but with degree credits transferred back to the “home” school from the foreign institution. Students often participate in a study abroad program at another American institution and enter the name of that American institution on their State Grant application since that is the school to which program costs are paid.

For students who are studying abroad through their own institution’s program, through a consortium agreement with another postsecondary school, or through a third-party study abroad organization, the school may report a different cost of attendance for these students if the following can be ascertained:

- i. The study abroad fee expenses can be only differentiated with specific tuition and fee costs for the standard study abroad program. Fees for optional excursions or side travel may not be included; and
- ii. The tuition and fees for the study abroad program are at least 25% greater than the current costs being reported for State Grant eligibility.

Schools can report these costs for a student through the *Partner Interface* and State Grant eligibility will be recalculated. Be sure to indicate whether the costs are for one term or for a whole academic year.

If the study abroad costs are less than the home school reported costs by more than 25%, these must be updated for the student. Please refer to [Section 0, Different Educational Costs](#).

A grant recipient who is “visiting” your school in order to study abroad may be eligible for the grant payment if your school can certify that:

- i. Educational costs are paid to your school and, therefore, a school account has been established where both the grant payment and funds paid by the student are credited;
- ii. The tuition and fee costs reported by your school to PHEAA do not exceed the student’s actual tuition and fees by 25 percent or more (refer to [Section 0, Different Educational Costs](#));
- iii. The student is classified as degree-seeking by the student’s “home” school and the appropriate minimum number of credits earned during each term abroad will fulfill degree requirements at the student’s “home” school; and
- iv. The student is enrolled at least half-time and complies with the other requirements set forth in this Handbook.

Schools often enter into a consortium agreement with each other to detail the financial aid responsibilities of each institution.

11. SCHOOLS WITH INTERIM OR INTERSESSION TERMS

Business, Trade and Technical schools should refer to [Chapter 5 - Disbursements and Cash Management](#)

The Agency does not make separate disbursements for mini-terms or intersessions since they do not meet the minimum term length requirements. However, a maximum of 6 credits taken during the intersession may be combined with the student's preceding or subsequent term of enrollment - a maximum of 3 credits with Fall and 3 different credits with Spring to enable the student to meet PHEAA's full-time or half-time requirement during either or both of those terms. If enrollment during the intersession is not required by the school and the student enrolls for fewer than the minimum credits needed for full-time or half-time status during the Fall semester, crediting of the Fall term grant must be withheld until the student enrolls in the intersession for the additional credits needed. A student who enrolls for 6 credits during the intersession may not receive a half-time award for the intersession term itself, since such a term does not meet the minimum term length requirements.

12. CLASS LEVEL (HOSPITAL SCHOOLS OF NURSING ONLY)

Hospital schools of nursing are required to verify the correct class level for each recipient due to varying costs between class levels. Where the class level on the roster is incorrect, withhold crediting and report the correct academic level.



- Academic level is listed under the *Eligibility Information* column on the nursing school roster.
- Report via *Partner Interface*:
 - » for a single student by selecting the corrected code in the *Academic Level* drop-down which is located in the *School Information* portion of the *Student Record*; and
 - » for multiple students with the same academic level, by creating a mass update queue with the update type *Update Records*. Select the corrected code in the *Academic Level* drop-down which is located in the *School Information* portion under *Step 3 of 4 - Choose the Updates for Your Queue*.

13. SUMMER ENROLLMENT PARTICIPATION



Schools must adhere to the Term Start Date and Term Length definitions described in [Chapter 1](#). The academic year period cannot include any Summer term enrollment.

- a. ELECTING NOT TO PARTICIPATE SUMMER 2017 - Schools may choose not to participate in the Summer State Grant Program. Even if your school does not have any State Grant Summer applicants, PHEAA will not make any participation assumptions. If a school does not want to participate for the Summer 2017 term, that request must be:
- made in writing on school letterhead;
 - signed by the Financial Aid Administrator;
 - emailed to PHEAA via sghelp@pheaa.org no earlier than December 1, 2016 and no later than January 31, 2017*; and
 - reaffirmed as a choice on the annual State Grant Educational Cost Form.



If a request for non-participation is made and the school wishes to retract that request, the retraction MUST be made in the same manner noted above and must be received by January 31, 2017. Otherwise, schools will not be able to request participation until the next cycle.

*PHEAA has no way to record requests earlier than December 1 and cannot accept requests after January 31 in order to ensure enough time for processing of the request and preparation for the release of the Summer application to students in mid-March.

- b. If a school declines participation:
 - i. **No exceptions can be made. This means all students in all programs at your school would not be eligible to receive Summer awards.**
 - ii. Your school must also indicate “no” to participation in the Summer 2017 program on the annual State Grant Educational Cost Form (from mid-March to mid-April 2017 for Summer 2017).
 - iii. PHEAA will assume that the school is ceasing participation in all subsequent Summer terms unless a request is made in writing for reconsideration of participation.

B. UNDERGRADUATE STATUS

1. DEFINITION

Enrollment in an undergraduate program is required and:

- a. The student does not have nor has the student completed the requirements for a first baccalaureate or professional degree from any institution.
- b. The student will not receive or complete the requirements for a first baccalaureate or professional degree prior to the end of the term being credited from any institution.

2. UNDERGRADUATE ENROLLMENT IN GRADUATE/ PROFESSIONAL COURSES

Undergraduate students enrolled in graduate or professional level courses who have not received a first baccalaureate or professional degree are eligible for State Grant aid under any of the following circumstances:

- a. The student enters professional school early, meaning the requirements for a baccalaureate degree have not been completed.
- b. Enrollment is in a joint undergraduate/graduate program and the number of enrolled undergraduate credits meets the minimum enrollment criteria for the term. Graduate courses can count toward meeting the minimum enrollment requirement if those graduate credits are being counted toward the undergraduate degree. The undergraduate minimum enrollment requirements still apply, that is, a minimum of 12 semester credits (or the equivalent) for a full-time State Grant award and a minimum of six semester credits (or the equivalent) for a half-time State Grant award.

As is true with U.S. Department of Education rules, the transition from undergraduate to graduate status is clearly achieved. A State Grant applicant would cease to be considered as an undergraduate when:

- the student is no longer eligible federal Pell Grant and/or SEOG due to graduate student status
 - the student’s Federal loan limits have been calculated based on graduate student status
- c. Enrollment is in a 5- or 6-year program at a professional school where completion of the program results in simultaneous receipt of the baccalaureate degree and the professional degree.

3. SCHOOL VERIFICATION

The school must confirm that the student meets the undergraduate definition. When applicable, report as ineligible and return funds.



If a student is admitted to the institution under a conditional or provisional status toward a degree program, the student is not eligible for the Pennsylvania State Grant. If the student is a regularly (unconditionally) admitted student to the institution as an associate or bachelor’s degree candidate, the student is eligible for the Pennsylvania State Grant. For example, a State Grant-eligible student would include one who is a regularly admitted student to the institution as a bachelor’s degree candidate with an undeclared major. Students admitted through the Higher Education of the Disadvantaged (Act 101) Program or other formally recognized developmental education programs are considered regularly admitted students.



To report the student as ineligible, the school must cancel the term eligibility for reason *graduated* (Certification Transmission use *code A – Graduated with Bachelor Degree* in the full-year or term *Cancellation indicator*).

C. APPROVED PROGRAM OF STUDY

1. DEFINING A STUDENT'S PROGRAM

The program of study is either the initial program of study under which the student was admitted to the institution or the program of study under which they are currently enrolled. Information on the program of study is specified in the school's academic catalogue. This is an overarching institutional designation of how the program of study is structured and offered. Refer to [Section A, paragraph 2](#) of this Chapter for categories of delivery.

2. REQUIREMENTS

Enrollment in a PHEAA-approved program of study is required. As noted in [Chapter 1 – School and Program Eligibility](#), the student's program must meet the following definitions:

- a. **MINIMUM LENGTH** – The program must be at least 2 academic years in duration and offered over a period of at least 15 months (no less than 60 weeks of instruction). Two academic years is defined as the equivalent of a minimum of 60 semester credits (90 quarter credits) for a degree program. Required hours of instruction are 1,500 clock hours for programs leading to the Associate in Specialized Technology or the Associate in Specialized Business degrees and at least 1,800 clock hours for non-degree programs. For specialized degree programs, schools must certify students based upon the choice of credit hours OR clock hours that were submitted at the time of program approval.
 - i. **CHANGES TO PREVIOUSLY APPROVED PROGRAMS** – PHEAA requires BTT schools to report any changes to the number of terms, and/or credit/clock hours in a State Grant-approved program of study. If applicable, the school must provide documentation from its licensing authority and accrediting agency, approving the changes.
- b. **PROGRAM STRUCTURE** – The program must be structured such that at least 50 percent of the minimum program length (as stated above) and in no case fewer than 30 semester credits or 900 clock hours, must be earned through classroom instruction. **Americans with Disabilities Act (ADA) Accommodations do not apply to students enrolled in non-approved programs of study.**
 - i. **ONLINE PROGRAMS** – The program is structured so that all coursework is primarily taken online. These programs are ineligible for State Grant due to the inherent inability to comply with program structure minimum defined above. Students enrolled in online programs are ineligible due to the structure of the Program of Study even though the individual student may have the opportunity to enroll in some classroom courses.
 - ii. **HYBRID PROGRAMS** – The program is structured to be a composite of online and classroom instruction. Hybrid programs are limited to no more than 50 percent of coursework being offered online. If greater than 50 percent of the program is offered online, then Grants categorizes this as an online program. Students enrolled in hybrid programs that do not meet this definition are ineligible due to the structure of the Program of Study.



Report students enrolled in programs that do not meet this requirement with a program of study *DE-Distance Education* (code 4 – Yes – *Distance Education – not eligible in the term Non-approved or Non-degree indicator* on the Certification Transmission).

3. ACADEMIC CREDENTIAL STATUS

State Grant recipients are required to be matriculated, degree-seeking and unconditionally admitted by the postsecondary institution. Enrollment in an Associate in Specialized Business (ASB), Associate in Specialized Technology (AST), certificate or diploma program approved by PHEAA is required for students enrolled at Business, Trade, and Technical institutions.

Program length and the program in which the student is currently enrolled are determining factors in whether or not the student is eligible for a State Grant with regard to academic credential status. As defined in Section C.1, the student's program of study is "...either the initial program of study under which the student was admitted to the institution or under which he/she is currently enrolled." Therefore, if the student is enrolled in an associate degree program at a degree-granting institution, the student would meet the academic credential criteria. If the student is enrolled at a degree-granting institution in a certificate program, that program would have to meet the State Grant minimum requirements (e.g. at least two academic years in length) in order to be eligible for a State Grant.

Student payments are limited to the number of terms it requires to complete the credential. By law, no student may receive more than four academic year grants. The only exceptions are bona fide 5-year undergraduate programs. Reference [Section C, paragraph 8](#) of this Chapter.



Report students (such as those completing admission requirements for transfer to another school or those enrolled for personal enrichment) with a program of study *00-Other* (Certification Transmission use code 1 – Yes-Non-Approved or Non-Degree Program in the term Non-Approved or Non-Degree Indicator).

Student payments are limited to the number of terms it requires to complete the credential. By law, no student may receive more than four academic year grants. The only exceptions are bona fide 5-year undergraduate programs. Reference [Section C, paragraph 8](#) of this Chapter.



Students who are enrolled in a two-year transferrable program at a four-year institution are limited to two years of eligibility unless the student continues enrollment toward the baccalaureate program or enrolls in a different associate degree program. If the student is not pursuing a bachelor's degree or a different associate degree, you must submit a *Special Request* to cancel the student's eligibility for reaching the maximum number of payments permitted (refer to [paragraph 6](#) of this section.) Students who are enrolled in two-year terminal programs are automatically limited by PHEAA to two-years of State Grant aid. Please make sure that the Program of Study in the State Grant record accurately reflects the credential being pursued.

PHEAA requires approval of each new program and changes to each existing approved programs at Business, Trade and Technical schools. PHEAA also requires separate approvals for separately licensed branch campuses of approved schools (Refer to [Chapter 1 – School and Program Eligibility](#)). Advise PHEAA immediately if a program or the institution ceases to meet State Grant eligibility requirements. For example, the school loses its accreditation or the number of clock hours is decreased below the minimum levels.



Direct program eligibility questions regarding this procedure to sghelp@pheaa.org.

All requirements for an approved program of study apply to half-time students, including those related to minimum length. Allowing for compliance with minimum enrollment requirements is a prerequisite for all approved programs.

- a. REPORTING - Confirm enrollment in a PHEAA-approved program before crediting State Grant funds to the student's account. When there is no confirmation of such, report and refund the grant to PHEAA.

4. ADJUNCT PROGRAMS (CONTINUING EDUCATION, EVENING, ETC.)

Enrollment in programs of study or courses classified by the school as adjunct, are eligible only under the following circumstances:

- a. The student is classified by the school as credential-seeking (certificate, diploma or degree).
- b. The student is receiving at least half-time credit toward the degree (or program objective) for courses taken in such a program.
- c. The program meets all other requirements in [Chapter 1 – School and Program Eligibility](#).

5. CHANGES IN A STUDENT'S PROGRAM (ALL SCHOOL TYPES)

When a student changes enrollment from a non-approved to an approved program during the term, eligibility is dependent upon the timing of the program of study change and the date of the term's disbursement roster (not the pre-disbursement roster). If the program of study change is made prior to the term roster, the student is eligible for State Grant aid. If the change is made after the roster, the student is not eligible for State Grant aid until the next academic term.

The reverse can also be applied if the student was in an approved program of study and then transfers to an ineligible program of study. Eligibility is dependent upon the timing of the program of study change and the date of the term's disbursement roster (not the pre-disbursement roster).

For Business, Trade, or Technical schools, the student's change in program of study must be reported to PHEAA and the student's record must be reprocessed. Changes should be reported via *Partner Interface*.

Example:

Student A enrolls in a certificate program that is one year in length at ABC Community College, a semester school, and transfers to an associate degree program after the Fall term disbursement roster is produced for the school. The student is not eligible until enrollment begins in the associate degree program during the next full academic term, which is Spring.

- a. PROGRAM ENROLLMENT VERIFICATION – Verify enrollment in the PHEAA-approved program of study as indicated on the disbursement roster to ensure:
 - i. That the calculation of eligibility used the costs associated with the enrolled program. This applies mainly to Business, Trade, and Technical schools.
 - ii. That the student's maximum number of award payments (award counters) for the program has been correctly assessed.
- b. REPORTING (ALL SCHOOL TYPES) - The following table provides guidelines for submission of program corrections.

If...	Then...
The student changes his/her program at a Business, Trade, or Technical school,	Submit a correction to the program and withhold grant funds until PHEAA has reprocessed the student using the corrected program.
The date of the student's enrollment change from an approved to a non-approved program is before the term's disbursement roster,	The student is not eligible for State Grant aid.
The date of the student's enrollment change from an approved to a non-approved program is after the term's disbursement roster,	The student is eligible for State Grant aid, however, the award must be evaluated for an adjustment based upon the school's refund policy and the date of the program change (refer to withdrawals), regardless of the type of institution.
The date of the student's enrollment change from a non-approved to an approved program is after the term's disbursement roster,	The student is not eligible for State Grant aid until the next (term) disbursement of State Grant funds and only after the change in status has been reported to PHEAA and the student's record has been reprocessed.
The date of the student's enrollment change from a non-approved to an approved program is before the date of the term's disbursement roster,	The student is eligible for State Grant aid.

6. MAXIMUM NUMBER OF STATE GRANT PAYMENTS

Students are limited to a maximum number of State Grants even though some students may require additional terms to complete their program of study. Students enrolled in an associate degree program are typically limited to 2 academic year State Grant payments (2.0 award counter); students enrolled in BTT schools are limited to the number of approved terms.



- Students can view the number of prior year grants used on the Eligibility Notice which is found in their Paperless Inbox in *Account Access*.
- Some students may reach the maximum number of payments before earning a credential of any kind.

a. **ADDITIONAL TERMS OF AID EXCEPTIONS** - By law, no student may receive more than four academic year awards (4.0 counter) except for students enrolled in bona fide 5-year programs. Exceptions for students who have not reached a 4.0 counter may be approved by PHEAA on an individual basis when the student meets one of the following situations:

- Has received one associate degree and is pursuing a second associate degree;
- Is enrolled in a program of study which requires classroom instruction beyond the number of terms generally scheduled for a 2-year program at a 2- or 4-year college;
- Has transferred from one approved program to another (different) approved program;
- Was unable to complete the requirements of the program within the normal period of time because the student withdrew due to medical reasons or was called to active military duty;
- Is unable to complete the program within the normal period due to enrollment in at least 6 semester remedial credits.



The Consideration for *Additional Terms of State Grant Aid* form found in the *Document Library* in the school portal, *Alec*.

Scan form and email to sghelp@pheaa.org or fax to 717.720.3786.

7. COOPERATIVE WORKSTUDY STUDENTS

Students who are participating in cooperative educational experiences for which there is no academic credit granted cannot count cooperative experiences toward State Grant enrollment. If the student is participating in a cooperative experience, they must also be enrolled in the minimum number of credits for a full-time or part-time State Grant in order to receive an award. Schools should cancel any term for "not enrolled" when the student is not enrolled in this manner.

8. BONA FIDE 5-YEAR PROGRAMS

Students are considered enrolled in a bona fide five-year undergraduate program, when the program is: 1) structured and approved to be five-years in length for all students by the Provost/Academic Dean and listed in the institutional catalog as such; and 2) reported to PHEAA via the annual State Grant Educational Cost Form. Students who enroll in these programs do not become ineligible for the State Grant until the 4.0 award counter is reached. At that point, in the final year, the school is responsible for verifying the enrollment in the bona fide program and can report the last (fifth) year by using the Program of Study field in the State Grant record.



Report students with a program of study *F-5 Year Bona Fide* (Certification Transmission use code 3 in the *Bona Fide 5-Year Undergraduate Program Indicator*).

Students who are enrolled in dual degree programs or programs where there are 3/2 articulation agreements are not eligible for a fifth year of aid if the program is structured in a manner that the requirements for a bachelor's degree are met after four years of enrollment. Please check with your Registrar or Provost if you have questions regarding programs that are bona fide five year programs.

STEP 1: Report, by name, all baccalaureate degree programs which require more than 4 academic years of full-time study for all students to PHEAA on the annual Educational Cost Form.

STEP 2: Report enrolled students to PHEAA when entering the curriculum or when the student needs the additional year of State Grant eligibility for the award counter.

STEP 3: After reporting, identify and certify the student as enrolled in an eligible program of study with each roster.



Students awarded a bona fide fifth year of State Grant aid, or portion thereof, are identified by:

- the notation *5 YR* in the term's award/reject column on the roster
- *1 – Yes* in the term *Five Year Program Indicator* on a disbursement transmission
- *1 – Yes* in the term *Bona Fide Five Year Program Indicator* on the applicant status transmission

D. ACADEMIC PROGRESS

1. REGULATION AND DEFINITION

Academic Progress is a regulatory (22 Pa. Code § 121.58) requirement whereby each grant recipient must make normal Academic Progress from year to year in order to retain State Grant eligibility. For the State Grant Program, normal or satisfactory Academic Progress means that for each academic year (Fall, Winter, Spring, and/or Summer term) during which State Grant aid is first received, a student must successfully complete the minimum number of credits (clock hours) appropriate to the student's enrollment status starting with the terms for which State Grant aid was received. Satisfactory Academic Progress is a quantitative measure. Qualitative measures such as grade point average (GPA) are not evaluated for State Grant purposes. **Before crediting a State Grant to a recipient's account, certify that, FOR THE LAST ACADEMIC YEAR DURING WHICH THE STUDENT RECEIVED STATE GRANT AID, the student completed the required minimum number of credits or clock hours for the term's award. Credits earned in terms prior to the receipt of the State Grant award(s) being reviewed do not count towards academic progress. The State Grant Academic Progress review must begin with the first term where State Grant aid is received.**



When a student meets the definition of full-time for State Grant enrollment purposes, a school may not reduce eligibility to part-time in order to satisfy the Academic Progress requirement.

- a. DIFFERING FEDERAL AND SCHOOL STANDARDS - Neither institutional academic progress standards nor federal Academic Progress standards have a bearing on State Grant eligibility.

2. EVALUATION BASICS

- a. SELECTING A YEARLY CYCLE - Progress may be checked at the end of each Spring term for the preceding 12-month period (Summer, Fall, [Winter], and Spring terms); OR it may be tested at the end of each Summer term for the preceding 12-month period (Fall, [Winter], Spring, and Summer terms) regardless of the number of State Grant awards received during that period. Although the school may choose when to apply this test (after Spring or after Summer), the school must apply the test at that same point in time annually to all State Grant recipients and document in your school's policy and/or procedural manual. Once your school has selected one of the two yearly cycles for evaluation, your school must continue to use that option for all future reviews. In the event your school needs to change the yearly cycle option, you must contact PHEAA for instructions.



- For schools that elect to review progress after the Summer term, the Summer term is often an opportunity for a student to make up deficient credits from the preceding academic year in order to be eligible for the subsequent Fall term.
- PHEAA uses the Summer term as a trailer for eligibility and award processing. This has no impact on the Academic Progress cycle chosen by the school. Your school has the option of selecting Summer as a header or trailer.

Yearly Cycle Options					School checks:
Option 1 – Summer “header”	Summer	Fall	Winter (if applicable)	Spring	All students after Spring
Option 2 – Summer “trailer”	Fall	Winter (if applicable)	Spring	Summer	All students after Summer

During the yearly cycle, the student must complete the minimum number of credits commensurate with State Grant enrollment and award received during each term. Lack of enrollment during a specific term does not negate the student’s responsibility to make up deficient credits before receiving any additional State Grant awards.

- b. **FIRST AWARDED TERM DURING THE CYCLE** – As indicated in the definition paragraph ([Section D, paragraph 1](#)) the State Grant Academic Progress review must begin with the **first term** in which State Grant aid is received. Credits earned in a term prior to the receipt of the State Grant award may not be used for satisfying Academic Progress.

EXAMPLE 1 • YEARLY CYCLE: SUMMER, FALL, SPRING			
Term	Summer 2015	Fall 2015	Spring 2016
Credits Attempted	6	12	12
State Grant Awarded	Not applicable – No application	Full-time	Full-time
Credits Earned	3	9	12
SUMMARY:	The Progress check BEGINS with the Fall term. Although the Summer term is in the cycle of “Summer, Fall, Spring”, if the student did not receive State Grant eligibility until the Fall term, then Summer credits are not permitted to be used in the evaluation of progress.		
ACTION:	Reject the student for progress effective with the next term, Summer 2016 or Fall 2016. The student will remain ineligible for subsequent terms until the 3 regular credits are earned.		
ASSUMPTIONS:	Progress is reviewed after the Spring term and the school operates on a semester schedule.		

EXAMPLE 2 • YEARLY CYCLE: SUMMER, FALL, SPRING			
Term	Summer 2015	Fall 2015	Spring 2016
Credits Attempted	6	12	12
State Grant Awarded	Half-time	No State Grant – Ineligible	Full-time
Credits Earned	3	12	9
SUMMARY:	The Progress check BEGINS with the Summer term. The student needs 18 credits to pass progress and earned 24. The 12 credits from the Fall term may be counted since they were after the term where the progress check had begun. Although this student did not receive a State Grant award, the credits earned can be applied for Academic Progress purposes.		
ACTION:	No action – Approved for State Grant Academic Progress.		
ASSUMPTIONS:	Progress is reviewed after the Spring term and the school operates on a semester schedule.		

c. 10 YEAR LOOK BACK - PHEAA requires progress evaluation if the student was a State Grant recipient within the last 10 years. The 10-year period includes the 2016-17 period; therefore, if the last State Grant was received prior to the 2007-08 Academic Year, Academic Progress does not need to be evaluated.

i. PRIOR GRANT INFORMATION RESOURCES - PHEAA provides the most recent 6 terms, semesters or quarters, of State Grant aid prior to the 2017 Fall term on the roster. Refer to the Prior Term(s) Indicator following the student's name.

The term is represented by a letter code – “F”- Fall; “W” – Winter; “S”- Spring; “R” – Summer	
A two-position number indicates the calendar year.	
<i>Examples:</i>	
S16	2015-16 Spring term
W11	2011-12 Winter term
R12	2012 Summer term
HST	Indicates that the student's most recent State Grant was for a term prior to the 2007-08 Academic Year



- Refer to the ELIGIBILITY RECORD to view the student's history of enrollment and State Grant awards; or
- Refer to the *Prior Award Terms and Prior Award Counters* on the *Applicant Status Transmission or Listing*; or
- Refer to the *Prior Grant Terms-Number One through Number Six* on the *Disbursement Transmission*

EXAMPLE - LAST ENROLLMENT PRIOR TO 2007-08			
Term	Fall 2006	Spring 2007	Fall 2016
Credits Attempted	12	15	12
State Grant Awarded	Full-time	Full-time	Full-time
Credits Earned	6	9	12
SUMMARY:	The last term of State Grant aid was over 10 years ago, therefore, a progress review is not necessary for 2016-17.		
ACTION:	No action required.		
ASSUMPTIONS:	This example assumes a semester schedule, no remedial or repeat courses and that Academic Progress verified after the Summer term.		

- d. GATHER TRANSCRIPT INFORMATION – Check the last time the student received State Grant aid and the number of credits successfully completed during that progress review cycle. Credits may only be evaluated using whole numbers and may not be rounded up. For example, a student who requires 24 semester credits to meet progress and only earns 23.5 credits does not meet satisfactory State Grant Academic Progress. Transcripts by which State Grant Academic Progress was verified must be in a format that can be produced for a program review or compliance audit. Another document may be used in place of an official transcript as long the following are included:
- Credits attempted
 - Period of enrollment (term and year)
 - Number of credits for each course
 - Grade earned for each course
- i. ADVANCED STANDING – Credits earned through examination or those considered “advanced standing” do not count toward meeting the academic progress test.
 - ii. INABILITY TO VERIFY – Do not credit the student’s account when there is a determination of lack of progress in accordance with these guidelines. The student will not be eligible again until the school reports that the student has met the progress requirements or the student provides a transcript showing successful completion.
- e. INITIAL EVALUATION - When a student has received AT LEAST one term of State Grant aid within the past 10 years, evaluate Academic Progress. Check that DURING OR SUBSEQUENT to those terms, the student completed the minimum number of semester credits (or the equivalent, as defined below) commensurate with the number of terms and enrollment status of State Grant aid received. Recipients who fail the Academic Progress test remain ineligible until the requisite credits have been completed. Your school must give consideration to repeat work and remedial credits as specified in [paragraphs 5 and 6](#) of this Section.

Minimum Number of Credits/Clock Hours That Must Be Successfully Completed		
For each:	Award Counter	Student must complete a minimum of:
Full-time semester award	.50	12 semester credits/450 clock hours
Full-time quarter award	.33/.34	12 quarter or 8 semester credits/300 clock hours
Half-time semester award	.25	6 semester credits/225 clock hours
Half-time quarter award	.16/.17	6 quarter credits or 4 semester credits/150 clock hours

EXAMPLE 1 • MONITORING PROGRESS AT THE COMPLETION OF SUMMER			
Term	Fall 2015	Spring 2016	Summer 2016
Credits Attempted	12	12	6
State Grant Awarded	Full-time	Full-time	Half-time
Credits Earned	12	9	6
SUMMARY:	Student did not make progress at the end of summer since only 27 credits were earned and 30 were needed to satisfy the minimum enrollment for all awarded terms.		
ACTION:	Reject the student for progress effective with the Fall 2016 term. The student will remain ineligible for subsequent terms until the 3 regular credits are earned.		
ASSUMPTIONS:	This example assumes a semester schedule, no remedial courses or repeat courses, and that Academic Progress is verified after the Summer term.		

EXAMPLE 2 • MONITORING PROGRESS AT THE COMPLETION OF SUMMER			
Term	Fall 2015	Spring 2016	Summer 2016
Credits Attempted	3	12	6
State Grant Awarded	Reject I	Full-time	Half-time
Credits Earned	3	9	6
SUMMARY:	Student did not make progress at the end of summer since only 15 credits were earned since the term in which a State Grant award was first received and 18 were needed to satisfy the minimum enrollment for all awarded terms.		
ACTION:	Reject the student for progress effective with the Fall 2016 term. The student will remain ineligible for subsequent terms until the 3 regular credits are earned.		
ASSUMPTIONS:	This example assumes a semester schedule, no remedial courses or repeat courses, and that Academic Progress is verified after the Summer term.		

EXAMPLE 3 • MONITORING PROGRESS AT THE COMPLETION OF SPRING			
Term	Summer 2015	Fall 2015	Spring 2016
Credits Attempted	12	15	15
State Grant Awarded	Full-time	Full-time	Full-time
Credits Earned	9	12	15
SUMMARY:	Student made progress at the end of the Spring term since 36 credits were earned and 36 credits were needed to satisfy the minimum enrollment for all awarded terms.		
ACTION:	No action required.		
ASSUMPTIONS:	This example assumes a semester schedule, no remedial courses or repeat courses, and that Academic Progress is verified after the Spring term.		

EXAMPLE 4 • MONITORING PROGRESS AT THE COMPLETION OF SPRING			
Term	Summer 2015	Fall 2015	Spring 2016
Credits Attempted	6	12	12
State Grant Awarded	Half-time	Full-time	Full-time
Credits Earned	6	9	12
SUMMARY:	Student did not make progress at the end of Spring since only 27 credits were earned and 30 were needed to satisfy the minimum enrollment for all awarded terms.		
ACTION:	Reject the student for progress effective with the Summer 2016 term. The student will remain ineligible for subsequent terms until the 3 regular credits are earned.		
ASSUMPTIONS:	This example assumes a semester schedule, no remedial courses or repeat courses, and that Academic Progress is verified after the Spring term.		

- f. **REPORT LACK OF ACADEMIC PROGRESS** – If the student passes the progress test, no additional action is required. However, if the student did not pass the State Grant Academic Progress test, the school must report this to PHEAA. This notification must be completed by using *Partner Interface* or the State Grant Certification Transmission process. For each reported term, the State Grant award is removed and replaced with a Reject “P” (lack of progress). There are two options for reporting and it is a school choice to decide which option best fits their institutional needs. The first option is for your school to cancel for the entire award year and reinstate progress, if applicable, after the Fall term evaluation. The second option is for your school to cancel the Fall term only and then cancel Spring after the Fall term evaluation, should the deficit still exist.
- g. **RE-EVALUATE LACK OF STATE GRANT ACADEMIC PROGRESS** – Only for those students who are rejected for lack of progress (Reject “P”) must your school re-evaluate a student’s eligibility term-by-term. If your school determines progress has been re-established, then your school must reinstate the State Grant award beginning with the next academic term.

EXAMPLE 1 • SCHOOL CANCELLED ALL TERMS UPON THE INTIAL PROGRESS REVIEW			
Timing	Student’s Deficit	Status	
		Fall	Spring
After initial progress review	Short 3 credits	P (Academic Progress Reject)	P (Academic Progress Reject)
After Fall term	Remains short 3 credits – no action required as Spring is already rejected	P (Academic Progress Reject)	P (Academic Progress Reject)
	3 credit deficit made up – School must reinstate Spring	P (Academic Progress Reject)	Award
ASSUMPTIONS:	The school operates on a semester schedule.		

EXAMPLE 2 • SCHOOL CANCELLED FALL ONLY UPON THE INTIAL PROGRESS REVIEW			
Timing	Student’s Deficit	Status	
		Fall	Spring
After initial progress review	Short 3 credits	P (Academic Progress Reject)	Award
After Fall term	Remains short 3 credits – School must reject Spring	P (Academic Progress Reject)	P (Academic Progress Reject)
	3 credit deficit made up – no action required as Spring is already awarded or has no progress reject	P (Academic Progress Reject)	Award
ASSUMPTIONS:	The school operates on a semester schedule.		

- h. **REPORT CHANGES AFTER RE-EVALUATION (CANCEL OR REINSTATE)** - This reporting must be completed via either *Partner Interface* or the State Grant Certification Transmission process.
- i. **KEEP RECORDS** - Your school must maintain a record of when Academic Progress is checked and provide this information to PHEAA upon request. This information is required by PHEAA’s Program Review and Audit staff in order to verify that the evaluation of Academic Progress has been properly applied.

3. STUDENTS RETURNING TO YOUR SCHOOL

The following are the basic steps to be followed when reviewing students for Academic Progress who are returning to your school.

STEP 1: Identify your school's yearly cycle.

STEP 2: Determine if an Academic Progress review is needed (10-year look-back).

STEP 3: Gather transcript information.

STEP 4: Verify the awarded student made satisfactory Academic Progress.

STEP 5: Report lack of progress, where applicable.

STEP 6: Re-evaluate lack of progress on a term-by-term basis to determine if subsequent term awards need to be cancelled or reinstated.

STEP 7: Report any additional corrections (cancel or reinstate) after re-evaluation is completed.

4. STUDENTS TRANSFERING TO YOUR SCHOOL (NOT VISITING*)

Schools must reject the student for lack of progress until the student either provides the final academic transcript or completes the requisite number of credits or clock hours in accordance with the State Grant academic progress policy. **Credits successfully completed at the previous school: 1) do not need to be transferable to your school; and 2) must be earned at a State Grant approved or Federal Title IV eligible postsecondary institution. Your school must also consider any remedial courses and any remedial exceptions applied by the prior school to determine if the student has made satisfactory progress. Please refer to [paragraph 6](#) for more information.**

*For information on visiting students, please reference [paragraph 7](#).



- The phrase *Last Award, Diff. School* prints on the Summer and Fall term rosters next to the student's name, if applicable.
- Refer to a code 1 (Yes) in the *Last Award, Different School indicator* on the Applicant Status Transmission.
- Refer to a code 1 (Yes) in the *Last Award, Different School indicator* on the Disbursement Transmission.



To understand if the student is transferring from a State Grant-approved or Federal Title IV-eligible school, please use these tips.

- PHEAA annually publishes a list of State Grant-approved Pennsylvania institutions and the most frequently attended out-of-state schools in the State Grant Program Manual. This document is made available to the public on PHEAA.org/forms under the "General Documents and Forms" heading.
- If the school is not listed in the State Grant Program Manual, your school may check to see if the school is Title IV-approved by checking the Federal School Code list on the IFAP website under the iLibrary. Please contact PHEAA if you are unsure. The current links are:
 - » School Code list - <http://ifap.ed.gov/ifap/fedSchoolCodeList.jsp>
 - » iLibrary - <http://ifap.ed.gov/ifap/iLibrary.jsp>

- a. CONVERSION TABLE - For transfer students who attended a school using a different type of course measure, the school must convert clock hours into credit hours or vice versa. For this purpose, the following formulas should be used:

Academic Progress Conversions	
1 semester credit	1.5 quarter credits
1 semester credit	37.5 clock hours
1 quarter credit	.66 semester credit
1 quarter credit	25 clock hours



In most cases, your school is evaluating the student based upon credits earned on the transcript. If the student transferred from a quarter institution, you will need to know if quarter or semester credits were awarded and used to credit the State Grant. If the student transferred from a business, trade, or technical school, you will need to know if credits or clock hours were used to credit the State Grant. If the information is not clear on the transcript, contact the Financial Aid office at that institution.

- b. EXAMPLES – The following chart is provided to assist your school with stepping through a credit conversion.

CREDIT CONVERSION EXAMPLES FOR ACADEMIC PROGRESS					
Student	Last State Grant Awards	Type and Number of Credits Attempted	Type and Number of Credits Earned	Deficit at Quarter School Using Quarter Credits	Deficit at Quarter School Using Semester Credits or Semester School
Student A	Fall 2015 and Spring 2016 – full-time awards (no Summer)	24 semester credits	21 semester credits	4.5 quarter credits (3 semester credits multiplied by 1.5)	3 semester credits
Student B	Fall 2015, Winter 2016, and Spring 2016 - full time awards; Summer 2016 part-time award	42 quarter credits	38 quarter credits	4 quarter credits	2.64 semester credits (4 quarter credits multiplied by .66). This would be rounded up to 3.0 semester credits needed.

- c. TRANSFERS AFTER THE SUMMER TERM (STUDENTS STARTING IN FALL) – When a student transfers to a different school **after** the Summer term, the new school must check Academic Progress immediately. In sum, schools must verify that the student completed the required number of credits in accordance with State Grant Academic Progress policy. For schools that normally check progress after the Summer term, this does not impact their review cycle and the steps outlined in paragraph 3 may be followed. **However, for schools that normally check progress after the Spring term, the school must perform checks to all transfer students after the Summer term immediately preceding the student’s enrollment at the new school.**

EXAMPLE • TRANSFER STUDENT – STARTING IN THE FALL			
2016 Summer term	2016 Fall term	2017 Spring term	Action
School A - State Grant award	School B (transfer)	School B	School B must check progress immediately in the Fall
ASSUMPTIONS	This example assumes no remedial or repeat courses and that Academic Progress cycle for School B is after the Spring term.		

- d. MID-YEAR TRANSFERS (STUDENTS STARTING IN WINTER OR SPRING) – When certifying eligibility, your school must review all mid-year transfer students to determine if an Academic Progress review is immediately required.

If the student transfers after being enrolled at another school during the Fall term where a State Grant award was received, the new school can assume that the previous school applied the State Grant academic progress test. If there is no Fall term award, the school must check progress immediately. These scenarios are illustrated in the following matrix.

DETERMINING IF AN IMMEDIATE ACADEMIC PROGRESS CHECK IS REQUIRED FOR MID-YEAR TRANSFERS		
State Grant award exists in a previous term of the current year	School Action	Notes
No	Your school must review Academic Progress immediately.	N/A
Yes	PHEAA permits your school to assume the school previously attended applied the State Grant Academic Progress test after each academic year (12-month) period of aid received before crediting additional (subsequent) State Grant payments when there is an award at that school (i.e. Fall or Winter term). You may check progress immediately if you chose.	PHEAA recommends that your school keep a dated copy of the status of the State Grant record as of the date Academic Progress was reviewed. This may be a screen shot or report noting the Fall school, award amount, and award date. As with all institutional procedures, the practice your school follows should be documented in your school's policies and procedures manual.

EXAMPLES • ACADEMIC PROGRESS CHECK				
2016 Summer term	2016 Fall term	2017 Winter term	2017 Spring term	Action
Not enrolled	School A - State Grant award	Not applicable (Semester Schedule)	School B (transfer – first term)	School B can: <ul style="list-style-type: none"> assume that School A applied the State Grant Academic Progress test; or check immediately
Not enrolled	School A - State Grant award	School B (transfer – first term)	School B (second term)	
Not enrolled	School A – No State Grant award	Not applicable (Semester Schedule)	School B (transfer – first term)	School B must check Academic Progress immediately
Not enrolled	School A – No State Grant award	School B (transfer – first term)	School B (second term)	
ASSUMPTIONS	These examples assume no remedial or repeat courses and that Academic Progress cycle for School B is after the Spring term.			
REMINDERS	The credits earned from School A must be included in School B’s review during the annual Academic Progress review.			

- e. TRANSFERS AFTER THE SPRING TERM (STUDENTS STARTING IN SUMMER) – For schools that normally check progress after the Spring term, this does not impact their review cycle and the steps outlined in paragraph 3 may be followed. If your school checks progress after the Summer term and Summer is the first term of attendance for the student at your school, check progress:

EXAMPLES • TRANSFER STUDENTS STARTING IN SUMMER - Progress Review at End of Summer					
Example #	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Action
1	No Award at School A	Award at School A	Award at School A	Award at School B	Check Progress after Summer 2016 (normal cycle)
2	No Award at School A	No Award at School A	No Award at School A	Award at School B	Check Progress immediately if the student had a State Grant prior to Summer 2015 (and within past 10 years)
ASSUMPTIONS	These examples assume a semester schedule and no remedial or repeat courses.				

5. CONSIDERATION OF REPEAT COURSES

Only count successfully completed credits or clock hours once when applying the Academic Progress test. **Academic Progress “failure” means lack of earned credits; therefore, your school may count a second attempt if it is successful at earning new credits.**

As this evaluation looks at total credits earned, the specific course taken or repeated is not important. For example, it does not matter for a failed course (e.g., Math 106) that the subsequent credits earned are for a different course (i.e., it could be Math 105).

If a student earns an “F” (failing grade) or withdraws from a class, the credits earned in a repeated course can only be counted once toward Academic Progress. If a student repeats a class where he/she has already earned credits, the repeated credits cannot be counted toward Academic Progress. For example, the student earns a “C” grade in Chemistry 101 but a “B” grade is required for the student’s major. The student subsequently repeats the course for a better grade during the Spring term and achieves a “B” grade. However, he/she does not earn an additional 3 credits for the repeated course. The 3 credits are only earned once and only counted once for Academic Progress.

The examples below illustrate two scenarios where a student received 3 credits for a course during the Fall term but earned a grade that was not acceptable for the credential being pursued.

EXAMPLES • ACADEMIC PROGRESS AND REPEAT COURSE						
Example #	Credits and Award	Summer 2015	Fall 2015	Spring 2016	Total Credits	Action
1	Credits Attempted	Not Enrolled	12	15 includes failed class from Fall term	27 total credits attempted and 24 total credits earned	No action required.
	State Grant Award	No Grant	Full-time	Full-time		
	Credits Earned	Not Enrolled	9	15 including repeated Fall class		
2	Credits Attempted	Not Enrolled	12	12 includes a course repeated from the Fall to get a better grade	24 total credits attempted and 21 total credits earned	Reject the student for progress effective with the Summer 2016 term.
	State Grant Award	No Grant	Full-time	Full-time		
	Credits Earned	Not Enrolled	12	9 including repeated Fall class		
ASSUMPTIONS	These examples assume a semester schedule, no remedial courses and that Academic Progress cycle is after the Spring term.					

If a school is combining modules in order to meet the minimum term length definitions (reference [Chapter 1, paragraph D](#)) keep in mind that crediting may not occur until the student is enrolled in the last module which comprises the term (payment period). For more information, please reference [Chapter 5, Section C, paragraph 2](#).

6. CONSIDERATION OF REMEDIAL CREDITS

When reviewing Academic Progress, your school must consider any remedial credits earned and remedial exceptions used for the progress review cycle that your school is evaluating. Your school must pay particular attention to this if the student has transferred to your school. Upon reviewing the student's transcript, if the student earned remedial credits during the review cycle, your school will need to determine if Academic Progress was made without including those remedial credits. It is possible that a student who is taking remedial credits does earn sufficient regular credits to achieve Academic Progress. If Academic Progress was made, then no further consideration of remedial credits is required. If the student will not make satisfactory Academic Progress without inclusion of past remedial credits earned, then your school must consider the key questions and the "Total Allowable Remedial Credits" chart outlined in this section.

- a. Please review **Key Question #1** to determine if your school must reject progress or proceed to Key Question #2.

KEY QUESTION #1: DID THE STUDENT HAVE A REMEDIAL EXCEPTION REPORTED DURING THE REVIEW CYCLE?		
Answer	Explanation	Action
No	Remedial credits earned during the progress review cycle may not be used in determining Academic Progress. Keep in mind that the student may have not needed a remedial exception during the progress review cycle for which Academic Progress is being reviewed. This means that the student was enrolled in the minimum number of regular credits commensurate with his or her half-time or full-time enrollment status.	If the student earned remedial credits but did not have a remedial exception reported during the progress review cycle being evaluated and did not earn enough regular credits to fulfill the State Grant minimum enrollment requirements, your school must report the lack of progress.
Yes	Remedial indicator exists on student's record for the progress review cycle.	If the student had a remedial exception reported during the progress review cycle, then review the "Total Allowable Remedial Credits" charts and proceed to Key Question #2.

- b. **Total Allowable Remedial Credits for Progress Charts** – Please review the following charts prior to proceeding to Key Question #2.

 Please refer to the Eligibility Summary display FGOB and/or *Partner Interface* to review award counters and associated terms where remedial exceptions were previously reported.

TOTAL ALLOWABLE REMEDIAL CREDITS FOR PROGRESS REVIEW CYCLE SEMESTER SCHOOLS		
Award Counters for Total Remedial Exception Indicators Reported	Maximum Number of Remedial Credits Permitted Towards Progress	Minimum Number of Regular Credits Needed for Progress
1.00	12	12
0.75	9	9
0.50	6	6
0.25	3	3

The total number of credits needed for academic progress is dependent upon the number of State Grant award counters for the year.

TOTAL ALLOWABLE REMEDIAL CREDITS FOR PROGRESS REVIEW CYCLE QUARTER SCHOOLS – SEMESTER CREDITS		
Award Counters for Total Remedial Exception Indicators Reported	Maximum Number of Remedial Credits Permitted Towards Progress	Minimum Number of Regular Credits Needed for Progress
1.00	12	12
0.66/0.67	8	8
0.33/0.34	4	4
0.16/0.17	2	2

The total number of credits needed for academic progress is dependent upon the number of State Grant award counters for the year.

TOTAL ALLOWABLE REMEDIAL CREDITS FOR PROGRESS REVIEW CYCLE QUARTER SCHOOLS – QUARTER CREDITS		
Award Counters for Total Remedial Exception Indicators Reported	Maximum Number of Remedial Credits Permitted Towards Progress	Minimum Number of Regular Credits Needed for Progress
1.00	18	18
0.66/0.67	12	12
0.33/0.34	6	6
0.16/0.17	3	3
The total number of credits needed for academic progress is dependent upon the number of State Grant award counters for the year.		

- c. Please review **Key Question #2** for a final Academic Progress determination.

KEY QUESTION #2: IS THE TOTAL NUMBER OF REMEDIAL CREDITS PERMITTED MORE THAN HALF OF THE TOTAL NUMBER OF CREDITS NEEDED FOR ACADEMIC PROGRESS?		
Answer	Explanation	Action
Yes	Additional remedial credits earned over and above one-half of the total needed to meet the minimum enrollment requirement during the progress review cycle may not be used in determining Academic Progress. Refer to Examples 4 and 5 for illustrations of unsatisfactory Academic Progress. Refer to Example Sets 6 and 7 for a multi-year illustration.	Your school must report the lack of progress.
No	The total number of remedial credits that can be applied towards achieving Academic Progress is dependent up on the remedial exception indicators that are applied to the student's award record. Please refer to the charts above for the maximum and minimum number of remedial and regular credits that may be counted toward Academic Progress within a progress review cycle. Refer to Examples 1, 2 and 3 for illustrations of satisfactory Academic Progress. Refer to Example Sets 6 and 7 for a multi-year illustration.	No action is required as the student satisfies the Academic Progress requirement.

- d. EXAMPLES - Please refer to the following examples when considering remedial credits in an Academic Progress evaluation.

EXAMPLE 1 – SATISFIES PROGRESS			
Term	Fall 2015	Spring 2016	Summer 2016
Credits Attempted	9 regular, 6 remedial	6 regular, 6 remedial	3 remedial
State Grant Awarded	Full-time	Full-time	None
Rem. Exp. Reported	Yes	Yes	No
Credits Earned	6 regular, 6 remedial	6 regular, 3 remedial	3 remedial
SUMMARY:	Student needs 24 credits of which no more than 12 can be remedial. The student earned 12 regular credits and 12 remedial credits.		
ACTION:	OK for progress.		
ASSUMPTIONS:	School reviews progress after the Summer term.		

EXAMPLE 2 – SATISFIES PROGRESS			
Term	Fall 2015	Spring 2016	Summer 2016
Credits Attempted	9 regular, 3 remedial	12 regular, 3 remedial	Not Enrolled
State Grant Awarded	Full-time	Full-time	N/A
Rem. Exp. Reported	Yes	No	N/A
Credits Earned	6 regular, 3 remedial	12 regular, 3 remedial	N/A
SUMMARY:	Student needs 24 credits of which no more than 6 credits may be remedial.		
ACTION:	OK for progress.		
ASSUMPTIONS:	School reviews progress after the Summer term.		

EXAMPLE 3 – SATISFIES PROGRESS			
Term	Fall 2015	Winterim 2016	Spring 2016
Credits Attempted	9 regular, 3 remedial	3 remedial	12 regular, 3 remedial
State Grant Awarded	Full-time	No	Full-time
Rem. Exp. Reported	Yes	No	No
Credits Earned	6 regular, 0 remedial	3 remedial	12 regular, 3 remedial
SUMMARY:	Student needs 24 credits of which no more than 6 credits may be remedial. Even though the “Winterim” credits were not needed to meet the minimum enrollment requirement for the Fall or Spring term, those credits may be considered toward meeting the Academic Progress requirement.		
ACTION:	OK for progress.		
ASSUMPTIONS:	School reviews progress after the Summer term.		

EXAMPLE 4 – DOES NOT SATISFY PROGRESS			
Term	Fall 2015	Spring 2016	Summer 2016
Credits Attempted	9 regular, 6 remedial	6 regular, 9 remedial	Not Enrolled
State Grant Awarded	Full-time	Full-time	N/A
Rem. Exp. Reported	Yes	Yes	N/A
Credits Earned	9 regular, 6 remedial	0 regular, 9 remedial	N/A
SUMMARY:	Student needs 24 credits of which of which no more than 12 credits can be remedial. The student earned 9 regular credits and 15 remedial credits.		
ACTION:	Reject for progress.		
ASSUMPTIONS:	School reviews progress after the Summer term.		

EXAMPLE 5 – DOES NOT SATISFY PROGRESS			
Term	Summer 2015	Fall 2015	Spring 2016
Credits Attempted	3 regular, 3 remedial	12 regular, 3 remedial	12 regular, 3 remedial
State Grant Awarded	Half-time	Full-time	Full-time
Rem. Exp. Reported	Yes	No	No
Credits Earned	3 regular, 3 remedial	9 regular, 3 remedial	12 regular, 3 remedial
SUMMARY:	Student needs 30 credits of which no more than 3 credits may be remedial. The student earned a total of 24 regular credits and 9 remedial credits for 33 credits. However, since only one remedial exception for half-time enrollment was reported, only 3 credits of remedial credits can be counted towards progress.		
ACTION:	Reject for progress.		
ASSUMPTIONS:	School reviews progress after the Spring term.		

EXAMPLE SET 6 – MULTI-YEAR ILLUSTRATION			
Year 1			
Term	Summer 2015	Fall 2015	Spring 2016
Credits Attempted	None – not enrolled	12 regular	9 regular, 3 remedial
State Grant Awarded	N/A	Full-time	Full-time
Rem. Exp. Reported	No	No	Yes
Credits Earned	N/A	12 regular	9 regular, 0 remedial
SUMMARY:	Student needed 24 and earned 21.		
ACTION:	School reviews progress after the Spring term.		
Year 2			
Term	Summer 2016	Fall 2016	Spring 2017
Credits Attempted	3 remedial	12 regular	12 regular
State Grant Awarded	N/A	Full-time	Full-time
Rem. Exp. Reported	No	No	No
Credits Earned	3 remedial	12 regular	12 regular
SUMMARY:	<p>The student's progress review cycle (Summer 2015 through Spring 2016) is extended until the 3-credit deficit is made up. This student made up the 3-credit deficit during the Summer 2016 term since:</p> <ol style="list-style-type: none"> 1) A remedial exception was granted during the original progress review cycle (Summer 2015 through Spring 2016); and 2) The counter during the deficit review cycle was .5 (full-time) and the remedial credits earned (3) do not exceed the total remedial credits permitted for this counter (6). 		
ACTION:	Reinstate the student for progress with Fall 2016.		
ASSUMPTIONS:	School reviews progress after the Spring term.		

EXAMPLE SET 7 - MULTI-YEAR ILLUSTRATION			
Year 1			
Term	Summer 2015	Fall 2015	Spring 2016
Credits Attempted	None – not enrolled	12 regular	9 regular, 3 remedial
State Grant Awarded	N/A	Full-time	Full-time
Rem. Exp. Reported	No	No	Yes
Credits Earned	N/A	12 regular	6 regular, 3 remedial
SUMMARY:	Student needed 24 and earned 21.		
ACTION:	Reject for progress.		
Year 2			
Term	Summer 2016	Fall 2016	Spring 2017
Credits Attempted	3 remedial	12 regular	12 regular
State Grant Awarded	N/A	Full-time	Full-time
Rem. Exp. Reported	No	No	No
Credits Earned	3 remedial	12 regular	12 regular
SUMMARY:	The student’s progress review cycle (Summer 2015 through Spring 2016) is extended until the 3-credit deficit is made up. This student made up the 3-credit deficit during the Summer 2016 term since a full-time remedial exception was granted during the original progress review cycle (Summer 2015 through Spring 2016) so the maximum number of remedial credits permitted to be used for progress is 6.		
ACTION:	Reinstate the student for progress with Fall 2016.		
ASSUMPTIONS:	School reviews progress after the Spring term.		

7. VISITING/TWO-SCHOOL ENROLLMENT

- a. Visiting - If a student is visiting your institution, such as during the summer term, your school must verify when the “home” school verifies Academic Progress. For example, if the “home” school verifies after the Spring term, your school must obtain all necessary information to evaluate Academic Progress prior to crediting the State Grant for the Summer term. If the “home” school verifies Academic Progress after the Summer term, your school must supply documentation to the “home” school upon completion of the Summer term. Refer to [Section A, paragraph 10](#) of this Chapter for more information on visiting students.
- b. Two-School Enrollment - Since the “home” school is always responsible for paying State Grant aid, the “home” school is also responsible for monitoring progress.

8. EXCEPTIONS

- a. EXTENUATING CIRCUMSTANCES - Students may request an exception when there is failure to complete the required number of credits to satisfy the Academic Progress test. The student must report the medical condition, family illness or other extenuating circumstance that contributed to the failure but there is no guarantee of eligibility reconsideration. The Academic Progress exception form and instructions are available on PHEAA.org/forms.

Exception approvals are term-based (i.e. only one term). The student must successfully complete the minimum number of credits appropriate to their enrollment and award status during that term in order to retain State Grant eligibility for future terms. Students must submit an Academic Progress exception form and supporting documentation for each term for which an exception is being requested. If a student has extraordinary circumstances that require an additional exception for another term, an additional form with supporting documentation must be submitted. Exceptions are granted on a case-by-case basis.

If a student was approved for a medical exception for the Fall term, the student must complete the minimum number of credits commensurate with the State Grant award received in the Fall term (full-time or half-time) in order to continue eligibility for subsequent terms (Spring, in this instance).



Exceptions will not be granted for repeated failure due to ongoing medical conditions. Students should be advised to consider this when making enrollment decisions.

- b. FINAL TERM EXCEPTION - In cases where additional State Grant eligibility remains after the final term exception policy has been applied, the minimum number of credits required for Academic Progress would be the minimum required for the full-time term(s) (e.g., 12 at a semester school) and the successful completion of all credits taken during the exception term.

E. CITIZENSHIP

With regards to United States citizenship, the Pennsylvania State Grant Program statute specifies that any student is eligible as long as he/she is a citizen of the United States or taking steps to become a citizen. "Taking steps to become a citizen" translates to satisfying the definition of an eligible non-citizen as defined by the United States Department of Education (U.S.D.E.) as described on the Free Application for Federal Student Aid (FAFSA®). Refer to [paragraph F](#) for information on how citizenship relates to the State Grant Pennsylvania Domicile requirement.

F. PENNSYLVANIA DOMICILE

1. DEFINITION

Pennsylvania domicile is a statutory and regulatory (22 Pa. Code § 121.57) requirement. Domicile is a person's true, fixed and permanent home, the place to which the person intends to return whenever absent.

A student who is 18 years of age or older at the time of completion of the grant application, i.e., the FAFSA®, must have been a domiciliary of Pennsylvania for at least 12 months immediately preceding the filing date of the application, exclusive of any period of time the student spent while enrolled in any postsecondary educational institution if the student came into or remained in Pennsylvania for the purpose of attending school. A student who is under 18 years of age at the time the application is completed must have a parent or guardian who complies with the domicile requirement.

If a recipient, or the recipient's parents/guardian when the student is under 18 years of age, ceases to be a domiciliary prior to the first day of classes for the academic year, the student becomes ineligible for State Grant aid for the full academic year. When a student ceases to be a Pennsylvania domiciliary after the opening day of classes, the student retains State Grant eligibility for the current academic year (except in cases where the student registers to vote in another state or is charged in-state fees at an out-of-state institution); however, eligibility terminates at the conclusion of that academic year.

A State Grant recipient who is attending an out-of-state institution and who is registered to vote in a state other than Pennsylvania is considered to have abandoned Pennsylvania domicile and is not eligible for State Grant aid for any subsequent terms until the student's out-of-state voter's registration is cancelled and the student registers to vote in Pennsylvania.

Students who are not United States citizens may not count any time of residence in Pennsylvania toward meeting the 12-month residency requirement until he/she meets the eligible non-citizen definition.

2. SCHOOL VERIFICATION

Although an institution may not be in a position to verify a recipient's compliance with all aspects of the domicile requirement, certain checks are required of the institution. These checks are:

- a. Confirm that the student's (permanent) home address, according to institution records, is in Pennsylvania. If it is not Pennsylvania, provide the out-of-state address to the Agency.
- b. Confirm, where institution records identify such, that the recipient is not registered to vote in a state other than Pennsylvania.
- c. Confirm that the student is not receiving, on the grounds of residency, a scholarship or grant from a state other than Pennsylvania.
- d. Confirm the student's in-state/out-of-state classification if attending a public college or university:
 - i. A public institution located outside of Pennsylvania must confirm the recipient's out-of-state fees. Students receiving the benefit of in-state fees due to their residency status are ineligible Pennsylvania domiciliaries and, therefore, are not eligible for a State Grant award for that term (or terms). Students who otherwise comply with the domicile test but receive the benefit of in-state fees for reasons other than residency are domiciliaries of Pennsylvania. However, report to PHEAA for possible reprocessing based on revised costs (refer to [Chapter 2, Section 0 - Different Educational Costs](#)).

NOTE TO OUT-OF-STATE INSTITUTIONS: Some institutions allow students to receive retroactive in-state classification, which thereby results in a refund of previously paid "out-of-state" fees. In such instances, prior to giving a refund to the student, the school is required to cancel the student's State Grant for the academic year/term in question and refund the grant disbursements to PHEAA.

- ii. A public institution in Pennsylvania must confirm that the recipient is being charged in-state fees.

If the institution's review brings Pennsylvania domicile into question, do not credit funds to the student's account and indicate the specific reason the student's domicile is in question.



Request a cancellation via *Special Request* in *Partner Interface*. Include:

- 1) Any State Grant funds previously credited to the student's account for prior terms of the academic year in question.
- 2) Provide any relevant dates and address information. For example, if a student at a Pennsylvania school is now residing in another state, provide the date the student (or the student's family) moved to that state and specify any known current address.

G. HIGH SCHOOL GRADUATION

In order to become a State Grant recipient, the student must comply with the Agency's secondary school graduation requirement which is provided in regulation under 22 Pa. Code §121.21. Therefore, if institution records show that the student does not comply with PHEAA's requirement, the institution must withhold crediting of the State Grant.

1. SCHOOL OBLIGATIONS

- a. When school enrollment requires a high school diploma or an equivalent GED as a requirement for admission (exceptions being allowed for early admission students), the school may assume the student complies with the PHEAA high school graduation requirement and no additional action is needed.
- b. When school enrollment does not require a high school diploma or equivalent GED as a requirement for admission, the institution is required to verify that the recipient does meet the high school graduation requirement. Identify the recipient as "Not a High School Graduate" and withhold crediting when unable to verify high school graduation.
- c. Identify the student as "Early Admit" and withhold crediting when institution records reflect recipient admittance under a bona fide early admission program. Early admission review by PHEAA then occurs.

2. REQUIREMENT

With the exception of bona fide early admission students, a State Grant recipient must:

- a. Be the graduate of an approved: American high school, overseas Department of Defense high school or a foreign high school that has obtained U.S. accreditation. PRIOR to the term for which State Grant aid is being sought.
- b. Have received a Commonwealth Secondary School Diploma (GED) or diploma issued by another state through the GED Testing Program or other state-approved secondary school equivalency credential.
- c. Meet the homeschool requirement (refer to [paragraph G.3](#))
- d. Meet one of these special conditions:
 - i. DISTANCE-LEARNING OR CORRESPONDENCE HIGH SCHOOL – Only diplomas issued by one of the approved and operating Pennsylvania Cyber Charter Schools are eligible. PDE lists these schools on its website.
 - ii. EVALUATED FOREIGN HIGH SCHOOL DIPLOMAS – A student who has a foreign high school diploma (one that does not have U.S. accreditation) meets the requirement if they have an evaluation from a current National Association of Credential Evaluation Services (NACES) member that indicates the diploma is the equivalent of a U.S. high school diploma.

3. HOMESCHOOL REQUIREMENT

Act 196 (HB 1013), which was signed into law on October 31, 2014, modified the law to allow parents or "Supervisors" to award a state-recognized home education diploma to their children. The Pennsylvania Department of Education (PDE) defines "supervisor" as the parent or guardian or such persons having legal custody of the child or children who shall be responsible for the provision of instruction, provided that such person has a high school diploma or its equivalent. The Act became effective for diplomas granted beginning October 31, 2014. Supervisor-issued*, state-recognized diplomas will be sufficient to document that a student meets the high school graduation requirement for State Grant eligibility.

*Supervisor could be the parent.

Requirements:

- a. The supervisor must submit an affidavit to the superintendent of schools in their district of residence for the student's 12th grade (graduation) year.

- b. The student must complete the graduation requirements of the law while enrolled in the home education program.
- c. The home education evaluator fulfills the legal requirements as a secondary level home education evaluator.
- d. The evaluator's 12th grade evaluation for the student is submitted to the school district and this evaluator co-signs the diploma confirming the student has completed the graduation requirements of the law.
- e. The diploma is awarded to the student on a standardized form developed by PDE.

This act modifies the current policy which states home schooled students are not considered to be eligible for State Grant aid unless they meet one of the following conditions:

- a. Certification is received from the superintendent of their local school district, which indicates that its home education program complies with the Home Education Law 24 PS 13-1327.1.
- b. The applicant is in receipt of a GED.
- c. The applicant has a diploma issued by one of the home school organizations recognized by PDE to issue diplomas.
 - i. LIST OF PDE RECOGNIZED DIPLOMA-ISSUING HOME EDUCATION ORGANIZATIONS includes: Bridgeway Academy; Buxmont Christian Educational Institute; Classical Foundation of Lancaster; Erie County Homeschoolers Diploma Association; Mason-Dixon Homeschoolers Association, Inc.; Pennsylvania Homeschoolers Accreditation Agency; Susquehanna Valley Homeschool Diploma Programs, Inc.; Upatinas School and Resource Center; and Valley Forge Baptist Home Education Association.

Please note that students who were issued a diploma prior to October 31, 2014 or do not meet the requirements for Act 196 will continue to need to meet one of the three criteria listed above for Pennsylvania State Grant eligibility.

4. INELIGIBLE CATEGORIES

Diplomas issued by correspondence schools (that are not PA Cyber Charter), distance learning, and U.S. Military General Education Diplomas are not acceptable. Those students must obtain a GED or other state-approved secondary school equivalency credential.

H. CHANGES IN EXPECTED FAMILY CONTRIBUTION (EFC) AND FEDERAL PELL ELIGIBILITY

This section explains changes in EFC and Federal Pell eligibility and how PHEAA reviews subsequent ISIR transactions to identify changes that might reduce a student's State Grant eligibility.

Until approximately August 1* and the initial disbursement of funds for the academic year, the Agency will automatically update a student's State Grant record with data received through electronic transmissions from the U.S. Department of Education (USDE). These updates may change the State Grant award. PHEAA uses the EFC and the Federal Pell Grant (both, as calculated by PHEAA) to calculate the amount of need for a State Grant.

After August 1*, PHEAA does not automatically accept data changes to complete records that impact the EFC calculation due to the timing of academic year disbursements. At that time, PHEAA expects students and their families to submit corrections to data directly to the Agency. This direction is published under the "How to Make Corrections to your State Grant Record" section on PHEAA.org. On subsequent Institutional Student Information Report (ISIR) transactions, PHEAA does evaluate records where the Federal EFC is significantly higher than the PHEAA-calculated EFC and analyzes the award impact of using the Federal EFC. If the EFC results in a change to State Grant eligibility, PHEAA may place the student's record under review. Tolerances are not published as they are subject to change.

Some reasons that a Federal EFC and PHEAA-calculated EFC may be different include, but are not limited to:

1. A difference in dependency status between the State Grant Program and Federal Programs.
2. The approval of special consideration for the State Grant Program such as reduced income due to job loss.
3. The approval of a student as a Veteran. These students receive auto-zero EFC for State Grant processing purposes.
4. The 25% reduction in PHEAA-calculated EFC due to the student being single and independent with no dependents.

*PHEAA updates this date annually. Therefore, August 1 is a guideline depending upon the Fall disbursement schedule.



State Grants can be credited to students who have not yet completed federal verification. While PHEAA Income Validation would hold up a State Grant disbursement, federal verification is a completely separate process. Your school does not have to wait for federal verification to be completed to give students their State Grant awards.

I. SOCIAL SECURITY NUMBER CORRECTIONS

Since the State Grant Program uses the student's Social Security Number as the primary means of identification, the accuracy of such is very important. Whenever the institution's records indicate a Social Security Number different from that appearing on the roster (or award notice), the school should verify the correct Social Security Number with the student and report such to PHEAA via *Special Request*, indicating that the Social Security Number verification was completed. This will expedite the change.

PHEAA only creates State Grant records when the U.S. Department of Education verifies an SSN match with the Social Security Administration. The date of filing associated with that FAFSA® is the date used by PHEAA to determine an "on-time" filing status. If a student filed with an incorrect SSN prior to the deadline and, to correct the error, was required to file again after the deadline, the student would be considered "late" for State Grant purposes. You may advise the student to correct their "on-time" status with the State Grant Program by submitting the following information to PHEAA: 1) the original Student Aid Report (SAR); and 2) other supporting documentation verifying that the date of the original application was prior to the filing deadline. Please note that if a student was not required to refile a FAFSA® in order to correct the SSN issue, then PHEAA will receive the original application filing date.

J. INCARCERATED STUDENTS

It is a regulatory requirement that the Agency deny State Grant assistance to incarcerated students. Verify the student's status prior to crediting the State Grant. Identify incarcerated recipients (excluding those in "halfway houses" or community service centers) to PHEAA, and withhold crediting. Make every effort to ensure that students enrolling in distance education courses are not incarcerated.

K. SATISFACTORY CHARACTER

Students are subject to a “satisfactory character” review for the State Grant Program as indicated in 24 P.S. §5158.2. As per the school’s participation agreement, any student at the institution who is a resident of the Commonwealth and who is known to the institution to have been convicted of a criminal offense which, under the laws of the United States or the Commonwealth would constitute a felony, must be reported to PHEAA if that student is otherwise eligible to receive financial aid from the Pennsylvania State Grant Program. The reporting requirements only apply to those students who are approved to receive/are receiving PA State Grant aid. State Grant eligibility is not impacted by a felony conviction unless the student is also currently incarcerated (refer to [paragraph J](#)).



Use the *Special Request* feature on *Partner Interface* to report students who have been convicted of a felony and include information if the student is also currently incarcerated.

Examples:

- **Not Currently Incarcerated:** “Student currently not incarcerated but has felony conviction.”
- **Currently Incarcerated:** “Student currently incarcerated and has felony conviction.”



For State Grant purposes, satisfactory character means not having a felony conviction. Therefore, inappropriate behavior which results in expulsion, etc. does not require reporting to PHEAA. Please see Schedule A (Pennsylvania State Grant Program), Section 2 (b), Institution Obligations, of your school’s Master Program Participation Agreement.

L. STUDENTS IN DEFAULT

Where the school is aware that a State Grant recipient has defaulted or has a claim of default pending on any educational loan guaranteed or reinsured by the federal government, the governments of any state, or institution, identify to PHEAA and withhold crediting. This includes, but is not limited to, programs administered by PHEAA where awards have been converted to loans due to failure to meet all eligibility or service requirements and the loan is in default status.

- Students who have a claim of default pending must bring their account current (clear the delinquency) by the student reconsideration deadline of April 1 for the academic year and October 31 for the Summer term (refer to [Section N](#) for more information).
- Students who have loans in default must have paid the default in full or have made six, consecutive, non-garnished, monthly payments of at least \$50 per month toward the defaulted loan prior to the start of the term for which aid is requested. The start of the term is the date provided to PHEAA annually by the school.



PHEAA may identify and reject eligibility for default even when the Institutional Student Information Report (ISIR) has no default comments. This includes:

- Students who have failed to discharge their responsibility in borrowing through a Federal or State Educational Loan Program and have a default claim pending on their loan account. These students are ineligible until the account is brought current which may be through an in-school deferment.
- Students who failed to meet obligations of the Pennsylvania National Guard (EAP) Program or New Economy Technology Scholarship (NETS) Program, had their grants converted to loans, and who failed to meet those loan obligations.

Students May Contact:

Agency/Department	Number	Information
Default Prevention	800.328.0355	To find out how to bring the account current
AES-Graduate and Professional Services	800.233.0557	To find out the status of an EAP or NETS converted loan
Pennsylvania National Guard	717.861.8894	To find out the reason(s) the EAP grant converted to a loan

M. STUDENTS WHO REFUSE STATE GRANT AWARDS

When a student informs the school that they do not want to accept the State Grant award for a particular term or terms, the school must advise the student to refuse the State Grant in writing. Students may only refuse awards within the award year and must submit a refusal prior to the end of the Spring term for the academic year. For the Summer term, students must submit the refusal prior to the end of the Summer term. The written refusal must include the student's name, address, Social Security or PHEAA Account Number, term or terms being refused, the corresponding award amounts, and the student's signature. The school may elect one of the following options:

1. **Report** the refusal via *Special Request* and retain the refusal in the student's file; or
2. **Direct** the student to contact PHEAA in writing with the refusal information.

In cases where a student's total grant and scholarship aid from all sources exceeds the cost of attendance, a school may counsel the student to refuse the State Grant award to determine if it is beneficial for the student to preserve State Grant eligibility for a future term.

N. STUDENT RECONSIDERATION DEADLINES

In order to assist with understanding the timeframes in which annual reconciliation of funds is required, PHEAA is providing student reconsideration deadlines in these procedures.

Students may only submit information that may affect their eligibility until the reconsideration deadlines. PHEAA only accepts information after these deadlines if:

1. a documented request for additional information from PHEAA to the student is on file; and
2. a documented student response to that request is received within 30 days of the request.

Term	Reconsideration Deadline	Example
Academic Year	April 1	April 1, 2017 for 2016-17
Summer Term	October 31	October 31, 2017 for Summer 2017

O. DIFFERENT EDUCATIONAL COSTS

In calculating educational cost figures for the academic year, PHEAA uses the standard tuition and fee charges for the typical full-time, undergraduate student that were reported by the school on the annual State Grant Education Cost Form. For information how on the State Grant is calculated, please refer to [Chapter 4, Section A, Educational Costs Used in Calculating a State Grant](#).



When a student's total financial aid exceeds the Cost of Attendance (COA), reducing the State Grant to meet the budget is NOT permitted. Taking such action would essentially mean reinstating the gift aid policy which was eliminated effective with the 2013-14 Academic Year. Effective 2013-14, a student is eligible to receive PA State Grants even if they are over the COA, providing that they are not receiving any need-based federal aid (excluding Pell). If the student has federal aid such as FSEOG, Federal Work Study, Federal Perkins, or subsidized Federal Direct Loans and are over need/costs, an adjustment will need to be made to other student aid programs to eliminate the overaward per federal financial aid regulations while including the State Grant as a resource.



2016-17 (and Summer 2016) costs were collected during the March/April 2016 submission period. PHEAA uses prior year costs when schools fail to submit costs during that time period. For more information, please refer to March memoranda in the *Document Library*.

PHEAA cannot give special processing consideration for cohorts of students whose charges are a higher or lower tuition than those reported on the annual cost form. Schools who are willing to monitor these students throughout the year may submit a special budget to PHEAA during the annual cost collection effort.

1. REQUIREMENTS

- a. COSTS LESS THAN TUITION AND FEE CHARGES USED BY PHEAA - Where the tuition and fee costs used by PHEAA for the term in question exceed the student's actual tuition and fees costs for 2016-17 by at least 25 percent, the school is required to report to PHEAA the actual costs incurred by the student if these fall below the cost cap when annualized. Final year students, study abroad, a combination of day and evening courses, etc., are all circumstances whereby a student may incur tuition and fee costs which are substantially different (lower) than those used by PHEAA in calculating the State Grant.
- b. HALF-TIME – PHEAA uses full-time, full-year tuition and fees when calculating a student's need. Half-time awards are calculated as one-half the full-time award unless the student's half-time eligibility is below the minimum award amount; or, the student reaches the maximum number of payments and the remaining award counter is less than a half-time counter (PHEAA Adjusted "X"). Therefore, the school should calculate the half-time threshold as noted in paragraph c.
- c. THRESHOLD CALCULATION AND EXAMPLES

Reported Tuition & Fees for Full-Time, Full-Year Equivalent	School's Schedule	Term Cost	Full-Time Threshold*	Half-Time Threshold*
X	<i>Semester</i>	$X/2 = Y$	$Y*.75 = Z$	$Z/2$
X	<i>Quarter</i>	$X/3 = Y$	$Y*.75 = Z$	$Z/2$
\$12,568	Semester	\$6,284	\$4,713	\$2,357
\$29,304	Quarter	\$9,768	\$7,326	\$3,663
\$8,000	Semester	\$4,000	\$3,000	\$1,500
\$36,660 (but costs capped at \$32,000)	Semester	\$16,000	\$12,000	\$6,000

***Report term costs that are less than the threshold.** Please note that input into the *Partner Interface* is a term amount. The PHEAA system annualizes the entered amount.

- d. COSTS EXCEEDING TUITION AND FEE CHARGES USED BY PHEAA – Schools may request reconsideration when the costs incurred by the student for either tuition and/or fees exceed the costs used by PHEAA by at least 25 percent. If the student is receiving the maximum State Grant award or if the student's total educational costs exceed the Need Analysis formula's cost cap, do not report increased costs since it will not increase the student's eligibility. Schools that process full-time students for a half-time State Grant due to remedial/developmental coursework (refer to [Chapter 2 – Student Certification of Eligibility, Section A, paragraph 5](#)) may review these students for different educational cost purposes since they are incurring full-time tuition and fees.



Increased student tuition and fees, those that exceed those on record with PHEAA by at least 25%, may only be reported using the *Special Request* feature in *Partner Interface*. This must be done on a term-by-term basis

- e. TUITION WAIVERS – Schools must use the actual costs of students who are receiving a tuition waiver in order to use the tuition charges in the Cost of Attendance (COA) for State Grant purposes. The student account must show that charges for the full amount were applied and then a credit was applied in the amount of the tuition waiver (all or part). If this is not able to be shown on the student's account, then the tuition costs cannot be used. This may mean that reporting reduced costs (more than 25 percent lower) is required for recalculation of State Grant eligibility.
- f. TUITION REMISSION – Some schools provide a financial aid scholarship to offset charges rather than actually reducing tuition. The institutional accounting records should indicate the full amount of tuition and fees charged to the student. Any amounts awarded to the student through "tuition remission" should likewise be indicated on the account. An institutional scholarship covers this charge so it is not the elimination of the charge.

2. REPORTING STEPS

- a. Conduct all other eligibility tests outlined in the State Grant Handbook and submit necessary changes to PHEAA prior to the submission of different educational costs. For example, report a change from full-time to half-time before reporting different educational costs.
- b. Withhold the State Grant until all changes are processed and the student's eligibility is recalculated.
- c. Report lower costs through the *Partner Interface* on a student-by-student basis.



Submission of costs (that are lower by more than 25 percent) is only available in *Partner Interface* in the single student update "Cost Override" feature. Thresholds display for ease of your review. Schools may enter the term costs beginning in May after initial need processing occurs and awards are announced to the public.

Costs that are higher by more than 25 percent may be reported via the *Special Request* function in *Partner Interface*.

3. NON-SPONSORING STATUS (PENNSYLVANIA COMMUNITY COLLEGES ONLY)

Before crediting, financial aid administrators at community colleges must verify that the students incurring non-sponsoring district costs are reported to PHEAA.



- Report students with a program of study *P-Non-Spon Clg Transferrable* for students enrolled in college transferrable programs or code *Q-Non-Spon 2 Yr Terminal Program* for students enrolled in 2-year terminal programs.
- Students already identified to PHEAA as non-sponsoring are identified by:the notation Non-Sponsoring in the Student Identification/Address column on the roster
 - » 1 – Yes in the term *Non-Sponsoring District* Indicator on a disbursement transmission
 - » 1 – Yes in the term *Non-Sponsoring District* Indicator on the applicant status transmission

CHAPTER 3 – ATTEMPTED CREDITS REPORTING

A. REQUIREMENT – PHEAA requires all schools to report enrollment data on classroom and online credits for State Grant recipients. Although the required data is student- and term-specific, the requirement does not prohibit a school from certifying student eligibility and paying a State Grant award. PHEAA will be using this data to identify the enrollment patterns of State Grant recipients to consider change and support decisions that will sustain a viable State Grant Program in the long-term. **The required reporting is a snapshot of the number of classroom and online credits for which the student is registered at the time of the institutional census date or enrollment freeze date for each term. In the event a student enrolls after the census date and is determined to be a State Grant recipient, the number of attempted credits at the time the State Grant award is credited must be reported.** Reporting must be completed through *Partner Interface* or State Grant Certification Transmission.



The State Grant Program needs to collect the **actual** number and type of credits in which the student is enrolled. The actual number often differs from the number necessary to meet minimum enrollment requirements.



Please be aware that the attempted credits reported to PHEAA may not match the credits used to determine eligibility. Reporting attempted credits ([Chapter 3](#)) and reviewing and reporting withdrawals, drops and adds changes that impact eligibility ([Chapter 4](#)) are **separate** requirements.



Credits must be differentiated between online and classroom and a credit value must be provided for each field, even if it is a zero; however, only one data component (classroom or online) should be entered as zero. Entering zeros for both classroom and online credits equates to unreported.

1. **ASSUMPTIONS** – PHEAA requires the credit information for all schools whether or not the school has distance education offerings. PHEAA cannot make any school or program-specific assumptions. Update of this data by the school for each term ensures accuracy of the data being reported at a student level.
2. **STUDENT'S STATUS** – This credit information is statistical. Lack of reported information in the State Grant record will not prevent a student's record from having a "Complete" status and eligibility calculated nor should it prevent the school from certifying eligibility.

Since PHEAA does not use the attempted credits data to make any determinations on a student's status, your school is responsible for adhering to the enrollment and adjustment requirements set forth in these procedures. Refer to [Chapter 1 – School and Program Eligibility](#) for enrollment and less than 50 percent classroom reporting requirements and [Chapter 4 – Costs and Award Adjustments](#) regarding adjustments.

3. **SCHOOLS WITHOUT DISTANCE EDUCATION OFFERINGS** – All schools are required to report attempted credits even if the school does not offer distance education programs or courses. If the school does not offer distance education, the school must report zero in the online component and the actual number or credits in the classroom component for each awarded term. Please refer to the *State Grant Credit Reporting Tips* on [PHEAA.org](#).
4. **MAXIMUM NUMBER OF CREDITS PER TERM** – PHEAA has set a technical limit on the number of total credits (sum of online and classroom) that may be reported per term. The limit is 30 credits. In rare cases where the student is enrolled for more than 30 credits in a single term, the schools should report 30 total credits. If these credits are not all classroom, reduce the classroom credits so that the total does not exceed 30 credits.
5. **TREATMENT OF HYBRID CREDITS** - Hybrid courses should be reported based on their classification. As indicated in [Chapter 2 – Student Certification of Eligibility, Section A.2, \(Instruction Delivery and Enrollment\)](#), blended/hybrid classes that meet at least 50% of the total instructional time through in-classroom instruction should be reported as "in-classroom." Those that meet for less than 50% of the total instructional time through in-classroom instruction should be reported as "online." If you cannot clearly define the percentage, it should be considered and reported as "online."

6. **TREATMENT OF CREDITS THAT DO NOT COUNT TOWARD STATE GRANT ENROLLMENT** – Schools are required to report the student’s entire enrollment record for purposes of online vs. classroom reporting.

- a. **EXAMPLE 1 – REMEDIAL** - Credit reporting means all credits in which the student is enrolled even if not all those credits are used to meet the State Grant enrollment requirements. The student may not need a remedial exception indicator for State Grant purposes; however, credit reporting must reflect that the student was enrolled in remedial credits in order to provide the true picture of total enrollment.

Example: (Using a Semester Schedule)

Classroom Credits		Online Credits		Remedial Exception	Credit Reporting	
Regular Credits	Remedial Credits	Regular	Remedial		Classroom Credits	Online Credits
12	3	0	0	None needed – student meets full-time minimum	15	0
6	3	0	0	None needed – student meets half-time minimum	9	0

- b. **EXAMPLE 2 – INTERSESSIONS (“WINTERIM”)** – An intersession (“winterim” term) is a mini-term that falls between the Fall and Spring terms at a school that operates using a semester schedule. This mini-term does not meet the minimum State Grant term length requirements and is not eligible for a separate disbursement. However, semester schools are permitted to combine the credits from a “winterim” term with the Fall or Spring term to satisfy the minimum enrollment requirement for one of those terms.

Since the State Grant Program does not use the “winterim” term as a separate term, it cannot be collected separately. Therefore, if the credits are used to meet minimum State Grant enrollment, those credits would be reported in the Fall or Spring term in which they were applied if the census or “freeze” date has not passed. Otherwise, “winterim” credits would remain unreported.

7. **CLOCK HOUR CONVERSIONS** – For schools measuring enrollment in clock hours, use the conversion formula below to convert clock hours to credit hours.

Clock Hour to Credit Hour Conversion Formula	
37.5 Clock Hours	1 Semester Credit
25 Clock Hours	1 Quarter Credit

EXAMPLE – CLOCK HOUR CONVERSION

A student is enrolled in a clock hour program for 450 clock hours in the first enrollment semester. Dividing 450 clock hours by 37.5 results in a conversion of 12 semester credits.

8. **TWO-SCHOOL ENROLLMENT/VISITING STUDENT** – Schools must report credits taken at another school that are accepted and used to meet the degree or program objective.

- a. At the time of certification, the “home” school is required to obtain from the other institution information necessary to credit the student’s award. Therefore, the information should be collected at that time, although due to timing, the other school may be providing the information from a source other than a transcript. Refer to [Chapter 2 – Student Certification of Eligibility, Section A, paragraph 10](#) for information on the requirements for two-school enrollment and visiting students.

B. REPORTING DEADLINES AND TIPS

1. **DEADLINE AND PENALTY FOR NON-COMPLIANCE** – Credits may be reported by term during the academic year, Summer period, or at the time of reconciliation. The reporting deadline is July 31, 2017 for the 2016-17 Academic Year and December 31, 2017 for the 2017 Summer term. After these deadlines, holds will be placed on State Grant disbursements for schools that have missing information or where total credits equal zero in a term where a State Grant award has been paid.
 - a. **REPORTING BY TERM** – If a student is not paid for a prior term award until after the end of the term, credits must still be reported for that prior term. For example, if both Fall and Spring awards are paid to the student with the certification of the Spring term roster, the school must now report both Fall and Spring attempted credits.



The best time to report credits depends upon the institution's preference and capacity for reporting enrollment as of the census or freeze date. However, PHEAA's only requirement is that the credits must be reported by the deadlines.

2. OTHER NOTEWORTHY TIPS

a. HISTORY

PHEAA logs an activity for each credit reporting submission.

- i. *Partner Interface* - A submission received by PHEAA via *Partner Interface* displays as "CLASSROOM/ONLINE CREDITS UPDATE BY SCHOOL-*Partner Interface*."
- ii. *Certification Transmissions* - A submission received by PHEAA via *Certification Transmissions* displays as "CREDITS ATTEMPTED UPDATE."

b. PHEAA REPORTS - Please refer to [Appendix C](#) for information on the *Attempted Credits Report* and *Completed Attempted Credits Report* that PHEAA produces for each institution. Some things to keep in mind:

- The *Completed Attempted Credits Report* remains active in *PageCenter* for informational purposes.
- Attempted credit information is only being collected for terms where the student received a State Grant award. The *Attempted Credits Report* provides a snapshot of the student record for the entire academic year. Student records that show dashes in one of the term award columns do not require reporting for that term since the student does not have an award for that term (not enrolled, etc.).
- Please pay close attention to the date associated with the *Attempted Credits Report*. If you have completed your reporting, the date will be in the past, since the process only runs daily if reporting is outstanding.

c. DO NOT RE-REPORT WHEN THERE IS NO CHANGE

Schools must remove student records where data was already reported and there are no changes to the previously reported data. In these instances, PHEAA overlays old data with new, same data, which does not impact the school's reporting obligation; however, it does impact the student record since PHEAA will add an activity to the student's Activity Log, each time a submission is made. These "duplicate" submissions clutter up the Activity Log, making it difficult to locate information, as well as making it difficult to discern when your school actually reported the data since there are multiple dates for the same information.

d. ZEROES

Schools should be aware that when zeroes are submitted, whether it is via *Partner Interface* or Certification Transmission, zeroes will be updated into the student record for the corresponding component or components. **Zeroes do not mean blank and will overwrite previously reported data.**

Example

On January 10, School A reports the Fall online component as 3 credits and does not report the Fall classroom component. School A returns to report the Fall classroom component on January 15 with 9 credits but wants to keep the online component at 3. The school should not enter any data in the Fall online component. Entering zero will change the online component from 3 to 0.



For additional tips, please refer to the *State Grant Credit Reporting Tips* available on [PHEAA.org/training](https://pheaa.org/training) under State Grant Training.

CHAPTER 4 - PENNSYLVANIA STATE GRANT COSTS AND AWARD ADJUSTMENTS

A. EDUCATIONAL COSTS USED IN CALCULATING A STATE GRANT

Total educational costs are comprised of the components listed below. Schools report the tuition and fees component to PHEAA annually in March-April through the online State Grant Education Cost Form. Please refer to the *2016-17 Institutional Cost Policies and Instructions* which is available on PHEAA.org/training and in the *Document Library*. Total costs are subject to PHEAA approval and a cost cap. PHEAA announces the college cost cap amount in May.



PHEAA publishes the State Grant Program Manual in July after final award announcements (see AWARD STATUS DEFINITIONS). This publication, available on PHEAA.org, details the State Grant Need Analysis Formula, and provides other important information to the public. The Program Manual complies with 22 Pa. Code § 121.47.

1. **TUITION AND FEES** – Tuition and fees for the institution or program of study (Business, Trade, and Technical schools)
2. **BOOKS AND SUPPLIES** - A book allowance is included for all students by PHEAA. For 2016-17, this allowance is \$1,000. PHEAA annually announces this allowance in May.
3. **EDUCATIONAL EXPENSE ALLOWANCE (EEA)** – Effective with the 2012-13 Academic Year, the traditional room and board or commuter allowance was replaced by a standard educational expense allowance. For 2016-17, this allowance is \$4,000. PHEAA annually announces this allowance in May.
 - a. **HOUSING** – Effective with the 2012-13 Academic Year, housing status does not have to be reported and does not affect State Grant eligibility. **Room and board costs will continue to be required during the annual educational costs collection for statistical purposes.**



Although not required, a school may opt to provide corrected student by student housing data for their own record-keeping. In these cases, corrected housing is recorded on the school's reconciliation roster.

B. AWARD STATUS AND CREDITING DEFINITIONS

1. **CONDITIONAL AWARDS** – The State Grant Program announces conditional awards in May to assist students with college financing decisions. Conditional awards mean award amounts prior to the passage of the Commonwealth budget. Schools may not pay a student based upon a conditional award.
2. **FINAL AWARDS** – Final indicates an award calculated after the Commonwealth budget passage.
3. **CREDIT/CREDITING** – Whenever this Chapter makes use of the verb “credit,” this means a FINAL CREDIT as defined in [Chapter 5 – Disbursements and Cash Management, paragraph F.4.](#)

C. AWARD ADJUSTMENTS FOR WITHDRAWALS, DROPS, AND ADDS

1. **WITHDRAWAL DEFINITION** – When a student withdraws from a course or courses and the student 1) was charged by the school; and 2) will receive attempted credits that appear on the transcript, the student meets the withdrawal definition for State Grant purposes. The transcript will reflect that no credits were earned for such course or courses.

The terms “withdraw” or “withdrawal” in these procedures encompasses situations when the student fully or partially withdraws; takes a leave of absence; changes from an approved to a non-approved program of study; or is terminated, expelled, suspended, or dismissed. The withdrawal policy also applies to cases of a student’s death within the term.



A leave of absence prior to the end of the term or disbursement period equals a withdrawal, regardless of the student’s reasons. Since the student has terminated enrollment prior to the end of the term, adjust the State Grant regardless of the school’s special provisions for such leaves. Use your school’s regular withdrawal calculation to determine the amount of the State Grant that must be returned.

- a. **DROPS** – The State Grant Program uses the term “drop” to describe a course or courses for which the student was registered but where the course(s) was removed from the student’s schedule and thus no transcript or charges remain on the student’s account. Drops normally occur during a defined period at the beginning of the term but this administrative action may occur later on an exception basis. **Dropped courses do not count toward enrollment, therefore, the school 1) may not consider dropped courses when paying the State Grant; 2) may not apply withdrawal procedures; and 3) must adjust enrollment and eligibility accordingly.**

EXAMPLE – Drop

A student enrolls in 6 credits, is paid for a half-time State Grant on September 2 and subsequently drops one 3-credit course on September 4 during the institutional “Drop-Add” period. The student must be reported as “less than half-time” and return the funds to PHEAA. Withdrawal procedures are not applicable in this case.

A student’s term award is subject to an adjustment when the student initially enrolls for the term but withdraws **prior to the end of the term/disbursement period**. Schools without set terms must use the student’s disbursement period which would comprise a “term” when applying withdrawal procedures. Refer to Term Start Dates in [Chapter 5 – Disbursement and Cash Management](#).

2. **UNOFFICIAL WITHDRAWAL DEFINITION** – As noted in [Chapter 2, Student Certification of Eligibility](#), for State Grant purposes, an unofficial withdrawal occurs when a registered student fails to notify the school that they ceased or plan to cease attending the school. If a student is identified as a “no show,” this means not enrolled for State Grant purposes and is treated the same as a student who fails to register for the term. For a student who receives all “F” grades for a term, the school must investigate to see if the student actually attended for the whole enrollment period and failed all courses or received “F’s” due to an unofficial withdrawal. If attendance is not taken and the student’s professors cannot provide a last date of activity (examinations, returned assignments), the student should be marked as “not enrolled.” If dates can be provided, then the withdrawal policy may be applied using the last date of activity as the last date of attendance.
3. **EVALUATING WITHDRAWALS FOR ADJUSTMENT** – This can only be done when 1) State Grant awards are FINAL; and 2) the award was previously disbursed and paid to the student’s account after certification of eligibility. Prior to receiving the term disbursement roster, your school may not make a final credit on a student’s account due to the student’s appearance on a pre-disbursement roster, GPAD, or other report. In these instances, your school is required to update the student’s record to “not enrolled,” “less than half-time,” or “half-time,” as appropriate. Adjusted grant payments, for any reason, although reduced, equal an appropriate term award counter (full- or half-time) for State Grant purposes.



If a school receives a pre-disbursement roster and identifies a student who is on leave, the school must cancel the term eligibility for reason *not enrolled* (Certification Transmission – Use code *G – Not Enrolled* in the full-year or term *Cancellation indicator*).

EXAMPLE – Funds Not Disbursed

School A has a Summer term that begins on May 15 and ends July 18. A student at School A dropped out on June 1 during the 40 percent refund period for the school. The term's first roster was received on July 2. Since the Summer term roster and funds were not disbursed until after the student dropped out, the school must return 100 percent of the funds. Although a school may have deferred all or a portion of the student's bill based upon an estimated State Grant amount prior to the student's withdrawal, the school cannot apply a final credit of funds prior to the receipt of the term's first disbursement roster.

EXAMPLE – Conditional Awards

The State Grant Program announces conditional awards in May 2016. The Commonwealth Budget has not passed at the time classes begin on August 31, 2016. The school defers the State Grant portion of the student's bill but the student withdraws completely on September 30, 2016. The budget passes on October 2, 2016 and the State Grant Program announces final awards on October 5, 2016. Disbursements occur after October 6. Because the student withdrew prior to the announcement of FINAL award amounts, the school must remove any Fall term bill deduction and cancel the term eligibility for reason Not Enrolled (Certification Transmission use *code G – Not Enrolled* in the full-year or term Cancellation indicator).

- 4. EVALUATING DROP/ADDS FOR ADJUSTMENTS** - Schools are required to monitor and report changes that may impact a student's eligibility from dropping and adding classes. If the ratio of online versus classroom credits changes after initial crediting of the State Grant award due to dropped or added courses and this violates the 50 percent limitation on distance education credits, this may render the student ineligible for the previously paid State Grant award which now must be reported as "less than 50 percent in classroom" and will likely result in cancellation of the award.
- a. **TOTAL WITHDRAWAL FROM SCHOOL** – If a student withdraws from school completely, follow the same ADJUSTMENT STEPS which are outlined for partial withdrawals.
 - b. **DROPS AND ADDS** – If a student drops or adds credits this may impact the ability to meet the minimum part-time enrollment status or may alter the ratio of classroom to online credits, rendering the student as more than 50 percent online. In either of these situations, follow these steps:
 - i. Report the student as "Enrolled <50% classroom" unless the student is now less than half-time. If the student is now less than half-time, report the student as enrolled "Less than half-time."
 - ii. Monitor the student's status. If the student does not request an Americans with Disabilities Act (ADA) exception, PHEAA will cancel the award once 30 days expires (Cancel reason "L"). Refer to [Chapter 2 – Student Certification of Eligibility, Section A, paragraph 2.b.iii](#) for details on this process.
 - iii. Refund the award amount that has been cancelled to PHEAA. This is NOT a PHEAA collectable and not a new practice.
 - c. **DROPPED COURSE EXAMPLE**

A student was enrolled in 12 credits during Fall 2016. During the Spring 2017 term, he has one 3-credit course completely dropped from Fall 2016 on his transcript. In this case, the school is responsible for reporting 9 credits, adjusting the enrollment for the Fall term to part-time, adjusting the State Grant from full-time to part-time, and/or reporting less than 50 percent classroom, if appropriate.

d. ADDED COURSES

Example Set/Added Courses – Students who add courses that change the credit ratio

Students	Enrollment				Enrollment Reported		Date Credits Reported (census)	Enrollment Change		
	Classroom	Online	Term	Date Student Paid	Classroom	Online		Date Change	Classroom	Online
Student A	6	6	Fall	1-Sept	6	6	8-Sept	9-Sept	9	6
Student B	6	6	Fall	1-Sept	6	6	8-Sept	9-Sept	6	9

Example Set/Added Courses –

Student A has added one 3-credit classroom course. At the point of the institutional census, the credits were accurately reported. There is no change to the student’s eligibility since the student is enrolled for more than 50 percent classroom courses.

Student B has added one 3-credit online course. At the point of the institutional census, the credits were accurately reported. However, the school must report “Less than 50% classroom” attendance. A refund is expected from the school. For more information on this reporting, refer to [Chapter 2 – Student Certification of Eligibility](#).

 Changes to enrollment that result in ineligibility due to “less than half-time” or “less than 50% classroom” require a refund from the school. These are **NOT** PHEAA Collectables (see [Chapter 5 – Disbursements and Cash Management](#) for more information on PHEAA Collectables). Schools that are approved for the Distance Education Pilot Program may nominate potentially eligible students. Please refer to those separate guidelines as they are not addressed in these procedures.

5. **EVALUATING IF A REFUND IS DUE TO PHEAA** – Once funds have been disbursed to the school, a refund to PHEAA of all or a portion of the State Grant may be required depending upon **1) the date of the student’s withdrawal; and 2) the standard tuition refund policy of the institution**. Indicated below are two examples of handling unofficial withdrawals.

EXAMPLE - Unofficial Withdrawal/No Attendance Record
(Assumes State Grant award was paid in September at the beginning of the Fall term)

A student receives all “F” grades at a school where attendance is not taken. An institutional review indicates that the student “unofficially withdrew” in November after the “Drop-Add” period. The student is incurring 100 percent of their charges because this occurred after the institutional refund period and, therefore, the credit of the State Grant may stand. However, the student should be advised that this will cause an issue with Academic Progress for future State Grant aid.

EXAMPLE - Unofficial Withdrawal/Last Attendance Date Recorded

School B received a roster and funds on January 15 and credited a student. On February 20, the FAA was notified that the student unofficially withdrew on January 10. Since School B must use the last date of the student’s attendance and apply the State Grant withdrawal steps outlined in this procedure, the school must return 100 percent of the funds.

6. **RETROACTIVE WITHDRAWAL AFTER TERM COMPLETION** – When a school grants a student a retroactive withdrawal for a term for which the State Grant has already been paid, follow the standard tuition refund policy of the institution and the ADJUSTMENT STEPS listed in [paragraph 10](#).
7. **AWARD INCREASES AFTER CREDITING AND WITHDRAWAL** – In certain circumstances, the State Grant award amount may increase after initial crediting. In this event, an increase in the award for the term **cannot be credited** after the student has withdrawn or dropped to “less than half-time” status during the term.

8. **PARTIAL WITHDRAWALS TO AT LEAST HALF-TIME DURING THE SCHOOL'S REFUND PERIOD** – When a student partially withdraws to an enrollment status of at least half-time after funds have been credited and during the school's refund period, the school has two options:

Options	Action	Pros	Cons
Option 1	Apply the withdrawal policy on the full-time enrollment and award	Award may be higher than the half-time award	Full-time award counter is used
Option 2	Report the student as half-time	Reduces issues with successful Academic Progress (Chapter 2, Section D) since half-time award counter is used	Award may be less than the adjusted full-time award

In instances where the student partially withdraws to an enrollment status of half-time, it is ultimately the school's choice to either update the student's record to half-time award, thereby using a half-time counter; or follow PHEAA's withdrawal policy, adjusting the award while retaining the full-time counter.

PHEAA recommends if the school elects to adjust the award amount, that the student be counseled. Students should be advised that they may repay the school the State Grant within the time frames indicated in the student refusal guidelines set forth in [Chapter 2 – Student Certification of Eligibility, Section M](#). In those instances, the school must advise the student to refuse the State Grant award and return the funds. Once PHEAA processes the cancellation, the student's award counter is recalculated to allow for future eligibility. This can be beneficial to students in terms of satisfactory Academic Progress.

EXAMPLE - Partial withdrawal to at least half-time during school's refund period

A grant recipient initially enrolls for 15 Fall term credits, receiving \$900 and is charged \$1,500 (\$100 per credit). Subsequently, the student withdraws from 6 credits. This occurred after crediting and during the school's 50 percent refund period. The student receives a refund of \$300 from the school. This equates to a 20 percent refund of the total institutional charges. With regard to the award amount, adjustment of the full-time award would be \$720 or 80 percent of \$900 as PHEAA would require a proportional refund of the State Grant funds awarded for the term. Even though the student is enrolled at least half-time and eligible for a half-time award of \$450 (.25/.16 award counter), an adjusted full-time award would provide more money to the student but would use a .50/.33 award counter. The school may opt to make the adjustment instead of reporting the student as half-time.

9. **SUMMARY** – Please use the following table to step through the withdrawal process.

Treatment of Enrollment Changes			
Status Change (prior to the end of the term/disbursement period)	Have funds been credited?	Should funds be returned?	Does withdrawal date matter?
Withdraws or Changes to Non-Approved Program	No	Yes	No
	Yes	Depends – Refer to ADJUSTMENT STEPS	Yes
Drops to Less than Half-time	No	Yes	No
	Yes	Yes	No
Partially Withdraws - Half-time to Less than Half-time	No	Yes	No
	Yes	Depends – Refer to ADJUSTMENT STEPS	Yes

Treatment of Enrollment Changes			
Status Change	Have funds been credited?	Report as half-time?	Report adjusted amount?
Partially Withdraws -	No	Yes	No
Full-time to Half-time	Yes	The school must choose to 1) report as half-time or 2) adjust	

10. **ADJUSTMENT STEPS** – Before making an adjustment, the school must be able to document that crediting based on the enrollment status took place prior to withdrawal and that the student was otherwise eligible. Adjustment steps are as follows:

- a. **Determine** the portion (or percentage) of tuition funds due for the term that would be refunded in accordance with the school’s tuition refund policy in the case of withdrawal or course load reduction.

EXAMPLE - Withdrawal from school during school’s refund period
 A recipient awarded a \$600 Fall semester grant withdraws at the end of the second week of classes. According to the school’s refund policy, the student receives a 75 percent refund of tuition charges. PHEAA expects a \$450 (75 percent) refund of the Fall term State Grant.

EXAMPLE - Change to a non-approved program of study
 A student at a business school changes from an approved to a non-approved program of study after the term has begun and the \$750 State Grant has been credited to their account. Adjust the State Grant as if the student withdrew on the date of the program change even though the student may not be entitled to a refund since not officially withdrawn from school. For example, the school prorates tuition on a weekly basis and the student changes to a non-approved program during the eighth week of a 12-week term; four-twelfths (or one-third, \$250) of the grant for that term must be refunded to PHEAA.

- b. **Check** that the amount of the State Grant retained by the school does not exceed that portion permitted under the school’s tuition refund policy; whenever possible and where school policy allows, a portion should be refunded to PHEAA.
- c. **Advise** the student to pay the amount to the school when, in accordance with the above procedure, the amount of State Grant funds retained by the school is small. This enables the school to refund the entire term’s disbursement to PHEAA. The result saves a term of State Grant eligibility for the student and possibly avoids an Academic Progress issue in the future.
- d. **Report** award adjustments via *Partner Interface*.

 Submission of adjusted awards is only available in *Partner Interface* in the single student update function. Schools may enter the revised term award amount beginning in July after the first possible enrollment for the Fall term begins.

CHAPTER 5 – DISBURSEMENTS AND CASH MANAGEMENT

A. MAINTAINING AND ACCOUNTING FOR FUNDS

A school has a fiduciary responsibility to segregate Pennsylvania State Grant funds from all other funds and to ensure that State Grant funds are used only for the benefit of eligible students. Absent a separate bank account, the school must ensure that its accounting records clearly reflect that it segregates State Grant funds. Under no circumstances may the school use State Grant funds for any other purpose, such as paying operating expenses, collateralizing or otherwise securing a loan, earning interest, or generating revenue.

1. **ACCOUNTING** - The school must maintain financial records that reflect all State Grant Program transactions. General ledger control accounts and related subsidiary accounts must identify all State Grant Program transactions and separate those transactions from all other transactions.
 - a. **WHEN A SCHOOL DOES NOT MAINTAIN A SEPARATE ACCOUNT** – If a school does not maintain a separate account for State Grant Program funds, its accounting and internal control systems must identify the balance for the State Grant Program that is included in the school’s bank account as readily as if those funds were in a separate account.



PHEAA does not require that separate bank accounts be maintained by academic period and/or year. However, your school must maintain proper accounting in order to adhere to PHEAA’s netting rules which prohibit the netting of excess funds from one period or year to another.

2. **BANK ACCOUNT REQUIREMENTS** – For each account that contains State Grant Program funds, a school must identify that Pennsylvania State Grant funds are maintained in the account by including the phrase *PA State Grant funds* or a similar notation in the name of the account.
3. **SETTING UP AND/OR CHANGING BANK INFORMATION** – PHEAA ONLY disburses funds on behalf of State Grant recipients by Automated Clearing House (ACH) transfer of funds. ACH forms and questions regarding Automated Clearing House payments may be directed to PHEAA’s Financial Management department at fmftadmin@aessuccess.org. You must reenroll in ACH when any of the following occur:
 - a. you change banks;
 - b. the payee or its bank changes the account number;
 - c. the depositor account is closed; or
 - d. the bank closes – either voluntarily or involuntarily.
4. **CASH MANAGEMENT**

To ensure adequate cash management practices, a school must have in place a cash management system that adheres to the State Grant Program procedures and deadlines.

PHEAA procedures are in place to:

- promote sound cash management of State Grant funds by schools;
- provide PHEAA adequate disbursement information which enables budgeting and improves forecasting accuracy; and
- minimize the costs to the Commonwealth of making State Grant funds available to students and schools.

5. REFUNDS TO PHEAA

- a. There are a number of reasons why a school may have to return funds to PHEAA, including the following:
- i. OVERAWARD/OVERPAYMENT – When a grant has been reduced (including those that are adjusted, refer to [Chapter 4 – Costs and Award Adjustments](#)) or cancelled for one or more terms as a result of the eligibility checks required of the institution, the school is responsible for refunding these funds to PHEAA. PHEAA provides crediting instructions for this procedure (refer to [Section F](#) in this Chapter).
 - ii. PROGRAM REVIEW AND AUDIT FINDINGS – A school may owe PHEAA for expenditures disallowed during a Program Review or audit. For more information, refer to [Section B, paragraph 6](#) in this Chapter.

Payment may be made electronically or via paper check. PHEAA’s Compliance department will receive and take responsibility for payment processing. If your school elects to pay via paper check, the payment and correspondence must be mailed to:

PHEAA
 Program Review
 1200 North 7th Street
 Harrisburg, PA 17102

- b. REMITTANCE OF REFUNDS THAT ARE NOT A RESULT PROGRAM REVIEW AND AUDIT FINDINGS -The school may refund State Grants for ineligible students with each term’s disbursement roster or at the end of the academic year or summer period.

IMPORTANT: Prior to remittance of a refund that is not the result of Program Review and Audit findings, changes to records must be submitted through *Partner Interface* or the State Grant Certification transmission process. Submit changes to student records separately and prior to payment.

Remittance Method	Remit To:	Remit With:
Check	PHEAA, P.O. Box 64849, Baltimore, MD 21264-4849	<ul style="list-style-type: none"> • payment reason • identification of funds as “Pennsylvania State Grant” • academic year/period; and/or • the students’ names, Social Security Numbers or PHEAA account numbers (changes to student record must be submitted prior to payment).
Wire transfer	Refer to banking information on the disbursement roster	
<p>NOTE: Refunds, if properly identified, are typically posted to the school’s account within 5-10 business days.</p>		

- c. RECONCILIATION/REFUND DEADLINES – Adherence to these deadlines and following the best practices outlined in [Section E, paragraph 2](#) of this Chapter are critical.

Period	Deadline	Penalties for Missed Deadlines
Academic Year	June 1 following the academic year (example: June 1, 2017 for 2016-17 year)	<ol style="list-style-type: none"> 1. Subsequent disbursements withheld until the refund is made, and; 2. At the Agency’s discretion, as prescribed by regulation 22 Pa. Code § 121.51, an interest charge applied against the outstanding refund beginning June 1 and accruing until the refund is received by the Agency
Summer Term	October 31 following the Summer term (example: October 31, 2017 for Summer 2017)	

6. REIMBURSEMENT TO STATE GRANT RECIPIENTS

- a. **CREDIT BALANCES** - Where full or partial payment (regardless of the source) of the term's institutional charges was made prior to receipt of State Grant funds, a credit balance may be created or increased on the student's account by the crediting of the grant award. When the student makes a request to the school, PHEAA permits the school to refund, within the term, the amount of the credit balance to the student. This enables the student to pay for books and other educational expenses. In these cases, PHEAA assumes eligibility certification and disbursement have occurred. Label the refund check provided to the student as a refund of previously paid funds. **Do not** label as a payment of State Grant funds directly to the student. For example, **do not label** a refund check to the student as "Pennsylvania State Grant" OR "PHEAA Refund."

When the student has not requested such a refund, the balancing of the student's account in this manner must nevertheless occur no later than the deadlines described in [Section A, paragraph 5.c](#) in this Chapter. PHEAA requires the school to obtain the student's written permission to carry a credit balance created by State Grant funds forward to cover costs incurred for a subsequent academic year or to apply to the student's loan balance. For more information on crediting, refer to [Section G](#) in this Chapter.

- b. **UNCASHED STUDENT REFUND CHECKS** - When a school has correctly paid State Grant funds and issued a refund check based upon that payment and the refund check remains uncashed, schools must ensure compliance with the Commonwealth's unclaimed property law.

Because the money distributed is considered a refund of previously paid student or other funds and not the State Grant funds, (i.e. money is fungible and we don't consider the refund attributable to the State Grant Funds but overpayment of other amounts) the funds are the students. In sum, PHEAA's Compliance department advises the following steps be taken:

- i. **Review** the Commonwealth's unclaimed property law (www.patreasury.gov/bup/compliance). Monies that are not claimed by an individual but held by a third-party must be turned over to the Bureau of Unclaimed Property after the designated holding period.
- ii. **Report** the funds in the name of the student. The amount needs to be paid to the Pennsylvania Treasury attributable to the individual who did not cash the check.
- iii. **Check** with your school's lawyers or consult with the Bureau to ensure compliance with the unclaimed property law and turn over the funds to Treasury after the completion of the holding period.

B. FINANCIAL RESPONSIBILITY AND PROGRAM INTEGRITY

To continue to receive Pennsylvania State Grant funds, a school must demonstrate that it is financially responsible with the administration of State Grant Program funds. PHEAA will prevent further disbursement of funds when a school is not timely or compliant.

1. CERTIFICATION DEADLINES FOR TERM DISBURSEMENT ROSTERS

Schools should return their certified copy of the term disbursement roster to PHEAA by the dates below to avoid future disbursement holds.	
Academic Year	<ul style="list-style-type: none">• Fall disbursement within 45 days of roster print date and no later than November 15*• Winter disbursement within 45 days of roster print date and no later than February 1*• Spring disbursement within 45 days of roster print date and no later than May 1*
Summer	Within 30 days of receipt of the roster or within 30 days of the beginning of the first Summer term in which eligibility can be certified, whichever is later
*Any rosters printed on an exception basis past these term deadlines must be returned within 45 days of the roster print date. For example, if a Fall roster is printed on November 16, 2016, the roster must be returned within 45 days. In this example, 45 days includes weekends and holidays and is December 31, 2016.	

2. **PHEAA ROSTER AND DISBURSEMENT HOLDS** - The issuance of a school's funds for a particular term is contingent upon the school's compliance with PHEAA requirements for prior terms. This includes the following:

a. **OUTSTANDING PRE-DISBURSEMENT ROSTERS** - The pre-disbursement roster **does not** generate a payment but serves the purpose of verifying actual enrollment and eligibility so that when the term disbursement roster is generated, the funds disbursed more closely align with the actual student eligibility. **PHEAA will not accept the certification of the pre-disbursement roster before the first day of the term.** All business, trade, and technical schools, non-Pennsylvania schools and other selected institutions must return pre-disbursement rosters for the academic year. **All schools must return pre-disbursement rosters for the Summer term. This was implemented with the 2014 Summer term and will continue.** A disbursement will not be sent until the return and certification of any outstanding pre-disbursement rosters.


Access to PHEAA systems and services will not be interrupted even if State Grant disbursements are on hold.

Example	“Outstanding”	Illustration
1	Current term disbursement	Outstanding Fall pre-disbursement roster prevents Fall disbursement.
2	Future term disbursement within academic year period	Outstanding Fall pre-disbursement roster prevents Winter and/or Spring disbursement.
	“Outstanding” Does Not Hold	Illustration
3	Future term pre-disbursement rosters within academic year period	Outstanding Fall pre-disbursement roster will not prevent Winter and/or Spring pre-disbursement rosters.

b. **OUTSTANDING TERM DISBURSEMENT ROSTERS (FALL, WINTER, SPRING OR SUMMER TERM)** – In addition to outstanding pre-disbursement rosters noted above, a school's term disbursement roster (Fall, Winter, Spring or Summer) with payment will not be sent until the return of any outstanding disbursement rosters for the current academic year or prior periods, including Summer.

Example	“Outstanding”	Illustration
1	2015 Summer disbursement roster	The Summer 2016 disbursement and any subsequent disbursements will be held.
2	2016 Summer disbursement roster	The Summer 2016 reconciliation roster is delayed. Also, any subsequent disbursements, including Fall, will be held after October 31, 2016.
3	Prior Academic Year term disbursement roster (2015-16)	The Spring 2016 (2015-16) disbursement roster was not returned so the reconciliation roster for 2015-16 was delayed. Also, any subsequent term disbursements effective with the Summer 2016 term will be held.
4	2016-17 Academic Year term disbursement roster (Fall, Winter, or Spring)	The Spring 2017 (2016-17) term disbursement roster was not returned so the 2016-17 Academic Year reconciliation roster is delayed. The Summer 2017 disbursement and any subsequent disbursements will be held.

- c. **OUTSTANDING RECONCILIATION ROSTERS (ACADEMIC YEAR OR SUMMER)** - A school's reconciliation roster (Academic Year or Summer Period) with payment will not be sent until the return of any outstanding rosters for the current academic year or prior periods, including Summer.

Example	"Outstanding"	Illustration
1	Summer 2015 reconciliation	Any subsequent disbursements.
2	Summer 2016 reconciliation	The following will be held 1) any Fall 2016 term disbursements after October 31, 2016; and 2) any subsequent disbursements.
3	Academic Year 2016-17 reconciliation	A third 2016-17 reconciliation roster was sent to the school on May 25, 2017 and was not returned before the first scheduled run of 2017 Summer term disbursement rosters. The Summer 2017 term disbursement and any subsequent disbursements will be held.

- d. **OUTSTANDING REFUNDS** – Over-disbursed funds are defined as a school refund due to PHEAA. This occurs when there have been updates to student records since the disbursement occurred. A school's term disbursement or reconciliation roster with payment will not be sent until any outstanding refunds for prior periods, including Summer, are returned.

Example	"Outstanding"	Illustration
1	2015 Summer refund	Any subsequent disbursements will be held.
2	Prior Academic Year Term refund (2015-16 or before)	The Summer 2016 disbursement and any subsequent disbursements will be held.
3	2016-17 Academic Year term (Fall, Winter or Spring) refund	The Summer 2017 disbursement and any subsequent disbursements will be held.

- e. **OUTSTANDING CREDIT REPORTING** – A school's term disbursement or reconciliation roster with payment will not be sent until the school completes reporting of attempted credits for all State Grant recipients by the published deadlines (refer to [Chapter 3 – Attempted Credits Reporting](#)) for any previous periods, including Summer. Outstanding Credit Reporting means that attempted credits were not reported in accordance with the criteria and deadlines set forth in [Chapter 3 – Attempted Credits Reporting](#).

- f. **OTHER** – A school's term disbursement or reconciliation roster with payment may be held for other reasons. These include:

- i. The school does not have the proper Automated Clearing House (ACH) paperwork completed to facilitate electronic funds transfer (EFT).
- ii. PHEAA receives notification that there is a change in ownership of the school.
- iii. PHEAA receives notification that the school has closed.
- iv. PHEAA determines that the school lacks administrative capability.
- v. A State Grant Distance Education Pilot Program (SGDEPP) participating school does not complete the required reporting by the established deadlines (please refer to the *SGDEPP Guidelines*).

3. **SCHOOL CLOSINGS, RESTRICTIONS, AND OVERSIGHTS** - PHEAA reserves the right to hold disbursement to an institution that is closing or is on a restriction or oversight by the United States Department of Education for participation in any Federal Title IV program. Any questions regarding holding disbursement should be directed to PHEAA via email at sghelp@pheaa.org. PHEAA will exercise this right to determine the eligibility of the institution or recipients to receive further funding.

4. **SCHOOL OBLIGATIONS IN PREPARING FOR A DISBURSEMENT** - Over-disbursed funds are defined as a school refund that must be paid to PHEAA. All schools are expected to reduce over-disbursement by practicing the actions listed below. Please refer to [Section F, paragraph 4](#) in this Chapter for more information on reports.
 - a. Correcting and confirming enrollment and eligibility for as many students as possible on the pre-disbursement roster, when the school receives such;
 - b. Correcting and confirming enrollment and eligibility by reviewing weekly reports; and
 - c. Submitting timely electronic corrections through the *Partner Interface* or the transmission process.
5. **RETENTION OF RECORDS** – Institutions are required to retain records that are necessary for the certification of student eligibility and the crediting of State Grant funds. Schools are required by PHEAA to retain records for 5 years from the date the institution completes certification of the final reconciliation roster for Program Review and Audit purposes.

Records include:

- Documentation that supports the student’s ability to meet all eligibility requirements
 - The date and amount of each credit of State Grant funds
 - The payment of any overpayment or return of State Grant funds
6. **PROGRAM REVIEW AND AUDITS** – PHEAA performs program reviews to assess the capability of an educational institution to manage financial aid programs administered by PHEAA. PHEAA administers the State Grant Program on behalf of the Commonwealth of Pennsylvania. For more information on this process, please refer to [Chapter 6 – Program Reviews and Audits](#).

State Grant funds are term-specific and are intended to assist students with educational costs during that term. If funds are not being disbursed to schools due to outstanding items (rosters, refunds, credit reporting, etc.), this will prohibit the student from receiving the State Grant award in a timely fashion. PHEAA’s Compliance area will review institutions where administrative capabilities are in question.

- a. **AUDIT TRAIL** – For Program Review and Audit purposes, it is important that school records reflect an audit trail that includes the date of the final State Grant credit.

Identify as a credit on the student’s account or ledger card or some other auditable record a State Grant payment for any student determined to be eligible in accordance with these procedures. Posting should include the date of crediting, amount and the term to which the payment is applied, as well as an identification of the payment as “Pennsylvania State Grant” or “PHEAA.” This procedure allows for a comparison (at the time of a program review by PHEAA) of the term for which school records confirm student eligibility for the grant, the educational costs incurred during that term, and the term to which the payment was credited. **The date that the institution actually receives the Grant payment should not affect this posting procedure. It is based on the date that the student appears on the term’s disbursement roster.**

C. DEFINING TERMS/PAYMENT PERIODS, TERM LENGTH AND START DATES

In order to be eligible for a Pennsylvania State Grant payment, the student must be enrolled in a term that complies with the requirements set forth in this section. For State Grant purposes, the terminology “payment period” equates to a term as outlined in these procedures. All schools’ terms must comply with the following:

- Minimum and maximum lengths
- Start date ranges

This includes clock hour schools with irregular schedules or continuous enrollment. Therefore, schools without set terms must determine if the student’s enrollment meets the term requirements and for which term the student is eligible.

1. TERMS/PAYMENT PERIODS

- a. **ACADEMIC YEAR** - PHEAA processes State Grant applications and disburses funds based on a typical academic year schedule consisting of the 9-month period between September and May. In accordance with regulation 22 Pa. Code §121.50, State Grant disbursement of funds to schools occurs on one of two disbursement schedules:

Quarter Schedule	Fall	Winter	Spring
Semester/Trimester Schedule	Fall		Spring

In sum, an Academic Year “period” is comprised of two or three separate terms: Fall and Spring terms for a semester school and Fall, Winter, and Spring for a quarter school.

- i. **CONTINUOUS ENROLLMENT/IRREGULAR SCHEDULES** - At schools with continuous enrollment (students are enrolled year-round) or terms of irregular length, PHEAA disbursements occur on the schedule which coincides as closely as possible to the school’s calendar, or in such a way as to facilitate certification of eligibility. In accordance with the school’s disbursement schedule and the student’s program of study, the Agency has established the maximum number of (term) payments a grant recipient, who is otherwise eligible, may receive.

Example – School operating with clock hours and irregular schedules

Term Disbursement	Enrollment	Term Start	Term End* After the following are completed:		First Disbursement Period
Semester	Full-time	Date student enrolled	Minimum 450 clock hours	Required term length completed (15-17 weeks)	First Semester for State Grant purposes
Semester	Half-time	Date student enrolled	Minimum of 225 clock hours		
Quarter	Full-time	Date student enrolled	Minimum of 300 clock hours	Required term length completed (10-12 weeks)	First Quarter for State Grant purposes
Quarter	Half-time	Date student enrolled	Minimum of 150 clock hours		

- ii. **HOSPITAL SCHOOLS OF NURSING** - In order to be eligible for State Grant aid, Hospital Schools of Nursing (HSON) must have an updated curriculum according to the Accreditation Commission for Education in Nursing (ACEN) standards. As a reminder, effective with 2016 Summer term and 2016-17 Academic Year, students attending hospital schools of nursing are processed consistent with academic and summer year awards at all other institutional types. Students enrolled during the Summer term must complete a Summer application in order to be considered for State Grant aid.
- b. **SUMMER TERM** - PHEAA does not consider the Summer term as part of the academic year. Summer term State Grant awards and disbursements occur separately from the academic year. Students must file a separate, online, summer application via PHEAA’s *Account Access*.

In sum, a Summer “period” is comprised of the Summer term only.

2. TERM LENGTH DEFINITIONS

- a. **ACADEMIC YEAR TERM LENGTH DEFINITIONS** - All references in these procedures to a “semester” term or school apply to a “trimester” school as well. These definitions apply to all schools regardless of whether the school has set terms or continuous enrollment and to half-time recipients, as well as full-time recipients. Do not credit a State Grant payment to a term that does not meet PHEAA tolerances. **Any deviations require permission in writing by PHEAA.**



Although the program of study may be eligible, PHEAA does not have a separate reject code for program length. Therefore, to report a student as ineligible due to enrollment in a term that does not meet the minimum term length, the school must choose Program of Study code 00-Other (Certification Transmission – Use *code 1 – Yes – Non-Approved or Non-Degree Program* in the term *Non-Approved or Non-Degree Indicator*).

Term	22 Pa. Code § 121.1 Definition	Standard Range	Standard Range Tolerances
Semester	A period of approximately 17 weeks normally comprising one-half of the academic year	Minimum of 15 weeks Maximum of 18 weeks	Maximum of 1 to 3 days short of 15 weeks or a maximum of 1 to 3 days over 18 weeks*
Quarter	A period of approximately 11 weeks normally comprising one-third of the academic year	Minimum of 10 weeks Maximum of 12 weeks	Maximum of 1 to 3 days short of 10 weeks or a maximum of 1 to 3 days over 12 weeks*
Trimester	A period of approximately 15 weeks normally comprising one-half of the academic year	Treated as a semester	Treated as a semester

*Always consult with State Grant staff should you have a questions about term length outside of the standard definitions.

- i. **MODULE** – A period that does not span the entire length of the term. Modules are sometimes referred to as “mini” terms.
- ii. **Combining of modules** – In order to meet the minimum term length definition, PHEAA permits the combining of modules for an academic year term as long as the combination results in a total number of weeks that meets the minimum term length tolerances and the modules 1) are consecutive; and 2) have start dates that comply with Term Start Date tolerances. When combining modules, **do not credit funds** to the student’s account until after enrollment certification occurs in the **final module** that comprises that “term.”

Academic Year - Example Set 1 – Example assumes Semester schedule

Student Enrollment Example	Fall Module 1	Fall Module 2	Term Length Satisfied?	Minimum Enrollment Satisfied?	Notes
	7 ½ weeks	7 ½ weeks			
Student A	6 credits	Not Enrolled	No	Yes, but not applicable	Reject – Report “00” (Other) in Program of Study
Student B	6 credits	6 credits	Yes	Yes – Full-time	Certify and credit only after enrollment begins in Module 2
Student C	Not Enrolled	12 credits	No	Yes, but not applicable	Reject – Report “00” (Other) in Program of Study
Student D	6 credits	3 credits	Yes	Yes – Half-time	Certify and credit only after enrollment begins in Module 2
Student E	3 credits	2 credits	Yes	No	Report Less than Half-Time

- b. SUMMER TERM LENGTH DEFINITIONS - Term length definition for the Summer term is dependent upon curriculum.
- i. ENROLLMENT IN A PROGRAM THAT DOES NOT HAVE CONTINUOUS ENROLLMENT (YEAR-ROUND CURRICULUM) - A student must be in a degree program and be enrolled in a period of no less than 5 weeks in length regardless of the academic year term type (semester or quarter). PHEAA permits the combining of various length modules since schools offer a wide variety of class configurations during the Summer term. The major difference from the academic year is that enrollment in these courses does not have to be consecutive. To satisfy the 5-week minimum, the Summer sessions may overlap as long as from the beginning of the first session to the conclusion of the last session there is a minimum total of 5 weeks and there is no overlap with the Spring or Fall terms.



If a student's disbursement is received prior to their enrollment in the last session or "module" that comprises the term, your school may not apply a final credit to the student's account. Rather, hold the funds until the session begins and the eligibility and enrollment of the student in that session is confirmed.

Summer - Example Set 1

Student Enrollment Example	Session I (May 23 to June 25)	Session II (June 27 to July 29)	Session III (August 1 to August 26)	Summer Term Length Satisfied?	Minimum Enrollment Satisfied?	Notes
	5 weeks	5 weeks	4 weeks			
Student A	3 credits	Not enrolled	3 credits	Yes; 9 weeks	Yes; Half-time – 6 credits	Certify and credit only after enrollment in Session III
Student B	Not enrolled	Not enrolled	6 credits	No; 4 weeks	Not applicable	Reject-Report “00” (Other) in Program of Study
Student C	Not enrolled	6 credits	Not enrolled	Yes; 5 weeks	Yes; Half-time-6 credits	Certify and credit after enrollment in Session II
Student D	3 credits	Not enrolled	Not enrolled	Yes; 5 weeks	No; Less Than Half-Time – 3 credits	Report Less than Half-Time

Summer - Example Set 2

Student Enrollment Example	Session I (June 3 to July 1)	Session II (July 8 to July 29)	Summer Term Length Satisfied?	Minimum Enrollment Satisfied?	Notes
	Meets Saturdays for 5 weeks	Meets Saturdays for 4 weeks			
Student A	Not enrolled	6 credits	No; 4 weeks	Not applicable	Reject – Report “00” (Other) in Program of Study
Student B	12 credits	3 credits	Yes; 9 weeks	Yes; Full-time – 15 credits	Certify and credit only after enrollment in Session II
Student C	3 credits	3 credits	Yes; 9 weeks	Yes; Half-time – 6 credits	Certify and credit only after enrollment in Session II

- ii. ENROLLMENT IN A PROGRAM WITH CONTINUOUS ENROLLMENT (YEAR-ROUND CURRICULUM) - **The 5-week Summer term requirement does not apply to students enrolled in year-round curricula.** This includes the programs at many Business, Trade and Technical School or Hospital School of Nursing as well as many of the modular and nontraditional program schedules approved for accelerated degree programs, etc. Combining modules to meet the minimum term length requirements during the academic year also applies to the Summer term.

3. TERM START DATES

PHEAA schedules disbursements as closely as possible to the academic schedule at the institution. Where a school's schedule consists of modules, irregular terms or continuous enrollment without specified terms (year-round enrollment where students may start every month or week), the student's eligibility for a particular disbursement will depend upon the actual date study began and the term start dates. Please refer to [Chapter 1, Section C, Term Start Dates](#) for additional information.

Since no student may receive more than 3 semesters or 4 quarter terms of aid in a consecutive 12-month period, school term and program structures must be categorized within the term start dates listed below.

Term Disbursement	Term Start Dates*	Date tolerance	Disbursement Period
Fall Semester	July 16** - November 15	A maximum of 1 to 3 days is permitted (July 13 through November 15)	12-month period for a school on the semester schedule
Spring Semester	November 16** - March 15	A maximum of 1 to 3 days is permitted (November 13 through March 15)	
Summer Semester	March 16** - July 15	A maximum of 1 to 3 days is permitted (March 13 through July 15)	
Fall Quarter	August 2** - November 1	A maximum of 1 to 3 days is permitted (July 30 through November 1)	12-month period for a school on the quarter schedule
Winter Quarter	November 2** - February 1	A maximum of 1 to 3 days is permitted (October 30 through February 1)	
Spring Quarter	February 2** - May 1	A maximum of 1 to 3 days is permitted (January 30 through May 1)	
Summer Quarter	May 2** - August 1	A maximum of 1 to 3 days is permitted (April 29 through August 1)	
<p>*Term Start Dates - Indicate the dates during which a student must begin study in order to be eligible for the PHEAA payment disbursed for the corresponding term disbursement.</p> <p>**Please note the date tolerances.</p>			

Example 1: Assumes biweekly enrollment at a semester school

Example	Enrollment Start	Term
Student A	November 10, 2016	Fall
Student B	November 24, 2016	Spring

Example 2: Assumes biweekly enrollment at a quarter school

Example	Enrollment Start	Term
Student A	January 19, 2017	Winter
Student B	February 2, 2017	Spring
Student C	April 27, 2017	Spring
Student D	May 11, 2017	Summer

D. EXCESS CASH/NETTING PROCESS

PHEAA disburses funds once per academic term (Fall, Winter and Spring) and approximately twice for the Summer term. The disbursed amount is based upon the total funds due to the school minus any adjustment percentage (refer to [paragraph E.6.a](#)) at the time the disbursement roster is generated. **THIS SECTION IS A CLARIFICATION AND NOT A CHANGE TO PROCEDURE.**

1. **EXCESS CASH** – Excess cash is created upon term certification when the school cancels or adjusts students' eligibility based upon the enrollment and eligibility requirements outlined in these procedures. Since many students are awarded for the term being certified after the generation of the roster, PHEAA does not require but permits the school to use the excess cash to certify and pay another eligible student who was not on the term roster but where an acceptable notification of eligibility was received (refer to [Section F, paragraph 4](#) in this Chapter). PHEAA refers to this process as "netting."
 - a. **ACADEMIC YEAR PERIOD** (Fall, Winter and Spring terms) - the netting process may continue through reconciliation **ONLY** if the school requests a final reconciliation which lists all students who were paid (refer to [Section D, paragraph 4](#) of this Chapter). However, netting is prohibited between Academic Periods. To clarify, schools may NOT:
 - i. use excess cash from the Academic Year to pay a Summer award (prior or subsequent);
 - ii. use excess cash from the Summer period to pay an Academic Year award (prior or subsequent);
 - iii. use excess cash from a Summer period to pay another Summer period award (prior or subsequent);
 - iv. use excess cash from an Academic Year to pay another Academic Year award (prior or subsequent).
 - B. **SUMMER PERIOD/TERM** – the netting process may NOT continue during Summer term reconciliation. At the time of reconciliation, the school will only be permitted to post a payment to a student who appears on the reconciliation roster.
2. **NETTING BETWEEN STUDENTS IN THE SAME ACADEMIC PERIOD** – Certifying and crediting students with excess cash is **ONLY** permitted after the term roster (refer to [Section E](#) of this Chapter) is generated. To illustrate, examples are provided below.

Example Set 1: Assumes Fall term roster generated on September 7, 2016

Student	Roster	Student Status	Certification	Payment
Student A	Fall roster	\$1,000 on roster	Cancelled - Not Enrolled	Not applicable
Student B	Not on Fall roster	Awarded 9/8/2016 \$1,000	\$1,000 based upon acceptable notification	School pays student with excess

Example Set 2: Assumes Fall term roster generated on September 7, 2016

Student	Roster	Student Status	Certification	Payment
Student A	Fall roster	\$1,000 on roster	Reduced to \$500 (half-time)	\$500
Student B	Fall roster	\$1,000 on roster	Reduced to \$603 (withdrawal)	\$603
Student C	Fall roster	\$1,500 on roster	\$1,500 – no change	\$1,500
Student D	Not on Fall roster	Awarded 9/8/2016 \$1,000	\$1,000 based upon acceptable notification	Options: 1. Use \$897 excess and \$103 school funds to pay 2. Mark as expecting payment and wait until next term to pay

3. **NETTING BETWEEN TERMS IN THE SAME ACADEMIC PERIOD** – Certifying and crediting students with excess cash from a previous term within the same Academic Year is ONLY permitted after the regular term roster for the term being certified (refer to [Section E](#) of this Chapter) is generated. To illustrate, examples are provided below.

Example Set 1/Same Student: Assumes Fall term roster generated on September 7, 2016 and Spring term roster generated on December 29, 2016

Student	Roster	Student Status	Certification	Payment
Student A	Fall roster	\$1,000 on roster	Cancelled - Not Enrolled	Not applicable
Student A	Not on Spring roster	Awarded 1/4/2017 \$1,000	\$1,000 based upon acceptable notification	School pays student with excess from Fall term

Example Set 2/Different Student: Assumes Fall term roster generated on September 7, 2016 and Spring term roster generated on December 29, 2016

Student	Roster	Student Status	Certification	Payment
Student A	Fall roster	\$1,000 on roster	Cancelled - Not Enrolled	Not applicable
Student B	Not on Spring roster	Awarded 1/4/2017 \$1,000	\$1,000 based upon acceptable notification	School pays student with excess from Student A and Fall term

4. **NETTING DURING ACADEMIC YEAR RECONCILIATION** – Certifying and crediting students with excess cash from a previous term within the same Academic Year is permitted during the reconciliation process ONLY if the school requests a final reconciliation which lists all students who were paid and the corrected awards. To illustrate, examples are provided below.

Example Set 1: Both students on reconciliation roster.

Student	Student Status	Certification	Difference	School Action
Student A	\$2,000 (\$1,000 Fall; \$1,000 Spring)	Cancelled Spring for not enrolled	(\$1,000) overpayment	1. School pays Student B with excess from Student A; and 2. School remits refund to PHEAA in the amount of \$500; and 3. School requests reconciliation roster to show student changes
Student B	\$1,500 (\$1,000 Fall; \$500 Spring)	Adjusted Spring to full-time and \$1,000	\$500	

5. **NETTING BETWEEN STUDENTS IN THE SUMMER TERM (SUMMER PERIOD)** – Certifying and crediting students with excess cash is **ONLY** permitted after the first Summer term roster is generated and is not permitted once the Summer Reconciliation Roster is generated. To illustrate, examples are provided below.

Example Set 1/Different Student: Assumes 1st Summer disbursement roster generated on July 13, 2017

Student	Roster	Student Status	Certification	Payment
Student A	1 st Summer roster	\$1,000 on roster	Cancelled - Not Enrolled	Not applicable
Student B	Not on 1 st Summer roster	Awarded \$1,000 on 7/15/2017	\$1,000 based upon acceptable notification	School pays Student B with excess from Student A

Example Set 2/Different Student: Assumes 1st Summer disbursement roster generated on July 13, 2017 and 2nd Summer disbursement roster on August 10, 2017

Student	Roster	Student Status	Certification	Payment
Student A	1 st Summer roster	\$1,000 on roster	Cancelled - Not Enrolled	Not applicable
Student B	2 nd Summer roster	\$1,000 on roster	Cancelled - Not Enrolled	Not applicable
Student C	Not on either roster	Awarded \$1,000 on 8/11/2017	\$1,000 based upon acceptable notification	School pays Student C with excess

E. DEFINING DISBURSEMENT ROSTERS, DISBURSEMENT ROSTER AVAILABILITY AND FUNDS AVAILABILITY



IMPORTANT! Effective with the 2015-16 Award Year, corrections to student records will no longer be accepted in writing on paper rosters or other paper reports. **ALL CORRECTIONS MUST BE SUBMITTED ELECTRONICALLY VIA PARTNER INTERFACE OR VIA STATE GRANT CERTIFICATION TRANSMISSIONS UNLESS OTHERWISE INSTRUCTED BY PHEAA STAFF.**

Additionally, PHEAA strongly encourages all roster certification pages BE COMPLETED ELECTRONICALLY VIA THE ONLINE CERTIFICATION FORM AVAILABLE IN THE *DOCUMENT LIBRARY*.

Please refer to [Section G – Roster Certification](#) and [Appendix B – How to Submit Corrections to Student Data and Certify](#).



There are two ways that funds are disbursed to institutions: 1) through term disbursement rosters (Fall, Winter, Spring and Summer terms); and 2) through reconciliation rosters when a balance is due to the institution.

In order to differentiate between rosters and other reporting, PHEAA provides the following definitions:

1. **DISBURSEMENT ROSTER (ACADEMIC YEAR TERMS AND SUMMER TERM)** – term reports that generate an Electronic Fund Transfer (EFT) which PHEAA labels as a term disbursement roster. These rosters are only available securely through the *PageCenter Report Repository* or via the State Grant disbursement transmission process.

Typical Disbursement Roster Schedule		
Term	Generation Period	Period
Fall	Mid-August through late November	Academic Year
Winter	Late November through mid-February	
Spring Semester	Mid-December through mid-February	
Spring Quarter	Mid-February through late March	
Summer	Early July through August	Summer



For information on how to interpret the data that prints on the State Grant disbursement rosters, please refer to [Appendix F – State Grant Rosters](#).

Student awards for the entire academic year are shown on each disbursement roster; however, funds accompanying the roster are only for terms that have already started. Therefore, if the Fall roster generation period is closed and the Spring roster generation period has begun, the total amount disbursed for that student will include both Fall and Spring funds with the Spring disbursement roster.

Example:

Semester School A did not receive a Fall term disbursement roster and is now eligible to receive a disbursement roster in January 2017. PHEAA will generate a Spring term disbursement roster which will include payment for both Fall and Spring awards.

- a. **DEADLINES** – Term disbursement rosters must be certified within 45 days* of the roster print date. This helps to ensure:
 - i. Students receive their funds in a timely manner.
 - ii. Future disbursements are not delayed.
 - iii. School refunds can be properly assessed and remitted in a timely manner.

*If a school has multiple start dates within a term and the latest start date does not permit the return of the certified reconciliation roster within the 45-day window, the school must certify as soon as possible after the last start date.

2. **RECONCILIATION ROSTER (ANNUAL AND SUMMER)** – annual reports that may generate an Electronic Fund Transfer (EFT) which PHEAA labels as a reconciliation roster. These reports are only available securely through the *PageCenter Report Repository* or via the State Grant disbursement transmission process.

Reconciliation Roster Schedule	
Disbursement Period	Regular Generation Period
Academic Year	Early April through June
Summer	October 1 through December 31*

*Payment will not be made after this date – refer to [Section E, paragraph 2.d](#) of this Chapter.

The annual reconciliation roster represents either the final academic year or summer period closeout. It provides the school with a final opportunity to ensure that PHEAA and school records for the academic year are consistent with regard to 1) student eligibility; 2) disbursement; and, 3) crediting and payment of State Grant funds. Even after the expiration of the enrollment period, schools are required to monitor and report changes that may impact a student's eligibility and reconcile those changes.

- a. **DEADLINES** – Reconciliation rosters must be certified within 30 days* of the roster print date. This helps to ensure:
 - i. Students receive their funds in a timely manner.
 - ii. Future disbursements are not delayed.
 - iii. School refunds can be properly assessed and remitted in a timely manner.

*If a school has multiple start dates within a term and the latest start date does not permit the return of the certified reconciliation roster within the 30-day window, the school must certify as soon as possible after the last start date.

- b. **DEFINITION** – Reconciliation means:

- the “balance due PHEAA” and “balance due school” are both zero;
- the amount of funding the school received matches the funding disbursed by PHEAA;
- each student’s final State Grant status, as shown on the reconciliation roster, matches the school’s records; and
- all students who were credited funds were on the school’s final reconciliation roster.



Schools must remember to add in PHEAA Collectable amounts when reconciling. Refer to [Section F, paragraph 7](#) in this Chapter.

- c. **RESPONSIBILITY** – Because each office of the institution has access to and expertise with data needed to facilitate the reconciliation and refund process, cooperation between the business and financial aid offices is essential if reconciliation of State Grant funds is to be successful. For example, the financial aid office will likely be the source of information regarding reporting and requesting refunds due to PHEAA, whereas the business office or bursar is generally responsible for remitting the payment to PHEAA. The financial aid office must communicate that late return of refunds to PHEAA will impact the school’s ability to receive additional funds.

State Grant funds are term-specific and are intended to assist students with educational costs during that term. If funds are not being disbursed to schools due to outstanding items (rosters, refunds, credit reporting, etc.), this will prohibit the student from receiving the State Grant award in a timely fashion. PHEAA’s Compliance area will review institutions where administrative capabilities are in question.

- d. **BEST PRACTICES** – A key factor in facilitating reconciliation is staying on top of the process. Timely reporting of eligibility and enrollment changes by all schools is key to making sure you can reconcile by the deadlines and prevent future academic period disbursement holds. PHEAA recommends that you also monitor your school’s balance on the FG3S College Disbursement Display on a regular basis (at least weekly) so that you can request additional rosters as needed. PHEAA encourages schools to:
 - define responsibilities of key individuals and offices;
 - document your reconciliation;
 - build in regular communication between your business office/bursar, financial aid office and school’s technical staff;
 - compare internal student accounts and business office/bursar records with financial aid office record and resolve any discrepancies;
 - ensure all refund payments have been sent to and posted by PHEAA to the correct program, year and period;
 - continue to monitor balances on FG3S even after the expiration of the enrollment period;
 - request any funds due to your school for the 2017 Summer term prior to December 31, 2017; and
 - request any funds due to your school for the 2016-17 Academic Year prior to June 1, 2017 and absolutely no later than August 1, 2018.

The following scenarios and recommendations illustrate why following best practices is critical!

Scenario	Recommendations
<p>The student is still in the “30 day” window and has not yet been cancelled for “less than 50% classroom attendance.”</p>	<ul style="list-style-type: none"> • Report all “less than 50% classroom attendance” as soon as possible and no later than February 28 so that the cancellations occur prior to first reconciliation rosters being generated. • If you’re reporting cannot be completed at least 30 days prior to the first reconciliation roster, monitor and request an additional reconciliation roster.
<p>The student is ineligible for 2016-17 due to the maximum number of payments and suddenly becomes eligible due to a previous school’s cancellation for “not enrolled” of the 2015-16 Academic Year award.</p>	<ul style="list-style-type: none"> • Be mindful of how your late submission of eligibility and enrollment changes impacts other schools, PHEAA, and ultimately the general population of students! • Be aware that your late submission of eligibility and enrollment changes: <ul style="list-style-type: none"> » Shows lack of administrative capability » Inhibits PHEAA from having finalized data from which to make more accurate future awarding estimates and spending projections » May cause the student to be missed for a timely award in a subsequent term » May cause another school to go out-of-balance or require additional rosters in a subsequent term
<p>PHEAA completes an eligibility review and awards the student.*</p>	<ul style="list-style-type: none"> • Review the weekly “2016-17 Validation/Other Rvw” report in <i>PageCenter</i> and encourage students to respond to requests for information from PHEAA as soon as possible. Refer to Appendix C regarding this report. • Keep in mind that the student reconsideration deadline is April 1. • Remember that although the student reconsideration deadline for the academic year is April 1, if the student continues to submit incomplete information to PHEAA within 30 days of being notified, the review may not be resolved until well past that date.
<p>*NOTE: PHEAA staff will make every effort to contact the school and verify enrollment and the need for any additional rosters and/or disbursements.</p>	

e. MULTIPLE RECONCILIATION ROSTERS



The initial reconciliation roster is sent automatically providing that the school is up-to-date with all prior rosters. If a supplemental reconciliation roster is requested by your school, it will be generated within two weeks from the date of the request. This schedule applies for the current or preceding academic year. It should be a rare request that the year is older than the current or previous academic year. However, when this happens, additional wait time may be required.

There are several situations where a school must request another reconciliation roster in order to be compliant with these procedures. **Although PHEAA will monitor balances, any additional reconciliation roster must be requested by the school. ONLY THE INITIAL RECONCILIATION ROSTER IS AUTOMATICALLY GENERATED** without the school requesting it. PHEAA requires the certification of the reconciliation roster within 30 days of receipt and refund of any over-disbursements determined because of that certification. **Additional reconciliation rosters must be requested when:**

- i. **AWARD/STUDENT MISMATCH** - The “Balance Due PHEAA” and “Balance Due School” are both zero after processing the reconciliation roster but the students and/or amounts applied to those students do not match the last roster printed.
- ii. **FUNDS DUE PHEAA** – If a school determines a refund amount due to PHEAA that is different than what is shown on the reconciliation roster, the school must request another reconciliation roster and remit payment by the Academic Year and Summer term deadlines outlined in these procedures. Refer to [Section A, paragraph 5](#) in this Chapter.
- iii. **ACADEMIC YEAR FUNDS DUE SCHOOL** – If the school determines funds are due from PHEAA, the school must request another reconciliation roster. For the 2016-17 Academic Year, these funds should be requested by **June 1, 2017**. It is a school’s responsibility to pursue additional funds due. In accordance with regulation 22 Pa. Code §121.48, when extenuating circumstances exist, PHEAA may pay after June 1, 2017, but no later than August 1 of the calendar year immediately following the academic year for which payment is sought (i.e., 8/1/2018 for 2016-17).
- iv. **SUMMER PERIOD FUNDS DUE SCHOOL** – Any changes to student records for the Summer 2017 term that occur after the October 31, 2017 reconciliation deadline must continue to be reconciled. If this reconciliation means that additional funds are due to your school, PHEAA will disburse **ONLY** if:
 - 1) the reconciliation roster is requested on or before December 31, 2017; and
 - 2) the school does not owe any prior refund or roster that will prevent the disbursement. **There are no exceptions to this requirement.**

It is possible for Summer 2017 records to continue to change after December 31, 2017 and PHEAA expects the school to reconcile student records. However, after December 31, 2017, if PHEAA records:

- 1) Reflect “balance due school,” the school will be expected to reconcile, reporting what students were not paid at all or not paid a balance and PHEAA will cancel and/or adjust the student’s award(s) to match the amounts that were disbursed on or before December 31, 2017.
- 2) Reflect “balance due PHEAA,” the school will be expected to reconcile and make a refund payment to PHEAA.

For examples, please reference [Appendix E – Summer 2017 Reconciliation Examples](#)

3. **PRE-DISBURSEMENT ROSTER** – term reports labeled “pre-disbursement rosters” which do not generate a fund transfer. The purpose of these pre-disbursement rosters is to conduct an enrollment and eligibility clean-up prior to the actual disbursement of funds. The return of pre-disbursement rosters:
 - is not permitted prior to the first day of classes for the term; and
 - is required to release State Grant funds with a term disbursement roster.

Schools are required to certify eligibility using the pre-disbursement roster before receiving and certifying a disbursement roster with associated funds as follows:

- a. ACADEMIC YEAR 2016-17 - Non-Pennsylvania schools, Business, Trade, and Technical schools, and certain other institutions.
- b. SUMMER 2017 – **All schools** are required to certify a pre-disbursement roster. Additionally, PHEAA expects schools to reduce over-disbursement, as noted in [Section B, paragraph 4](#) of this Chapter. Please refer to the TIPS for information on reporting that will assist your school with this obligation.



Summer Student Grant Applicants – Beginning in March, this weekly *PageCenter* report lists students who have applied at your school. You can use this report to get a jump-start on your enrollment verification.

Partner Interface – Beginning in March, schools can review all “Complete/Active” student records for the Summer 2017 term. After Summer awards are announced in late May, you may begin submitting requests to cancel students for “not enrolled,” etc. You may cycle through individual records and make corrections as needed or export the entire list into an Excel spreadsheet.

2017 GPAD Summer Processing– Beginning in late May, this weekly *PageCenter* report lists 4 weeks of eligibility changes to student records since initial Summer awarding. This includes newly added awards and those that have been cancelled or reduced.

4. **OTHER REPORTING** – Other PHEAA-produced reports, transmissions and listings may be used for clean-up and/or crediting (refer to “acceptable notifications” listed in [Section F, paragraph 4.c](#) in this Chapter). These include Status Listings, Status Transmissions Student Lists generated through *Partner Interface*, GPAD reports, etc.

Report	Availability	When (Approximate Month)	Access through Alec and the:
Status Listing or Status Transmission	Weekly, PHEAA - generated	Begins February (Estimated Eligibility); May (Conditional)	<i>PageCenter Report Repository</i>
Student Lists (<i>Partner Interface</i>)	Real-time, ad hoc school initiated exported lists	Begins February (Estimated Eligibility); May (Conditional)	State Grant Dashboard (<i>Partner Interface</i>)
GPAD Reports	Weekly, PHEAA - generated	Begins mid-May	<i>PageCenter Report Repository</i>

Refer to [Appendix C](#) for details on this reporting.



Most of the weekly school reports refresh overnight on Fridays or over the weekend. New data is available on Monday mornings in your school’s *PageCenter* mailbox. For additional information on reports, please reference [Appendix C](#).



- The Status Listing is a weekly report that provides the status, complete or incomplete, of all students attending your school. This report is a tool that captures point in time of State Grant status and its use is optional. More information on the Status Listing is available in [Appendix C](#). A reconciliation roster is generated after all term disbursements have been made. PHEAA requires your school to review and certify the eligibility of each student on the reconciliation roster. That roster may generate funds if it is determined that a balance is owed to your school.
- Please be aware that the Dashboard counts on *Partner Interface* represent records where updates were made. It is important to note that just because a record was updated does not mean that the student’s eligibility has changed. That is why the Dashboard does not entirely replace the weekly GPAD reports.

5. **ROSTER AVAILABILITY** - For security reasons, State Grant rosters are only available through electronic means which includes:

- a. *PAGECENTER REPORT REPOSITORY*; and/or
- b. **DISBURSEMENT TRANSMISSIONS** – Schools may elect to receive disbursement roster information through an electronic transmission. Transmission users continue to have access to the rosters housed in *PageCenter*. A layout and sample file is available in the *Document Library* under State Grant Program/ Technical and Processing Information. Contact Public Service Systems at **800.443.0646** to make arrangements.



Business Partner Access Management System (BPAMS) – All schools must have a signed and executed Remote Access Agreement (RAA) on file and are required to maintain access requests for their users. *PageCenter* access is necessary to access rosters for schools not using transmissions and/or *Partner Interface*. Refer to [Appendix D](#) for contact information.

6. **FUNDS AVAILABILITY** – Since PHEAA must request funds from the Commonwealth Treasury, Electronic Fund Transfers occur approximately 14 business days after the date the roster is generated.

- a. **ADJUSTMENT PROCEDURE** – All Pennsylvania institutions may be subject to an adjustment procedure whereby PHEAA reduces the term disbursement amount. Please note this adjustment procedure does not apply to annual reconciliation disbursements. PHEAA calculates the percent of the reduction by using the historical average percent of funds used by that institution for the past 3 years. Additionally, PHEAA evaluates the number of recipients for the prior period before applying the adjustment procedure. Schools must credit 100 percent of the award for which the student is certified as eligible. For example, if a school’s adjustment percentage is 80 percent and the student is certified as eligible for a \$1,000 award for the disbursed term, the school must credit the full award of \$1,000, not \$800 (80 percent). Notifications are sent as follows:

- i. **ACADEMIC YEAR 2016-17** – July 2016.
- ii. **SUMMER 2017** – March 2017.



- The total of funds received is not a factor in the evaluation.
- The percentage is calculated using a 3-year average rather than prior year statistics alone.



The adjustment percentage displays on your school’s College display FG3M. The percentage also displays after each term’s total disbursement amount on FG3S. Schools can request a supplemental roster once the first one has been returned to receive any balances owed by PHEAA to the school. This roster may include additional students that were not awarded in time for the first roster. Only one supplemental roster can be requested each term by completing the *Additional Funds Request* form. Please make this request via sghelp@pheaa.org.

F. CREDITING

A grant recipient is eligible for an award only for the term(s) during which the student complies with all State Grant eligibility requirements. PHEAA makes State Grant eligibility determinations and requires school certification of such on a term-by-term basis. Therefore, PHEAA requires the crediting of funds on a term-by-term basis. Do not credit a payment designated by PHEAA for a specific term to the student’s account for any other period of the academic or calendar year. The State Grant of a student who becomes ineligible after an award has been credited may need to be adjusted (Refer to [Chapter 4 – Costs and Award Adjustments](#)) for more information.

In sum, crediting:

- a. Must occur term-by-term
- b. Must occur after certification of all eligibility requirements
- c. Must be removed under the circumstances outlined in these procedures. For example, student withdrawals or changes in enrollment which impacts the ratio of online and classroom instruction (refer to [Chapter 4 – Costs and Award Adjustments](#)).

1. **PRELIMINARY CREDIT**- Before the school receives a term’s disbursement, the school may choose to post a preliminary credit to the student’s account. This means the school is permitting a deferment of payment (or bill deduction) of a portion of the term’s bill based on notification of State Grant eligibility. This action is generally done prior to the beginning of the term and prior to full certification of eligibility. The school may choose to defer the amount of the State Grant on a term-by-term basis if BOTH of the following have occurred:
 - a. The school has received notification of State Grant eligibility for the term in question at its institution. Acceptable notifications for preliminary crediting include documents that capture the student’s SSN or PHEAA Account Number, name, award amount and date, including:
 - i. A PHEAA student award notice; or
 - ii. A screen capture of a PHEAA award display; or
 - iii. Status Listings, Status Transmissions or GPAD reports
 - b. School records indicate the student is or will be enrolled for the minimum credits commensurate with their award type (full-time or half-time) in an approved program of study for the term in question. Schools may defer one-half of a full-time award to the account of an eligible half-time student. Please note that students at the minimum award levels may be ineligible for a half-time award. **PHEAA requires the school adjust the bill deduction, if necessary, for the reprocessed award.**
2. **PRELIMINARY CREDIT REMOVAL** - If PHEAA determines that a student with a previously announced award requires a reduction or cancellation and the term disbursement roster has not been generated, PHEAA will adjust the award. The term disbursement roster then reflects the reduction or cancellation of the student’s award. Schools that have applied a preliminary credit must remove it in whole or in part if:
 - a. The student does not appear or appears with a reduced award on the term’s disbursement roster; or
 - b. Full certification after the term has begun reveals the student ineligible for any reason (examples: PHEAA Income Validation or the student is a “no show”); or
 - c. The student’s enrollment status has changed prior to the date of the term disbursement roster.

Example 1 -

A student receives an award notice after the Fall disbursement roster is generated and the school pays the student based on that notification. It is later determined that the student is ineligible for further disbursements; therefore, the school cannot allow a Winter/Spring term preliminary credit to stand. The Fall credit was permissible but if the student does not appear on the subsequent term’s disbursement roster, other term preliminary credits must be removed.

Example 2 -

The student appears on the Fall disbursement roster with awards for both the Fall and Spring terms and is later selected for Income Validation. PHEAA assumes that only the Fall award has been credited. No additional preliminary credits (bill deductions) may be applied to the student’s account until Income Validation is completed.

3. **PRIOR TO FINAL CREDIT** - When signing the application, the student and parents specifically **authorize the educational institution** at which the student is enrolled to release to PHEAA any records or other information which have a bearing on State Grant eligibility. This authorization also extends to cases where the Agency questions a student’s eligibility and requests information from the school. **Do not credit** the student’s account when a student does not meet or does not appear to meet the enrollment or eligibility requirements set forth in these procedures. Rather, follow these steps:
 - i. **Report** electronically using the *Special Request* feature in *Partner Interface* with appropriate comments.
 - ii. **Inform** PHEAA of the potential discrepancy, all pertinent facts, including the State Grant crediting status, and the date of the discrepancy.

Example 1:

If it becomes evident that there is a significant difference between the financial information or family data (including family size and number enrolled) used by PHEAA in establishing State Grant eligibility and the data provided on other financial aid documents, the institution should not credit the student's account or apply a bill deduction.

Example 2:

PHEAA processes a student as financially independent, but the school is aware of incorrect information provided to PHEAA.



Please keep in mind that PHEAA is authorized to request and receive applicant information from the school that could potentially impact State Grant eligibility such as income tax returns of the student and/or parent. All students who have been awarded in a prior or current year or have completed and signed the State Grant Form (SGF) or Status Notice have attested to the [Rights & Responsibilities Certification Document, Section IV: Statement of Certification and Authorization, part iii](#) specifies "I, the applicant, authorize and direct the institution at which I am enrolled to release to PHEAA any records or other information in the possession of the institution or any of its officers or agents which relate to my record at their institution or bear upon my eligibility for State Grant assistance."

4. **FINAL CREDIT** - Crediting of Pennsylvania State Grant funds occur when the school commits State Grant funds for a particular student for whom all eligibility requirements have been met. This is done by paying the State Grant award to the student's account. The crediting date on the student's account is crucial in the determination of whether the institution is entitled to retain funds under certain circumstances. A school may be required to return funds, even after they have been credited, when the ratio of online and distance education credits impacts eligibility. In instances where the State Grants are not final or the term disbursement roster was not generated and the student's enrollment had changed since the beginning of the term, a school may be required to update the student's record to "not enrolled", "less than half-time" or "half-time", as appropriate. For more information, refer to [Chapter 4 – Costs and Award Adjustments](#). PHEAA provides notifications to the school regarding **Income Validation and/or special Agency reviews, which affect eligibility. Therefore, do not make a final credit until PHEAA provides notification of review completion.** The school may apply a final credit when the school has performed all the eligibility checks for the student as set forth in these procedures and:
- a. the student appears on the term's disbursement or reconciliation roster (not a pre-disbursement roster);
OR
 - b. the term's disbursement roster has been generated and:
 - i. the school has excess cash from the academic period to permit redistribution of funds (refer to [paragraph E](#) entitled *Excess Cash/Netting Process*); AND
 - ii. the school has received an acceptable notification of State Grant eligibility for the term in question as noted below in [paragraph C](#); AND
 - iii. the roster is **not** a Summer reconciliation roster.
 - c. **Acceptable notifications** include documents that capture the student's SSN or PHEAA Account Number, name, award amount and date, including:
 - i. A PHEAA student award notice; or
 - ii. A screen capture of a PHEAA award display; or
 - iii. Status Listings, Status Transmissions or GPAD reports



Funds are designated for a particular student on a term or reconciliation disbursement roster. PHEAA recognizes that the roster is generated approximately 14 business days in advance of the fund transfer and allows the school to credit or pay from institutional resources before actual receipt of those funds for a certified eligible student.

5. CHANGES AFTER A ROSTER RECEIPT

In cases of withdrawal, it is the school’s responsibility to notify the Agency immediately if funds have been credited to the student’s account. The school may be liable for the amount of the adjusted award if a “double” disbursement (a disbursement for the same term/period) to another institution occurs because the Agency was not informed that all or a portion of the award had already been credited. Please refer to [Chapter 4 – Costs and Award Adjustments](#) for more information.

- 6. ASSUMPTIONS** – When the term disbursement roster is issued prior to the student’s initial award announcement (and the student, therefore, does not appear on that term’s disbursement roster), PHEAA will assume that the award has **not** been credited to the student’s account. When the student’s award announcement occurs prior to the term’s disbursement roster, the student should appear on the roster and PHEAA assumes the award has been or will be credited. Schools should promptly notify the Agency if the actual crediting status varies from the above assumptions.

Assumptions Example Set – School A received Fall roster on 9/2/2016

Student	Status	PHEAA Assumption
A	Student was on Fall pre-disbursement roster but not the Fall disbursement roster	Award was not credited since <u>crediting is not permitted</u> .
B	Student was on both Fall pre-disbursement roster and Fall disbursement roster and the roster was returned	Funds were credited.
C	Student was on both Fall pre-disbursement roster and Fall disbursement roster and the roster was not returned	Funds will be credited. PHEAA may contact the school to confirm if the student’s eligibility comes into question.
D	Student was not on the term Fall roster but received an award on 9/4/2016	Funds will be credited based upon netting process (refer to Section D in this Chapter) for the Fall term. PHEAA may contact the school to confirm if the student’s eligibility comes into question.

- 7. PHEAA COLLECTABLES/OFFSETS** – PHEAA designates student accounts as “PHEAA Collectable” (may also be labeled PHEAA Collectible) or PHEAA Offset, when PHEAA pursues collection of overawarded funds directly from a student. This occurs when:

- the award reduction or cancellation occurs after the term’s disbursement roster; and
- the school has already credited the previously announced award in good faith after correct certification of eligibility.

PHEAA posts the amount (the total for all such students) to the school’s account so that disbursed dollars can continue to be reconciled with awarded dollars. The initial State Grant credit should remain on each individual student’s account since this was the amount which was disbursed to the school on the student’s behalf and credited to the student’s account “in good faith” before the refund and/or offset action was initiated. Schools must not adjust the amount of the subsequent term’s award to recoup the overaward received for a prior term. PHEAA will take action to recover the overaward and the award amount shown for subsequent terms will be the amount after offset.

- a. PHEAA COLLECTABLE – PHEAA requests repayment of the overaward from the student.
- b. PHEAA OFFSET – PHEAA has reprocessed the record and recovered all or part of the overaward received for prior terms by adjusting the grant(s) for remaining terms of the same academic year. All terms affected by this reprocessing will reflect an award adjustment for reason C (offset).

Example:

A student's eligibility is \$3,000 (\$1,500 per term) and PHEAA reprocesses based on new financial data causing an award change to \$2,200 (\$1,100 per term). This occurs after the Fall disbursement. The Agency will recover the \$400 Fall overaward by adjusting the Spring term eligibility from \$1,100 to \$700. The student's record per PHEAA would then reflect the original grant of \$1,500 for Fall, an adjusted grant of \$700 for Spring, and the phrase, "Current Yr Offset \$400." PHEAA identifies the record by the message "PHEAA Offset" on the roster. The school should allow their initial Fall term credit of \$1,500 to stand and should credit \$700 for Spring, thus permitting the student their total eligibility of \$2,200 for the year.

- c. SCHOOL ATTEMPTS AT COLLECTION - The school should not attempt to collect the State Grant overaward (assuming it has already been credited) since the Agency is pursuing the refund. PHEAA requires notification by the school in writing of incorrect pursuit in order to discontinue collection efforts. Contact PHEAA immediately by *Special Request* via *Partner Interface* if funds were not credited to the student's account and the funds will be returned to the Agency.
- d. CORRECTIONS TO PHEAA COLLECTABLE/OFFSET RECORDS - Schools should not make an adjustment to and/or credit an award that has been marked as a PHEAA Collectable or PHEAA Offset. If changes are necessary to records that are designated as such, contact PHEAA immediately by submitting a *Special Request* and marking the change as "PHEAA Collectable Student."

Examples

Student	Current Status	Change Needed	Action
A	Student record shows Spring 2017 as "full-time" and the record is marked "PHEAA Offset."	School needs to correct Spring enrollment to "half-time."	Do not make the update; submit a <i>Special Request</i> .
B	Student record shows Fall as "half-time" and the record is marked "PHEAA Offset."	School needs to adjust the Fall award for a withdrawal.	Do not make the update; submit a <i>Special Request</i> .

e. COMMUNICATIONS

- i. STUDENT REFUND/OFFSET LETTER – PHEAA provides a copy of the student's refund letter to the school and expects retention in the student's school file. The school is advised to verify the student's eligibility and enrollment status and to advise PHEAA of changes immediately.



The amount PHEAA is collecting from all students for the period is also displayed on FG3S, the *Disbursement and Awards Summary* page. It is labeled "*Total PHEAA Collectable Refund*."

- ii. ROSTER SUMMARY PAGE - The summary page lists the PHEAA Collectable/Offset amount, which represents the total amount of refunds that the Agency has recovered or requested directly from students. A dollar amount also appears in the Student Identification column of the roster for these recipients. The funds disbursed on the roster include the dollar amount shown in the PHEAA Current Refund Request column. **The amount is not part of the "Refund To Be Sent To PHEAA" on the Summary page.** Schools should ADD these amounts to the total awards when balancing the State Grant account for the year.



The PHEAA Collectable amounts display in the "*Special Messages*" box on the *Student Record* in *Partner Interface*. The student disbursement record (FG7E) also displays the "*PHEAA Collectable Refund Amount*."

- iii. PHEAA STUDENT RECORDS – PHEAA displays the student's initial eligibility for any credited terms and the revised eligibility for subsequent terms, including adjustments for offsets.

8. **PHEAA REVIEWS** – PHEAA conducts eligibility reviews or audits on student records throughout the processing cycle. The status of disbursement and payment assumptions noted in the previous sections are important to the action PHEAA takes when a student is determined ineligible.
- TREATMENT OF FUNDS** - When **any** student’s eligibility is suspect, PHEAA will withhold disbursement. Once the case is satisfactorily resolved, PHEAA notifies the student.
 - NOTIFICATION** - The weekly *PageCenter Income Validation/Other Review* listing provides the names of students with suspect information. The students remain on this listing until the review is completed. Schools should not post the final credit to the student’s account after receiving notification and should advise State Grant and Special Programs via a *Special Request* through the *Partner Interface* (to provide documentation for PHEAA records) that the award has not been credited. Such action may prevent unnecessary collection efforts.

Example

A student’s record has been identified as suspect after the Fall disbursement roster was generated. PHEAA assumes the Fall funds were credited. If the school has not posted a final credit, the school should submit a *Special Request* through *Partner Interface* so that the grant may be cancelled until Validation is completed.

- INCOME VALIDATION PROCESS** – Although there are many reviews, PHEAA Income Validation is one of the largest and is segregated in separate *GPAD* reporting in *PageCenter* and *Partner Interface* student list filtering for this reason. Income Validations is an automated process by which PHEAA compares the income reported on the 2016-17 Free Application for Federal Student Aid (FAFSA®) to the income reported on the 2015 State Income Tax Return or estimated income. Awarded records included in this process are subject to reduction or cancellation if there is a difference in critical items.



Income Validation is an exchange of data between PHEAA and the Pennsylvania Department of Revenue (PDR). That exchange prompts PHEAA to review the student’s income in cases when a discrepancy is identified.

An income/asset review may be conducted when PHEAA staff identify conflicting information either in the current or prior award year.

G. ROSTER CERTIFICATION

Submission of the signed certification page of a term disbursement roster indicates to PHEAA that you have made all required changes of student eligibility as of the signature date. PHEAA assumes that upon receipt, electronic updates were already submitted via *Partner Interface* or State Grant Certification transmission and that both award eligibility confirmation and fund crediting have occurred. This certification extends to confirmation of all eligibility statuses including a student’s reject or cancellation status.

- The institution for each term must process electronic disbursement transmissions or disbursement rosters. Processing means completion of eligibility verification submission of corrections, and award certification in accordance with these procedures.
- If, after complete review of the student’s status according to these procedures, the student is not eligible for all or any portion of the payment for the term being reviewed, or if the school questions the student’s State Grant eligibility for any reason, report ineligibility and do not credit the student’s account or allow a bill deduction.
- After eligibility certification and fund crediting for each recipient occurs, the school should sign the electronic roster certification page. Refer to [Appendix B - How to Submit Corrections to Student Data and Certify](#).

NOTES:

CHAPTER 6 – PROGRAM REVIEWS AND AUDITS

A. OVERVIEW

A program review or audit is performed to assess the capability of an educational institution to manage financial aid programs administered by PHEAA on behalf of the U.S. Department of Education and the Commonwealth of Pennsylvania. The main scope of the program review will include the school's administration of the Pennsylvania State Grant Program. Other programs reviewed, if administered by the school, include, but are not limited to the following:

- Higher Education of the Disadvantaged (Act 101) Program
- Blind or Deaf Beneficiary Grant (BDBG) Program
- Educational Training Grant (Chafee) Program
- PA National Guard Education Assistance Program (EAP)
- Institutional Assistance Grant (IAG) Program
- Partnership for Access to Higher Education (PATH) Program
- PA Targeted Industry Program (PA-TIP)
- Ready to Succeed Scholarship (RTSS) Program
- State Grant Distance Education Pilot Program (SGDEPP)
- State Work-Study Program (SWSP)
- Federal Work-Study Program - On-Campus (FWS-ON)
- Federal Work-Study Program - Community Service (FWS-CS)

These reviews and audits maintain the integrity of the administration of the programs and the good stewardship of Pennsylvania taxpayer dollars.

B. TYPES OF REVIEWS

PHEAA conducts five main types of program reviews and audits.

1. **ROUTINE PROGRAM REVIEW** – A Routine Program Review includes a review of school policies and practices as well as a sample of student accounts for one designated award year. A routine review takes approximately one to three days to complete.
2. **FOLLOW-UP PROGRAM REVIEW** – For institutions that have an error rate greater than 4.00% or that have four or more administrative findings during a Routine Program Review, a Follow-up Program Review is scheduled for the year following the Routine Program Review. The Follow-up Program Review takes approximately one to three days to complete.
3. **PROBATIONARY PROGRAM REVIEW** – For institutions that, for a second year in a row, have either an error rate greater than 8.9% or four or more administrative findings during a Routine Program Review, a Probationary Program Review is scheduled for the next year. The Probationary Program Review takes approximately one to three days to complete and reviews records from one designated award year.
4. **SCHOOL CLOSING REVIEW** – A School Closing Review is conducted when an institution closes. The review is conducted within 30 days before the school closure date and takes approximately one to three days to complete.
5. **AUDIT** – An audit is conducted when there is reported or suspected fraud at the institution. The duration of the audit is dependent upon the number of student records that must be reviewed. The institution's officials must respond to the findings and make all requested refunds within 30 days or make a formal request for an extension. Audits for suspected or reported fraud are usually unannounced to the school.

In all of the reviews and audits, PHEAA will evaluate the following:

1. General institutional eligibility;
2. Program administration;
3. Student eligibility;
4. Student financial aid files;
5. Student admission, academic, registration, and attendance records; and
6. Fiscal administration records.

C. REVIEW SCHEDULING

Schools are notified in writing, from PHEAA's Compliance Services, of the dates for a scheduled program review and the award year(s) to be reviewed. The notification comes approximately two months before the review is scheduled.

Routine Program Reviews are scheduled for a school approximately every two to three years. Follow-up and Probationary Program Reviews are scheduled for the following calendar year. In the case of a program review, a school may request an alternative date if other institutional activities would inhibit the availability of full participation by campus personnel in the program review process. Other institutional offices engaged in the review may include Admissions, Bursar, Business, Registrar, and Act 101 staff, if applicable.

School Closing Reviews are scheduled prior to the closing of the school. Audits are not scheduled in advance.

D. INSTITUTIONAL READINESS

In the program review scheduling letter, the school is provided with a list of materials that must be sent to PHEAA's Compliance Services within five days of notification of the visit. These items must be emailed and include the following:

1. Institutional tuition refund policy
2. Satisfactory Academic Progress policy
3. Identification of online or hybrid courses

It is common practice to ensure that these reviews are conducted smoothly and efficiently. Therefore, PHEAA recommends that institutions develop and communicate a set of standard operating procedures for the review. Specifically, institutions are encouraged to:

- notify appropriate campus personnel and offices of the dates/times of any scheduled visit;
- develop a contact list for Compliance staff;
- establish appropriate office space for the Compliance staff to conduct their work;
- notify campus security of external visitors by providing the name of the PHEAA reviewer along with their affiliation to ensure campus access;
- establish information sharing protocol:
 - » how information, especially NPPI, is to be delivered
 - » acceptable turn-around time between data requests and provision to Compliance staff
 - » preferred format for information delivery
- establish access to online systems, if required by Compliance staff
 - » which Compliance staff will be granted view access to system screens
 - » training needs for Compliance staff in order to review system screens.

E. PROTOCOL FOR REVIEWS AND AUDITS

PHEAA's Compliance Services staff will arrive on campus on the dates of the scheduled program review or audit. In the case of an audit, Compliance staff will arrive unannounced at the Financial Aid Office and explain the purpose of their visit. The time needed for the on-site review depends upon the type of review being conducted and the number of files to be reviewed. The on-site visit will consist of three segments.

1. **ENTRANCE INTERVIEW** - Each program review/audit will begin with an entrance interview. All school officials who are directly associated with the administration and procedures that are under review should be invited to attend the interview. In the entrance interview, the Compliance Coordinator will:
 - explain the purpose and scope of the review;
 - discuss any questions or concerns resulting from his or her evaluation of the pre-review materials sent in advance, including questions or concerns about school policies or procedures;
 - answer any questions that school officials may have;
 - ask the financial aid director to identify appropriate contacts from each office involved in the program review; and
 - provide school officials with a list of the students whose records will be included in the file review.

The review will include a sample of student files from all PHEAA-administered programs.

Type of Review	Sample Size
Routine Program Review	<p>State Grant: 30-45 State Grant files. For schools with less than 30 files, 100% of the files will be reviewed</p> <p>Special Programs: 10 records per program or 100% of all records if there are less than 10</p>
Follow-up Program Review	<p>State Grant: 30-45 State Grant files. For schools with less than 30 files, 100% of the files will be reviewed</p> <p>Special Programs: 10 records per program or 100% of all records if there are less than 10</p>
Probationary Program Review	<p>State Grant: 30-45 State Grant files. For schools with less than 30 files, 100% of the files will be reviewed</p> <p>Special Programs: 10 records per program or 100% of all records if there are less than 10</p>
School Closing Program Review	<p>State Grant: 100% file review</p> <p>Special Programs: 100% file review</p>
Audit	<p>State Grant: 100% file review</p> <p>Special Programs: 100% file review</p>

2. **FILE REVIEW** - Each file is reviewed to determine compliance with program regulations and policies. These files must include the following documentation as applicable:
 - Student contracts, enrollments, agreements, or registration forms
 - Evidence of admissions criteria such as high school diploma or GED. The type of admission category must also be provided
 - Completed admissions and financial aid forms
 - Class schedules and attendance records
 - Documentation of satisfactory Academic Progress
 - Documentation supporting the student's withdrawal date
 - Refund calculation worksheet
 - Student need analysis documentation
 - Student account cards or ledgers and any pertinent supporting documentation
 - Bank accounts established for PHEAA programs
 - Documentation of student refund checks being negotiated

Potential findings are discussed with school officials during the on-site visit. Prior to the exit interview, school officials will receive a "point sheet" identifying each potential finding (See [Appendix G](#)). School officials are provided with the opportunity to respond to these issues.

3. **EXIT INTERVIEW** - The on-site review will conclude with an exit interview. It is important for all school officials who were involved in the program review/audit to be invited to attend the exit interview as well. At the exit interview, the Compliance Coordinator will:
 - reiterate the purpose and scope of the review;
 - discuss all unresolved findings;
 - recommend changes to policies, procedures, and/or financial aid processes;
 - explain the timeline for the school to provide any outstanding information or documentation; and
 - answer any questions that school officials may have.

In addition, the school is advised of the requirements to resolve the findings and of all potential liabilities. If a Program Improvement Plan (PIP) is necessary, this will be discussed. Additional information on the PIP is provided in [Section G](#).

F. PROGRAM REVIEW AND AUDIT FINDINGS

The two types of findings that may result from a program review or audit are financial findings and administrative findings.

1. **ERROR RATE POLICY** - Financial findings occur when State Grant funds have not been paid correctly or not paid at all. These findings will result in an error rate calculation.

An error is defined as any financial variance of +/- \$50 on an individual student's State Grant award. This would treat both overpayments and underpayments as reportable errors if the amount is \$50 or greater. Using the total sample size of the students reviewed as the denominator, the number of students with a reportable error will be placed in the numerator. The resultant calculation will produce the institutional error rate. A student with one or more reportable errors will still only be counted as one error for the institutional error rate calculation.

Pursuant to the State Grant Program regulation (§ 121.59 a), once an error rate is calculated, the institution will be categorized as follows:

Error Rate	Description	Results
0% to 4.0%	Acceptable	No planned follow-up.
4.1% to 8.9%	Discrepancies Exist	Follow-up review within 12 to 18 months.
9.0% or More	Unacceptable Rate	School placed on Pre-disbursement schedule and follow-up review scheduled within 12 to 18 months.

2. **ADMINISTRATIVE FINDINGS** - The Agency may conduct further examinations of student aid and related records as it deems necessary to protect the financial interests of the Agency or its student aid recipients (§ 121.59 b). The following list provides a number of common administrative issues that will be cited:
- a. Late submission of two or more rosters for a particular award year (rosters submitted after the announced due date)
 - b. Late return of refunds. Refunds returned more than 60 days after roster completion
 - c. Large percentage change (50% or greater) in total grant disbursements from initial disbursement roster
 - d. Student educational costs misreported or miscalculated by +/- \$50. This may or may not affect the actual State Grant/Special Program award values
 - e. Institutional educational costs not submitted annually by the due date
 - f. Not crediting the State Grant/Special Program award within 30 days of receipt of the disbursement roster (except for students enrolled in modular classes)
 - g. State Grant/Special Program award credited to an incorrect term
 - h. Transfer credit documentation unavailable
 - i. Miscalculation of award eligibility for student withdrawals
 - j. In unique terms or modular programs, funds credited before student established eligibility
 - k. Academic Progress not accurately calculated
 - l. Remedial exception indicators not reported when necessary
 - m. Students paid while enrolled in an ineligible program of study
 - n. New programs of study not reported to PHEAA, if required
 - o. Amount credited does not agree with amount disbursed
 - p. Online courses are not clearly distinguished from in-classroom instruction
 - q. Missing institutional documentation in student records (Admissions, Bursar, Registration, etc.)
 - r. Failure to submit an institutional name change within 30 days
 - s. Change of ownership not reported within 30 days
 - t. Special Programs findings
 - u. Any other administrative shortcomings identified by PHEAA staff

For schools with high error rate findings or four or more administrative findings, the school will be required to complete a PIP developed by PHEAA staff.

G. PROGRAM IMPROVEMENT PLAN (PIP)

A Program Improvement Plan (PIP) is a mechanism to identify institutional administrative weaknesses and to provide support for schools. The PIP provides a roadmap for school improvement and may encompass the activities of a number of different campus offices. A PIP is required of schools that have an error rate that exceeds 8.9% or have four or more administrative findings during a program review. A copy of a PIP is provided in [Appendix H](#).

H. PROBATION AND TERMINATION

Depending upon the number and types of errors committed by a school and the number of years in which these errors occurred, a school may be placed in a category according to the provisions below:

1. **PROBATION: LEVEL I** - Probation status is defined in policy for schools having an error rate exceeding 8.9% (Regulation § 121.59. Error rate policy) or more in program reviews for two consecutive reviews. Compliance Services will generate a report identifying schools that meet this threshold. Impacted schools will be notified in writing by State Grant and Special Programs of their standing. Schools on Probation Level I are subject to the following:
 - the Pre-disbursement process for the State Grant Program;
 - completion and submission of a PIP;
 - scheduled annual program reviews until two consecutive reviews have acceptable final error rates of 4.0% or less;
 - continued monitoring by PHEAA; and
 - individualized training regarding identified issues conducted by PHEAA staff not to exceed a duration of two days within ninety days of probation status determination.
2. **PROBATION: LEVEL II** - Schools that exhibit continuous high error rates or do not show signs of improvement to rectify identified errors are placed on Probation Level II when error rates exceed 8.9% for three consecutive award years. Compliance Services will generate a report identifying schools to be placed on Probation Level II. Impacted schools will be notified in writing by State Grant and Special Programs of their standing. Schools placed on Probation II are subject to the following:
 - disbursements held until the end of the payment period when written verification of student enrollment and eligibility is submitted to PHEAA;
 - completion and submission of a PIP to PHEAA's Compliance Services for each finding;
 - campus training regarding identified issues conducted by PHEAA staff not to exceed a duration of two days within ninety days of probation status determination;
 - scheduled for annual program reviews until such time as two consecutive reviews have acceptable final error rates of 4.0% or less; and
 - continued monitoring by PHEAA.
3. **REMOVAL FROM PROBATIONARY STATUS** - Two consecutive program reviews with a final error rate of 4.0% or less qualifies a school for removal from probationary status. PHEAA will notify the institution via letter of the change in status. The school will continue to be monitored by PHEAA for an additional two years.

4. TERMINATION FROM PROGRAM PARTICIPATION - Ongoing concerns identified during program reviews and/or failure to comply with Agency regulations for the State Grant and Special Programs will result in an institution's termination from participation. PHEAA's Institutional Approval Committee (IAC) is responsible for recommending school removal from the list of approved institutions upon referral from Compliance Services. IAC prepares a recommendation for termination to the President/CEO of PHEAA based on regulatory authority granted in Pa Code § 121.32 (e) and (f). Factors that contribute to termination include:

- High Error Rate (exceeds 8.9% or higher) for schools on Level II Probation lasting a minimum of five years from the original Level I Probation status
- Academic Fraud
- Financial Fraud
- Bankruptcy
- School Closing
- High Cohort Default Rate
- Other Recognized Administrative Issues

If approved for termination, the PHEAA's President/CEO sends a letter notifying the school of its removal as an approved school for participation in the Pennsylvania State Grant and/or Special Programs. The letter includes the reason for the decision, along with a copy of the specific violations as noted above and the appeal process for future reinstatement. Termination begins with the next award year.

5. REINSTATEMENT FROM TERMINATION – Schools may apply for reinstatement from the termination status but will be subject to review by Compliance Services as a new school applicant. The observations and recommendations from Compliance Services are sent to the IAC for review, and a summary report is forwarded to the President/CEO. Reinstatement is at the discretion of the President/CEO. If a request for reinstatement is denied, the school may reapply for eligibility after a waiting period of no less than two years from the date the school was denied reinstatement.

If a school is granted reinstatement, the school is subjected to a full program review for a minimum of three years. If a reinstated school exhibits the same or similar errors, lack administrative controls, or concerns with program integrity, the school faces Probation II and/or immediate termination from the State Grant and/or Special Program in question. This decision is at the discretion of the PHEAA President/CEO.

6. IMPLEMENTATION - This policy is effective with 2016-17 Award Year reviews and the probationary and termination determinations under this policy commence at that time for all schools without consideration for prior year probationary status.

I. PROGRAM REVIEW REFUNDS

When monetary findings are identified by Compliance staff, a refund must be made to PHEAA.

Monetary findings will be reported in the program review findings letter. If it is determined that the student(s) referenced in the program review findings letter were not eligible for the referenced funds, schools must refund the money to PHEAA.

Schools wanting to pay via paper check must write the check payable to PHEAA and return it with the form that was enclosed in the findings report. This information should be mailed to:

PHEAA - Program Review
1200 North Seventh Street
Harrisburg, PA 17102-1444

NOTES:

APPENDIX A – STATE GRANT CALENDAR – JUNE 2016 THROUGH MAY 2017

JUNE 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 2015-16 Reconciliation and Refund DEADLINE	2 Approximate Summer 2016 Pre- Disbursement Roster Start*	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30 2015-16 School Updates Stop**		

*Date is dependent upon Summer term start date as reported on the 2016-17 State Grant Educational Cost Form.

**2015-16 update capability via *Partner Interface* ends.

JULY 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 <ul style="list-style-type: none"> • Approximate Commonwealth Budget Passage • 2016-17 Select <i>Partner Interface</i> Updates Available* 	2
3	4 Independence Day - PHEAA Offices Closed	5 1 st Summer 2016 Rosters (Tentative)	6	7	8	9
10	11	12 2016-17 Select <i>Partner Interface</i> Updates Available**	13	14	15 Latest Summer 2016 Semester Start	16 Earliest Fall 2016 Semester Start
17	18	19	20	21	22	23
24	25 <ul style="list-style-type: none"> • Last Summer Pre-Disbursement Rosters Generated • 1st Summer 2016 Funds (Tentative) Available* 	26	27	28	29	30
31 2015-16 Academic Year Credit Reporting DEADLINE						

No specific date: Adjustment Percentage notifications for the 2016-17 Academic Year sent to Financial Aid Offices.

*Approximate release of *Partner Interface* update function: Award Adjustments.

**Approximate release of *Partner Interface* update function: Credit Reporting.

AUGUST 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 <ul style="list-style-type: none"> • 2016-17 First-Time Applicants DEADLINE* • Latest Summer 2016 Quarter Term Start Date 	2 Earliest Fall 2016 Quarter Term Start Date	3 2 nd Summer 2016 Rosters	4	5	6
7	8	9	10	11	12	13
14	15 Student Summer 2016 Application DEADLINE	16	17	18	19	20
21	22 Start Fall 2016 Disbursements (Tentative)**	23	24	25	26	27
28	29	30	31			

*First-time applicants enrolling: at a community college; a designated Pennsylvania Open-Admission Institution; a business, trade, or technical school; a hospital school of nursing; or in a 2-year program that is not transferable to another institution.

**Fall 2016 disbursements begin in mid-August and will run through late November.

SEPTEMBER 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Labor Day - PHEAA Offices Closed	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Summer 2016 Reconciliation Rosters Start	4	5	6	7	8
9	10 Columbus Day – PHEAA Offices Closed	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 <ul style="list-style-type: none"> • Summer 2016 Reconciliation and Refund DEADLINE* • Summer 2016 Student Reconsideration DEADLINE 					

*Outstanding Summer 2016 reconciliation roster or refunds will prevent 2016-17 Academic Year funds after this date.

NOVEMBER 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Latest Fall 2016 Quarter Term Start Date	2 Earliest Winter Quarter 2016-17 Term Start Date	3	4	5
6	7	8	9	10	11 Veterans Day – PHEAA Offices Closed	12
13	14	15 Latest Fall 2016 Semester Term Start Date	16 Earliest Spring 2017 Semester Term Start Date	17	18	19
20	21 Approximate Start of Winter 2016-17 Disbursements*	22	23	24 Thanksgiving Day – PHEAA Offices Closed	25 PHEAA Offices Closed	26
27	28	29	30			

*Winter 2016-17 disbursements begin in late-November and run through mid-February.

DECEMBER 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12 Start Spring 2017 Semester Disbursements (Tentative)*	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Christmas Day Observance – PHEAA Offices Closed	27	28	29	30	31 <ul style="list-style-type: none"> • Last Request Date for Summer 2016 funds • Summer 2016 Credit Reporting DEADLINE

*Spring 2017 Semester disbursements begin in mid-December and run through mid-February.

JANUARY 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 New Year's Day Observance – PHEAA Offices Closed	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Dr. Martin Luther King, Jr. Day – PHEAA Offices Closed	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Latest Winter 2016-17 Quarter Start Date	2 Earliest Spring 2017 Quarter Start Date	3	4
5	6 <ul style="list-style-type: none"> • Stop. Winter Quarter and Spring Semester Rosters • Start Spring 2017 Quarter Rosters (Tentative) 	7	8	9	10 1 st 2017-18 Run of Status Listings (Tentative)	11 1 st 2017-18 Run of GAPS Reports (Tentative)
12	13	14 <ul style="list-style-type: none"> • Start Spring 2017 Quarter Disbursements (Tentative)* • Release 2017-18 Estimated Need (Tentative) 	15	16	17 1 st 2017-18 Run of Status Transmissions (Tentative)	18
19	20 President's Day – PHEAA Offices Closed	21	22	23	24	25
26	27	28				

*Spring 2017 Quarter disbursements begin in mid-February through late March.

MARCH 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13 Start of 2017-18 Educational Cost Form Submissions	14	15 <ul style="list-style-type: none"> • Latest Spring 2017 Semester Start Date • Summer 2017 Student Online Application Available 	16 Earliest Summer 2017 Semester Start Date	17	18
19	20 Stop for Spring 2017 Quarter Rosters	21	22	23	24	25
26	27 Summer 2017 Adjustment Percentage Notifications Sent	28	29	30	31	

APRIL 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 2016-17 Student Reconsideration DEADLINE
2	3 Approximate Start of 2016-17 Academic Year Reconciliation Rosters	4	5	6	7	8
9	10 Approximate End of 2017-18 Educational Cost Form Submissions	11	12	13	14 2017-18 Status Listings and Transmissions Suspended*	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

*PHEAA begins process of transitioning 2017-18 from Estimated Need to Actual Need (Conditional Awards).

MAY 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 <ul style="list-style-type: none"> • Latest Spring 2017 Quarter Start Date • 2017-18 Application DEADLINE* 	2 Earliest Summer 2017 Quarter Start Date	3	4	5	6
7	8 Approximate 1 st Run 2017-18 Student Eligibility Notices	9	10	11	12 2017-18 Status Listings and Transmissions Resume (Actual Need)	13
14	15 2017-18 Select <i>Partner Interface</i> Updates Available**	16 Approximate Start of 2017-18 GPAD Reports	17	18	19	20
21	22	23	24 Approximate Release of Summer 2017 Student Award Letters	25	26	27
28	29 Memorial Day – PHEAA Offices Closed	30	31			

*Application deadline for: 1) Renewal students; 2) all non-renewal students enrolling in a degree program or a college transferable program at a junior college or other college or university (excludes community colleges and approved Pennsylvania OpenAdmission schools).

**Approximate release of 2017-18 *Partner Interface* update functions: Cancel/Reinstate; Cost Override; and <50% Classroom.

APPENDIX B –

HOW TO SUBMIT CORRECTIONS TO STUDENT DATA AND CERTIFY

1. **PRIOR TO CERTIFYING** – Report corrections electronically prior to certifying a roster. Correction options:

- A. **ELECTRONIC CERTIFICATION TRANSMISSION** allows submission of data corrections on large groups of records through use of preformatted flat files. Technical layouts are available in the *Document Library: State Grant Program/Technical and Processing Information*. Contact our Public Service Systems at Public_Service_Systems@pheaa.org to begin using this format.



Certification Transmissions were developed long before the inception of *Partner Interface*. The codes are based on the transfer of binary data (e.g. 1 means 'Yes', 2 means 'No', etc.) and have never directly correlated to the codes and meanings that are found in the State Grant record fields. Your school must follow the Certification Transmission layout to understand what codes must be updated in order to successfully submit corrections to your State Grant records.

Annually, it is the school's responsibility to contact PHEAA regarding testing (or opting out) and arranging for the first production run. All current school transmission users must email PHEAA a plan for testing or confirm a choice to opt out of testing. Contingent upon test results, additional testing may need to occur. Currently, PHEAA does not have an automatic notification process so there needs to be diligent communication to PHEAA regarding your school's test plans.

- B. **PARTNER INTERFACE** is a Web portal that allows school users to manage Pennsylvania State Grant student records on the Web. School users can search for, view and **update individual student records**; view eligibility records; **submit *Special Requests* when changes cannot be made on the portal**; request **primary school changes**; access the online Web Certification Form; **use mass update queues to update multiple student records (up to 100)**; and access and export student listings through a State Grant dashboard.

Administrators can access the interface through *Alec*, PHEAA's school portal. Tutorials, pre-recorded webinars and other training materials are available at PHEAA.org/training. A sign-in and search tutorial explains how to sign into *Alec*.

The *Special Request* feature of *Partner Interface* should only be used when these procedures instruct you to do so or when there are no other reporting options. Requests should be **brief**. For example, "Student request to refuse Summer grant on file" or "Grant not credited, returning funds."

Special Request Examples

Appropriate Use:

- | | |
|---|---|
| <ul style="list-style-type: none"> • To retract “Less Than 50% Classroom” reporting • To report when funds have not been credited and will be returned so that PHEAA can discontinue a student refund (PHEAA Collectable) • To request changes that cannot be processed due to a pending review by PHEAA | <ul style="list-style-type: none"> • To submit costs that are more than 25% greater than reported • To report questionable eligibility on items such as EFC, Pennsylvania domicile, etc. • To report a non-Pennsylvania address change |
|---|---|

Inappropriate Use:

- | | |
|---|--|
| <ul style="list-style-type: none"> • To report a change to year in school (nursing schools) • Submitting costs that are more than 25% lower than reported • Submitting adjustments due to withdrawal | <ul style="list-style-type: none"> • Reporting enrollment or Pennsylvania address changes • Reporting “Less Than 50% Classroom” for additional terms |
|---|--|

2. **SUBMITTING CERTIFICATION** – After making all corrections electronically or if no student corrections are needed, complete, sign, and return the Certification page. Submission options:
- A. **ONLINE CERTIFICATION PAGE (REQUIRED METHOD)** – Access the online Certification Page via the home page in *Alec* by selecting *State Grant Disbursement Certification* from the dropdown or link under *State Grants*. This will take you directly to the *Document Library: State Grant Program/Handbooks, Certification Procedures, Workshop Materials and Roster Certification Page*. Please print the completed page PRIOR to submitting and keep a copy for your files. PHEAA logs activity on your school’s activity page (FC5S) upon nightly certification processing. PHEAA staff will update your school’s disbursement information on the FG3S transaction.
- B. **PAPER ROSTERS CERTIFICATION PAGE ONLY (PRINTED FROM PAGECENTER)** can be submitted via fax as a **last resort method**. If you are unable to submit the electronic Certification Page, you may print the final page of the roster which is output to the *PageCenter* repository. Keep a copy for your records and fax the completed and signed Certification Page to **717.720.3786**. **DO NOT FAX OR MAIL PAPER COPIES OF STUDENT RECORD UPDATE REQUESTS. STUDENT UPDATES MUST BE SUBMITTED THROUGH PARTNER INTERFACE OR THE STATE GRANT CERTIFICATION TRANSMISSION PROCESS ONLY.**

APPENDIX C – VIEWING DATA AND REPORTS

Getting Started - Each school that is participating in the State Grant Program must have a fully executed Remote Access Agreement (RAA) and have at least one authorized user at the school to access the systems referenced in this document. PHEAA manages access through the Business Partner Access Management System (BPAMS). This secure web interface ensures that our business partners are meeting the security requirements of PHEAA. If you require assistance with access, please reference [Appendix D](#) for contact information.

- Partner Interface** is a web portal that allows school users to manage Pennsylvania State Grant student records on the web. School users can **search, view,** and update individual student records; **view eligibility records;** submit *Special Requests* when changes cannot be made on the portal; request primary school changes; access the online Web Certification Form; use mass update queues to update multiple student records; and **access and export student listings through a State Grant dashboard.** Administrators can access the interface through *Alec*, PHEAA’s school portal. Tutorials, pre-recorded webinars and other training materials are available at [PHEAA.org/training](#). A sign-in and search tutorial explains how to sign-in to *Alec*.
 - Student Listings Via The State Grant Dashboard – This feature allows school users to create custom lists of students, filter lists and export to Microsoft Excel or a Comma Separated Value (CSV) file. *Filtering Tips* are available on [PHEAA.org/training](#).
- PHEAA Remote Network (OC/Webconnect transactions)** includes transactions that provide college-level data that is not accessible via the *Partner Interface*. These include, but are not limited to, FG3I (College Contacts), FG3M (College Grant Specific), FG3Y (College Demographics), FG4B (College Grant Program Specific/ Costs), and FG3S (College Disbursements). These transactions are detailed on the “State Grant Commands” card available in the *Document Library* under *State Grant Program/Technical and Processing Information*. Several student transactions listed on the Command Card have been replaced by *Partner Interface* and were discontinued on January 1, 2015. These include, FG5Y (Institution Action), FG5T (Enrollment Change), FG11 (S-Change), FG77 (GPAD), and FG5K (GAPS).
- PageCenter** is the report repository that retains all State Grant reports including disbursement rosters. Users may opt to receive email notifications from PageCenter@aessuccess.org for each specific report when a new version of the report is available. After opting for this service and upon generation of a new report, the user receives an automatic email. PHEAA recommends requests for infrequent reports such as disbursement rosters.

To request participation or discontinuation of service, please send an email to sghelp@pheaa.org. The subject of the email should be “PageCenter Emails,” and each individual user must supply the following information:

User Name
OE School Code (Federal School Code)
User ID (CG#)
Email Address
Report Name(s) (Pagesets)
Request type (Add/Remove)

4. **Weekly Electronic Status Transmissions and Corresponding Listings** provide FAAs with the status of those Pennsylvania State Grant applicants who indicated that they plan to attend your institution. Technical layouts and test files are available in the *Document Library: State Grant Program/Technical and Processing Information*. Contact Public Service Systems at Public_Service_Systems@pheaa.org to begin using these transmissions.

Weekly Status Reports and Transmissions	
Report Name	Description
2016-17 FAA Status Listing	Status by term of each student's State Grant record. From February through late April, award amounts are ESTIMATES ONLY. Beginning in May, award amounts are conditional pending passage of the Commonwealth Budget in July. This listing is available in <i>PageCenter</i> .
2016-17 FAA Status Transmissions	The electronic equivalent of the FAA Status Listing. The transmission also provides the following information not available on the listing: <ul style="list-style-type: none"> • Previously reported online and classroom attempted credits • Summer term data <ul style="list-style-type: none"> » Ready to Succeed Scholarship (RTSS) data » State Grant Distance Education Pilot (SGDEPP) data
Special Notations	<ul style="list-style-type: none"> • A State Grant Status Listing guide is available in the <i>Document Library</i> under <i>State Grant Program/Technical and Processing Information</i>. • Status reports are suspended in late April for approximately 1-2 weeks during the transition from estimated to actual awards.

5. **Electronic Disbursement Transmissions** allow transmission of student roster data from PHEAA to your school through use of preformatted flat files. Technical layouts and test files are available in the *Document Library: State Grant Program/Technical and Processing Information*. Contact Public Service Systems at Public_Service_Systems@pheaa.org to begin using these transmissions.
6. **Grant Applicant Status (GAPS) Reports –**

Weekly Reports on Incomplete Records (GAPS) and Non-Filers	
All GAPS reports display the Grant display item number (in parentheses) and corresponding Status Notice number.	
2016-17 GAPS Incomplete/Active	Lists student records that are incomplete and not rejected as of the report date
2016-17 GAPS Incomplete Reject	Lists student records that are incomplete and rejected as of the report date
2016-17 GAPS Incomplete/Inactive	Lists student records that are incomplete and inactive as of the report date; If the student responds to the PHEAA inquiry, the record will be reactivated
2016-17 GAPS All Categories	Comprehensive list of all incomplete record status categories
2016-17 GAPS Renewals/No FAFSA®	Lists students enrolled at your institution for Spring 2016 who have not yet filed the FAFSA®. Produced from February 2016 through late April 2016

Weekly Reports on Complete Records (GAPS)	
2016-17 GAPS Complete	Lists student records that are complete as of the report date; This report stops in late April (April 2016 for the 2016-17 Academic Year)

NOTE: The FG5K transaction was discontinued in January 2015. The *PageCenter* report will continue.

7. **Grant Applicant Processing Display (GPAD) Reports –** Beginning in late May, these weekly *PageCenter* reports list 4 weeks of eligibility changes to student records since initial awarding. This includes newly added awards and those that have been cancelled or reduced.

Report	Description
2016-17 GPAD ALL PROCESSING	Lists student records with an eligibility change since previous add date (ADD DT); Records stay on list for 30 days
2016-17 GPAD NORMAL PROCESSING	Lists student records with an eligibility change since previous add date (ADD DT); Records stay on list for 30 days, most will be complete
2016 GPAD SUMMER PROCESSING	Lists student records with an eligibility change since previous add date (ADD DT); Records stay on list for 30 days, most will be complete
2016-17 GPAD VALIDATION PROCESSING	Lists student records with an eligibility change since previous add date (ADD DT); Records stay on list for 30 days, most will be complete. Record appears when changes due to validation occur

NOTE: The FG77 transaction was discontinued in January 2015. The *PageCenter* report will continue.

8. Other Miscellaneous Reports –

Report	Description
2016-17 PHEAA VALIDATION/OTHER RVW	Weekly list of students recently included in 2016-17 Income Validation Review and 2016-17 Other Reviews. "Other Reviews" encompasses a wide variety of information audits including, but not limited to, the number enrolled in school, financial independence, domicile; and asset reviews where the award(s) have been cancelled for reasons "O" (other) or "I" (financial information). Please be aware that if a student's State Grant record is under review and incomplete or is complete but not cancelled, the student will not appear on this report.
SUMMER 2017 STUDENT GRANT APPLICATIONS	Weekly list of students who have filed the Summer online application indicating attendance at your school. Information is updated weekly until August 15.
< 50% ATTENDING STATUS REPORT	Weekly report that lists the status of each student who was previously reported as "<50% Classroom."
ATTEMPTED CREDITS REPORT	Weekly report that lists all awarded students where attempted credits reporting is required; For more information, refer to <i>Attempted Credits Report</i> under <i>State Grant Training</i> at PHEAA.org/training .
COMPLETED ATTEMPTED CREDITS REPORT	Weekly report that lists all awarded students where attempted credits reporting is complete. For more information, refer to <i>Attempted Credits Report</i> under <i>State Grant Training</i> at PHEAA.org/training .

9. School Activity –

The school activity page is viewable by logging into the school portal (*Alec*) and selecting "Access State Grant & Special Programs" from the State Grants menu or dropdown. This transaction type-in is FC5S. FC5S requires your school's 8-digit OE code and 2-position PHEAA OE suffix (usually "01"). PHEAA staff uses this transaction to document substantive, institutional inquiries and responses. You may also find items such as entries that record the submission of a web certification page which records overnight. A document named "State Grant Transactions" listing all remaining school "green screen" (OC/Webconnect) transactions is located in the *Document Library* under State Grant Program/Technical and Processing Information.

NOTES:

APPENDIX D – RESOURCES AND CONTACTS

RESOURCE	DESCRIPTION AND LOCATION
<i>Pennsylvania State Grant Program Codes</i>	A list of all State Grant Reject, Cancellation and Adjustment Codes is included in this Appendix. <i>Document Library under Main Menu/State Grant Program/Technical and Processing Information</i>
<i>Application Processing System Specifications for Software Developers</i>	A list of Federal Reject Codes; The most frequently encountered EFC calculation issues with processing State Grants are: 12, 3, C, G, 15, 14, 16, and 9. ifap.ed.gov/ifap/iLibrary.jsp
State Grant Transmission Layouts and Test Files (Status, Disbursement and/or Certification)	Information needed to help you receive data from or send data to PHEAA <i>Document Library under Main Menu/State Grant Program/SG Electronic Data Transmission Layouts</i>
<i>2016-17 State Grant Program Handbook</i>	<ul style="list-style-type: none"> • PHEAA.org/training under <i>State Grant Training</i>; or • <i>Document Library under Main Menu/State Grant Program/Handbooks, Certification Procedures, Workshop Materials and Roster Certification Page</i>
Tutorials, Pre-Recorded Webinars and Other Training Materials	PHEAA.org/training
PHEAA's Banking Information	On the Certification Page at the end of your roster Secure <i>PageCenter</i> mailbox
Memos and Other Communications	<i>Document Library</i> in the School Portal "Alec"

CONTACT	TYPE OF INFORMATION
Public Service Systems Department 800.443.0646 Public_Service_Systems@pheaa.org	For questions regarding State Grant transmissions (select options for the Public Services Systems Department); This is a private line for Financial Aid Administrators only.
State Grant Department 800.443.0646 sghelp@pheaa.org	Receive answers to questions about the State Grant Program. This is a private phone line and email address for Financial Aid Administrators only.
State Grant Fax 717.720.3786	DO NOT FAX ROSTERS – Refer to Appendix B – How to Submit Corrections to Student Data and Certify . NOTE: PHEAA receives faxes through an Imaging Work Queue and these are processed in order by the date received.
FedLoan Servicing Department 800.443.0646 pheaaaccess@pheaa.org	Access questions about BPAMS and RAAs (select options for the FedLoan Servicing Department).
PHEAA Helpdesk 717.720.2649	Password resets and general help

State Grant Program - Reject, Cancellation and Adjustment Reason Codes

Reject Code	Description
D	Student does not meet Pennsylvania residency (domicile) requirement.
E	Student's Expected Family Contribution (EFC) results in ineligibility for a State Grant.
F	School is not approved to participate in the State Grant Program.
G	Program of study is not approved for the State Grant program.
I	Student not enrolled at least half-time.
J	Student enrolled in a graduate program of study.
L	The FAFSA® was submitted after the State Grant filing deadline.
M	Student is ineligible since he/she did not demonstrate sufficient financial need to qualify for Pennsylvania State Grant.
N	DE Pilot or RTSS - Funding Limit Met.
P	Student failed to make Academic Progress as required.
Q	Student currently incarcerated.
R	Previous State Grants equal the maximum number permitted by law.
S	Student is attending a school located in a state which does not allow its grants to be used at Pennsylvania schools.
T	Student is not a high school graduate.
U	Student is in default on an educational loan or a claim of default is pending.
Y	Maximum number of State Grants has been received based on the student's program of study.
Cancellation Code	Description
A	Student graduated or completed the program of study.
B	Student does not meet the high school graduation requirement.
D	Student is deceased.
G	Student is not enrolled at the school indicated on the application.
L	Student is not enrolled in at least 50 percent classroom instruction.
R	Student does not wish to be considered for State Grant aid.
U	Student has received maximum number of payments for which he/she is eligible.
V	Student is in income validation or "estimated" income review.
X	Student is in default on a educational loan or a claim of default is pending.
O,E,M,I	Contact State Grant and Special Programs staff at 800.443.0646 , a private number reserved for the use of financial aid administrators.
Adjustment Code	Description
A,Q,Z	Contact State Grant and Special Programs staff at 800.443.0646 , a private number reserved for the use of financial aid administrators.
C	Award adjustment due to collection case.
T	Award adjustment.
W	Award adjustment due to student withdrawal.

APPENDIX E – SUMMER 2017 RECONCILIATION EXAMPLES

IMPORTANT: For all examples, a request “in writing” means via email to sghelp@pheaa.org.

Example 1

Student A never received a disbursement for the Summer 2017 term and the Reconciliation Roster date is January 2, 2018. PHEAA will not pay for this student on the Reconciliation Roster and will cancel Student A’s 2017 Summer term award. In order to have been paid for Student A, the school should have made a written request for another Reconciliation Roster by December 31, 2017.

Example 1		
Reconciliation Rosters	Eligibility Date Change	Student A Eligibility
October 3, 2017		N/A
	November 1, 2017	\$1,000 (full-time)
Student by Student Amount Due School		\$1,000
Student by Student Amount Due PHEAA		\$0
FG3S Amount Due School		\$1,000
FG3S Amount Due PHEAA		\$0
January 2, 2018*		\$0
	*\$0 in balance of funds sent with roster – Student record must be updated to reflect \$0 eligibility.	
Can Payment be Applied?		No

Example 2A

Student A received a part-time award for Summer 2017 which was disbursed to the school prior to the Summer reconciliation period. The school reconciled funds and achieved a zero balance on October 31, 2017. The school subsequently made a post-reconciliation correction to Student B's enrollment, increasing the award from part-time to full-time.

On or Before December 31, 2017: A written request for another Reconciliation Roster is made on or prior to December 31, 2017 and the school is eligible for payment of the student's award balance.

Example 2 – Scenario 1 – ON OR BEFORE DECEMBER 31, 2017		
Reconciliation Rosters	Eligibility Date Change	Student A Eligibility
October 3, 2017		\$500 (part-time)
	November 1, 2017	\$1,000 (full-time)
Student by Student Amount Due School		\$500
Student by Student Amount Due PHEAA		\$0
FG3S Amount Due School		\$500
FG3S Amount Due PHEAA		\$0
November 13, 2017*		\$500
	*\$500 in balance of funds sent with roster	
Can Payment be Applied?		Yes

Example 2B

Student A received a part-time award for Summer 2017 which was disbursed to the school prior to the Summer reconciliation period. The school reconciled funds and achieved a zero balance on October 31, 2017. The school subsequently made a post-reconciliation correction to Student B's enrollment, increasing the award from part-time to full-time.

After December 31, 2017: The Reconciliation Roster lists the "balance due school" and lists the payment amount as \$0. The school reconciles and certifies this student matches the "balance due school" and reports this information to PHEAA. PHEAA will then adjust the student's award to reflect a part-time amount and counter used from the original disbursement. No additional payment to the school of the student's award balance will be honored past the December 31, 2017 deadline.

Example 2 – Scenario 2 – AFTER DECEMBER 31, 2017		
Reconciliation Rosters	Eligibility Date Change	Student A Eligibility
October 3, 2017		\$500 (part-time)
	November 1, 2017	\$1,000 (full-time)
Student by Student Amount Due School		\$500
Student by Student Amount Due PHEAA		\$0
FG3S Amount Due School		\$500
FG3S Amount Due PHEAA		\$0
January 1, 2018*		\$0
	*\$0 in balance of funds sent with roster – Student record must be updated to reflect \$500 eligibility	
Can Payment be Applied?		Only the original \$500 part-time award may be paid

Example 3

Student A and Student B both had \$1,000 awards on the Reconciliation Roster, dated October 3, 2017. The school cancelled each student for “not enrolled” as part of the reconciliation process on October 4, 2017. Student C and Student D were both awarded \$1,000 on October 4, 2017. The school may not apply payment to Student C and Student D until a new Reconciliation Roster, which must be requested in writing on or before December 31, 2017, lists Student C and Student D. If these records were the only records to change during that period, the subsequent Reconciliation Roster that is generated would have a zero balance and no funds would be transmitted.

Example 3					
Reconciliation Rosters	Eligibility Date Change	Student A Eligibility	Student B Eligibility	Student C Eligibility	Student D Eligibility
October 3, 2017		\$1,000	\$1,000	N/A	N/A
	October 4, 2017	\$0 – Cancelled Not Enrolled	\$0 – Cancelled Not Enrolled	\$1,000	\$1,000
Can Payment be Applied?		No	No	No	No
Student by Student Amount Due School		\$2,000			
Student by Student Amount Due PHEAA		\$2,000			
FG3S Amount Due School		\$0			
FG3S Amount Due PHEAA		\$0			
November 13, 2017*		\$0	\$0	\$1,000	\$1,000
	*Zero funds sent with roster.				
Can Payment be Applied?		N/A	N/A	Yes	Yes

Example 4

Student A and Student B both had \$1,000 awards on the Reconciliation Roster, dated October 3, 2017. The school cancelled each student for “not enrolled” as part of the reconciliation process on October 4, 2017. Student C was subsequently awarded \$500 and Student D was awarded \$1,000 on October 4, 2017. The school may not apply any payment to Student C and Student D until a new Reconciliation Roster, which must be requested in writing on or before December 31, 2017, lists Student C and Student D. For example, if these records were the only records to change during that period and the subsequent Reconciliation Roster is generated on November 13, 2017, a “balance due PHEAA” of \$500 would result. The school could then apply payment to Student C and Student D at that time and submit a refund to PHEAA in the amount of \$500.

Example 4					
Reconciliation Rosters	Eligibility Date Change	Student A Eligibility	Student B Eligibility	Student C Eligibility	Student D Eligibility
October 3, 2017		\$1,000	\$1,000	N/A	N/A
	October 4, 2017	\$0 – Cancelled Not Enrolled	\$0 – Cancelled Not Enrolled	\$500	\$1,000
Can Payment be Applied?		No	No	No	No
Student by Student Amount Due School		\$1,500			
Student by Student Amount Due PHEAA		\$2,000			
FG3S Amount Due School		\$0			
FG3S Amount Due PHEAA		\$500			
November 13, 2017*		\$0	\$0	\$500	\$1,000
	*Zero funds sent with roster-Refund of \$500 is due to PHEAA				
Can Payment be Applied?		N/A	N/A	Yes	Yes

Example 5A – BEFORE DECEMBER 31, 2017

Student A and Student B both had \$1,000 awards on the Reconciliation Roster, dated October 4, 2017. The school cancelled each student for “not enrolled” as part of the reconciliation process on October 5, 2017. Student C was subsequently awarded \$1500 and Student D was awarded \$1,000 on October 5, 2017. The school may not apply any payment to Student C or Student D until a new Reconciliation Roster, which must be requested in writing on or before December 31, 2017, lists Student C and Student D. If these records were the only records to change during that period, the subsequent Reconciliation Roster that is generated would reflect a “balance due school” of \$500. If the roster is generated on or before December 31, 2017, the \$500 balance due to the school would be transmitted and the school could then apply full payment to Student C and Student D at that time. **If the roster is generated after December 31, 2017, zero funds would be transmitted and the school would be expected to report to PHEAA that the eligibility for Students C and D should be cancelled.**

Example 5A – BEFORE DECEMBER 31, 2017					
Reconciliation Rosters	Eligibility Date Change	Student A Eligibility	Student B Eligibility	Student C Eligibility	Student D Eligibility
October 4, 2017		\$1,000	\$1,000	N/A	N/A
	October 5, 2017	\$0 – Cancelled Not Enrolled	\$0 – Cancelled Not Enrolled	\$1,500	\$1,000
Can Payment be Applied?		No	No	No	No
Student by Student Amount Due School		\$2,500			
Student by Student Amount Due PHEAA		\$2,000			
FG3S Amount Due School		\$500			
FG3S Amount Due PHEAA		\$0			
November 13, 2017*		\$0	\$0	\$1,500	\$1,000
	*\$500 in balance of funds sent with roster				
Can Payment be Applied?		N/A	N/A	Yes	Yes

Example 5B – AFTER DECEMBER 31, 2017

Student A and Student B both had \$1,000 awards on the Reconciliation Roster dated October 3, 2017. The school cancelled each student for “not enrolled” as part of the reconciliation process on October 4, 2017. Student C was subsequently awarded \$1500 and Student D was awarded \$1,000 on October 4, 2017. The school may not apply any payment to Student C or Student D until a new Reconciliation Roster, which must be requested in writing on or before December 31, 2017, lists Student C and Student D. If these records were the only records to change during that period, the subsequent Reconciliation Roster that is generated would reflect a “balance due school” of \$500. **If the roster is generated after December 31, 2017, zero funds would be transmitted and the school would be expected to report to PHEAA that the eligibility for Students C and D should be cancelled.**

Example 5B – AFTER DECEMBER 31, 2017					
Reconciliation Rosters	Eligibility Date Change	Student A Eligibility	Student B Eligibility	Student C Eligibility	Student D Eligibility
October 3, 2017		\$1,000	\$1,000	N/A	N/A
	October 4, 2017	\$0 – Cancelled Not Enrolled	\$0 – Cancelled Not Enrolled	\$1,500	\$1,000
Can Payment be Applied?		No	No	No	No
Student by Student Amount Due School		\$2,500			
Student by Student Amount Due PHEAA		\$2,000			
FG3S Amount Due School		\$500			
FG3S Amount Due PHEAA		\$0			
January 1, 2018*		\$0	\$0	\$1,500	\$1,000
	*Zero funds sent with roster				
Can Payment be Applied?		N/A	N/A	No	No
Reconciliation Changes Required		N/A	N/A	Mark Ineligible \$0	Mark Ineligible \$0
FG3S Amount Due School		\$0			
FG3S Amount Due PHEAA		\$0			

NOTES:

APPENDIX F – STATE GRANT ROSTERS

INTRODUCTION

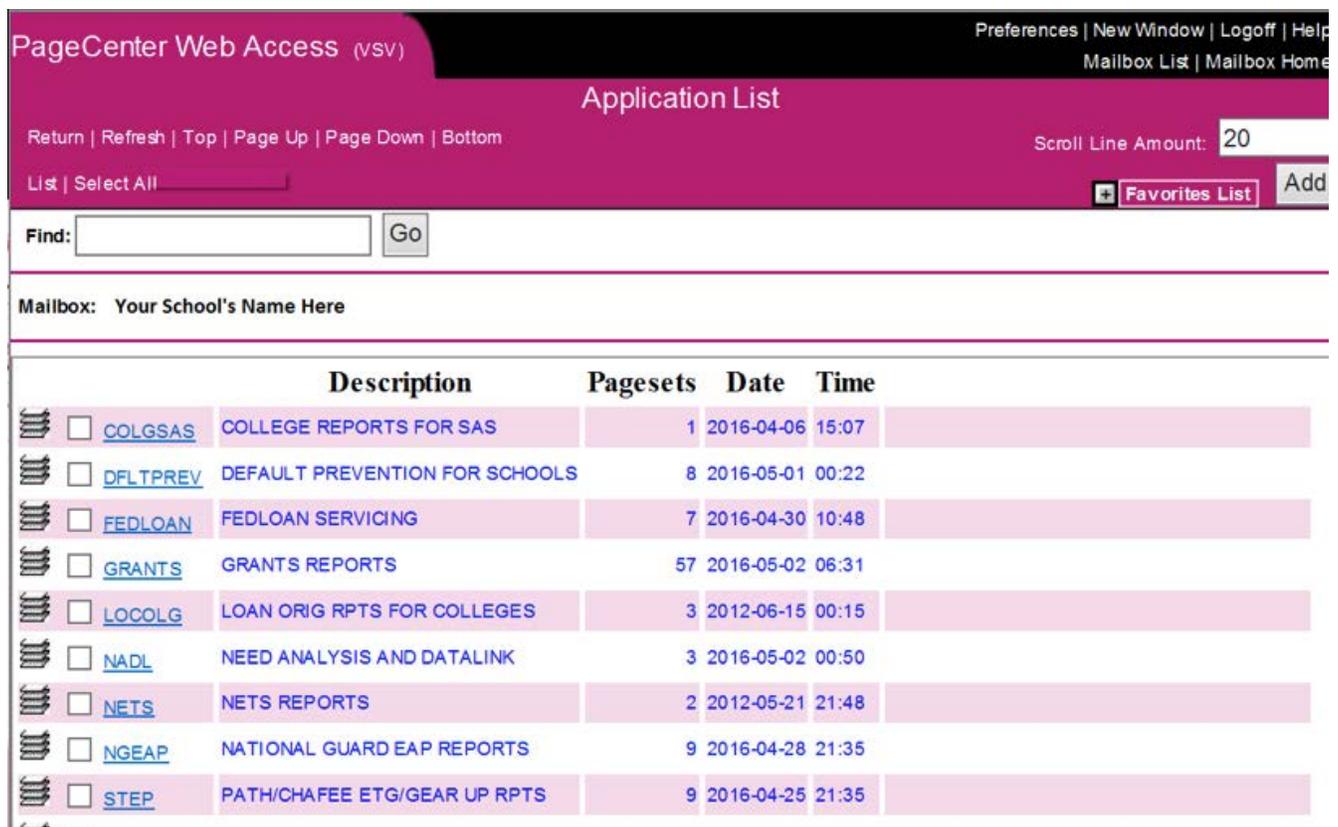
The purpose of this document is to provide information regarding the printed State Grant Program rosters. This document does not describe rosters for the State Grant Distance Education Pilot Program (SGDEPP).

DID YOU KNOW?

PHEAA provides the ability for you to receive your disbursement data in a flat file through a transmission process. Schools can upload data from PHEAA's standard file format into a Financial Aid Management System (FAMS). This allows easier review and certification of eligibility. Transmission data is the electronic equivalent of what appears on the *PageCenter* roster.

ACCESSING ROSTER OUTPUT

PageCenter – Rosters will be produced and stored in the school's mailbox.



The screenshot displays the PageCenter Web Access interface. At the top, there is a navigation bar with links for Preferences, New Window, Logoff, Help, Mailbox List, and Mailbox Home. Below this is a header for the 'Application List' with navigation options like Return, Refresh, Top, Page Up, Page Down, and Bottom. A search bar is present with a 'Find:' label and a 'Go' button. The main content area shows a table of applications with columns for Description, Pagesets, Date, and Time. Each row includes a checkbox and a printer icon.

	Description	Pagesets	Date	Time
<input type="checkbox"/>	COLGSAS COLLEGE REPORTS FOR SAS	1	2016-04-06	15:07
<input type="checkbox"/>	DFLTPREV DEFAULT PREVENTION FOR SCHOOLS	8	2016-05-01	00:22
<input type="checkbox"/>	FEDLOAN FEDLOAN SERVICING	7	2016-04-30	10:48
<input type="checkbox"/>	GRANTS GRANTS REPORTS	57	2016-05-02	06:31
<input type="checkbox"/>	LOCOLG LOAN ORIG RPTS FOR COLLEGES	3	2012-06-15	00:15
<input type="checkbox"/>	NADL NEED ANALYSIS AND DATALINK	3	2016-05-02	00:50
<input type="checkbox"/>	NETS NETS REPORTS	2	2012-05-21	21:48
<input type="checkbox"/>	NGEAP NATIONAL GUARD EAP REPORTS	9	2016-04-28	21:35
<input type="checkbox"/>	STEP PATH/CHAFEE ETG/GEAR UP RPTS	9	2016-04-25	21:35

- Choose the GRANTS mailbox. The **Pagesets** or reports available in your GRANTS Mailbox display.
 - The **Regular Disb Rosters** Pageset includes all Academic Year term rosters (September – May): Fall, Winter, and/or Spring terms.
 - The **Summer Disb Roster** Pageset includes all Summer term rosters.
 - The **Pre Disb Rosters** Pageset includes all pre-disbursement rosters. These are rosters with no associated funds.
 - The **Recon Disbursement** Pageset includes all Reconciliation Rosters.

PageCenter Web Access (vsv)

Notice List

Return | Refresh | Top | Page Up | Page Down | Bottom | History | Indexes | Datasets | Confirm | Masking | Clear Mask

Host Print | Local Print | Delete | Select All

Find Pageset: Go Description Mask: Go

Mailbox: Your School's Name Here
Application: GRANTS GRANTS REPORTS

	Pageset	Description	Date	Time	Size	Pages	Status	Location	Max Job Condition Code
LINE	G11DSBR	2011-12 RECON DISBURSEMENT	2013-07-18	22:08	102696	1747	New	VAULT-2	0000
LINE	G12DSBR	2012-13 RECON DISBURSEMENT	2014-07-02	21:50	95746	1619	New	VAULT-2	0000
LINE	G13DSBR	2013-14 RECON DISBURSEMENT	2015-03-25	21:43	84742	1432	New	VAULT-2	0000
LINE	G14DSBB	2014-15 SRECON DISBURSEMENT	2014-12-09	21:39	4655	79	New	VAULT-2	0000
LINE	G14DSBR	2014-15 RECON DISBURSEMENT	2015-12-29	21:48	89822	1508	New	VAULT-2	0000
LINE	G14RTSDSBR	2014-15 RTSS ACAD RECON ROSTERS	2015-07-21	12:47	413	7	New	VAULT-2	0004
LINE	G15DSBB	2015-16 SUMMER RECON DISBURSEMENT	2015-09-30	13:33	3927	67	New	VAULT-2	
LINE	G15DSBR	2015-16 RECON DISBURSEMENT	2015-03-29	09:39	54919	939	New	ARCHIVE	
AFP	G15EFTLR	2015-16 RECON DISB EFT LETTERS	2016-03-28	21:52	UNKNOWN	1	New	VAULT-1	

- The **Description** describes the year and name of the report.
- The **Date, Time, Size, Pages, and Status** describe the details about when the report was generated and other information.
- The **Location** describes where the report is stored. If the roster is in VAULT1, please follow the procedures to restore the roster. **The procedures located in the Document Library in the School Portal (Alec) under Main Menu/PageCenter Guide.** Report restoration lasts one day.

NOTE: If the Location description is VAULT2, contact PHEAA at **800.443.0646** to have the report restored. Report restoration lasts one day.

- Choose a Pageset that matches the year and type of Roster.

GENERAL FORMAT INFORMATION

1. The school's **OE Code and PHEAA-assigned suffix** displays in the upper left corner of the roster.
2. The school's six-position **PHEAA Code** displays in the upper left corner of the roster directly underneath the OE Code.
3. The **School Name** displays in the upper left corner directly to the left of the PHEAA Code.
4. The **Date** of roster generation, in the MM/DD/CCYY format, displays directly under the year label centered at the top of the page.
5. **ATTN: Financial Aid Administrator** displays at the top directly to the left of the roster year.
6. The label **Pennsylvania Higher Education Assistance Agency** displays centered at the top of the roster.
7. The **Academic Year (CCYY-YY format) or Summer Term Disbursement Roster** displays centered at the top directly underneath Pennsylvania Higher Education Assistance Agency.
8. The **Page No.** displays in the upper right corner of the roster.
9. The **Type of Roster** displays in the upper right corner of the roster directly under the Page No.
10. The **Academic Schedule** of the school displays in parentheses directly under the Type of Roster.

GENERAL PAGE/SORTING INFORMATION

Each State Grant Disbursement Roster is comprised of four unique page formats:

1. The **Student Identification Pages** are those that provide student detail. Student information prints on all pages with the exception of the last two pages.

PHEAA sorts students in a PHEAA Collectable status at the top of the roster. Otherwise, sorting is alphabetical by last name, then first name.

A PHEAA Collectable is when PHEAA requests repayment of the overaward from the student. A PHEAA Offset means PHEAA reprocessed the record and recovered all or part of the overaward received for prior terms by adjusting the grant(s) for remaining terms of the same academic year. All terms affected by this reprocessing will reflect an award adjustment reason C or Z. Refer to [Chapter 5, paragraph F.7](#) of the State Grant Handbook for more information.

2. The bottom of the **Final Student Identification Page** provides totals of all numeric student columns on the roster.
3. The **Summary Page** provides a summary of the current and prior disbursements for the academic period.
4. The **Certification Page** provides the statement of certification that must be signed and returned by the school upon completion of enrollment and eligibility verification of the students on the roster.

NOTE: PHEAA requires an online certification page accompany electronic student corrections. Refer to [Appendix B - How to Submit Corrections to Student Data and Certify](#).

STUDENT IDENTIFICATION PAGES

Rosters are sorted by the student's last name, then first name, then middle initial.

FIRST COLUMN – STUDENT IDENTIFICATION DATA

4. **SSN** is the Social Security Number of the student.
5. **LAST NAME** is the student's last name as it appears in the State Grant record. Some students will have a single asterisk to the left of their last name. **The asterisk identifies students whose status has changed or students who are new to the roster.** Changes between programs – State Grant to SGDEPP – are not denoted with an asterisk.
6. **FIRST NAME** is the student's first name as it appears in the State Grant record.
7. **ADDRESS** is the street, city, state, and zip code of the student as it is recorded in the State Grant record.

FIRST COLUMN – OTHER VARIABLE DATA

1. **PHEAA ACTION** is the date that corresponds to the student's award date in the MM/DD/CCYY format. In instances where the award date differs by term, the most recent date prints.
2. The **NOT ENROLLED, REFUSED, MAXIMUM GRANTS, GRADUATED, or <50% CLASSROOM** message appears if at least one term is cancelled for one of these reasons. In instances where the cancellation reasons differ by term for the reasons listed, the earliest term's reason prints.

Note:

- The term or term(s) cancelled will print "CANCEL" under the corresponding term columns.
- If there is no message, the term is cancelled for a reason other than those listed above. The roster only prints a message when the reason is directly related to school enrollment.

Example of placement:

```
PHEAA ACTION - 01/28/2016
NOT ENROLLED
DEPENDENT
PRIOR GRANTS - NONE
PRIOR TERM(S) - NONE
```

3. **COURSE** (Business, Trade and Technical Schools only) is the description of the program in which the student is enrolled. This program is entered as a two-position code in the State Grant record under the student's Program of Study. In the instance where the program of study is different between terms for the same institution, the Spring term code will print.

Example of placement:

```
PHEAA ACTION - 02/08/2016
COURSE - CMP TECH/CMP AP MGT
NOT ENROLLED
FINANCIALLY INDEPENDENT
PRIOR GRANTS - .75
PRIOR TERM(S) - S15 (.25), F14 (.25), R14 (.25)
```

4. **SPRING NOT ENROLLED** prints when the student has been cancelled for the reason "not enrolled" for the Spring term.

Example of placement:

```
PHEAA ACTION - 02/09/2016
SPRING NOT ENROLLED
DEPENDENT
PRIOR GRANTS - .50
PRIOR TERM(S) - F13 (.25), S12 (.25)
```

5. **TRANSFER** prints when the student record was previously disbursed and the student has since transferred to another institution. As a transfer record, the only revised information that is printed is the award date. The term eligibility data will display the word "NONE." You will likely see a refund due from your school to PHEAA in one of the PHEAA Refund Request (Current or Previous) columns.
6. **DEPENDENT** prints when the student has been processed by PHEAA as financially dependent. **FINANCIALLY INDEPENDENT** prints when the student has been processed by PHEAA as financially independent. **VETERAN** prints when the student has been processed by PHEAA as a veteran.
7. The **FALL HOUSING - XXXXXXXX** prints under this column if the housing for the Spring term is different. The **WINTER HOUSING - XXXXXXXX** prints under this column if the housing for the Spring term is different and the school operates on a quarter schedule. The **XXXXXXX** are replaced with **OFF-CAMPUS, DORMITORY** or **COMMUTER**.

Example of placement:

```
PHEAA ACTION - 12/09/2015
FINANCIALLY INDEPENDENT
FALL HOUSING OFF-CAMPUS
PRIOR GRANTS - 2.00
PRIOR TERM(S) - S09 (.50), F08 (.50), S08 (.50), F07 (.50)
LAST AWARD, DIFF. SCHOOL
```

8. The **VALIDATION COMPLETED** message prints when the student's income validation review has been completed. The **VALIDATION PENDING** message prints when the student's family income is under review.

Example of placement

```
PHEAA ACTION - 02/09/2016
NOT ENROLLED
DEPENDENT
VALIDATION COMPLETED
PRIOR GRANTS - .50
PRIOR TERM(S) - S15 (.50)
LAST AWARD, DIFF. SCHOOL
```

9. The **FULL-TIME NIGHT** message prints when the student's enrollment indicates enrollment is full-time evening. The **PART-TIME NIGHT** message prints when the student's enrollment indicates enrollment is part-time evening. In the instance where the enrollment is different between terms for the same institution, the message that prints correlates to the Spring term.

Example of placement:

```
-----
PHEAA ACTION - 02/09/2016
NOT ENROLLED
FINANCIALLY INDEPENDENT
PART-TIME NIGHT
PRIOR GRANTS - NONE
PRIOR TERM(S) - NONE
```

10. The **PYR OFFSET ADJ BY (PRIOR YEAR)** label prints when PHEAA is using the current academic year eligibility to offset the student's prior year overaward or **CYR OFFSET ADJ BY (CURRENT YEAR)** label prints when the current year student's record is a PHEAA Collectable/Offset and has been adjusted. The amount prints under the **ELIGIBILITY INFORMATION** column.

Example of placement (Prior Year):

```
PHEAA ACTION - 02/02/2016
FINANCIALLY INDEPENDENT
PYR OFFSET ADJ BY           $862
PRIOR GRANTS - NONE
PRIOR TERM(S) - NONE
```

Example of placement (Current Year):

```
PHEAA ACTION - 08/27/2015
DEPENDENT
CYR OFFSET ADJ BY           $491
PRIOR GRANTS - 1.00
PRIOR TERM(S) - S14 (.50), F13 (.50)
```

11. The **PHEAA-COLLECT-SEE REF LTR** label prints when the student's record is a PHEAA Collectable and has been adjusted. The amount of the refund owed by the student for which PHEAA has given the school credit in order to balance their roster prints under the **ELIGIBILITY INFORMATION** column.
12. The **CYR COLLCT-STD OWES PHEAA** label prints when the student's record is a PHEAA Collectable and has been adjusted. The amount of the current year collectable amount, owed by the student to PHEAA, prints under the **ELIGIBILITY INFORMATION** column.
13. **NON-SPONSORING** (Applies to Community Colleges only) prints when the student has been reported as incurring the "non-sponsoring" tuition rate. This is reported by the school using the codes "Q" or "P" in Program of Study. Please refer to [Chapter 2, Section 0, paragraph 3](#) for more information. In the instance where the program of study is different between terms for the same institution, the Spring term code will print.

Example of placement:

```
PHEAA ACTION - 05/26/2015
FINANCIALLY INDEPENDENT
NON-SPONSORING
PRIOR GRANTS - NONE
PRIOR TERM(S) - NONE
```

14. **PRIOR GRANTS** is the total number of award counters the student has previously received. If the student had no prior grants, the word "NONE" prints.
15. **PRIOR TERM(S)** prints the most recent 6 terms, semesters or quarters, of State Grant aid prior to the 2016 Fall term on the roster.

Examples:

Term	Description
S16	2015-16 Spring term
W11	2011-12 Winter term
R12	2012 Summer term
HST	Indicates the most recent year was prior to 2007-08

16. **LAST AWARD, DIFF. SCHOOL** (meaning “last award at a different school” or “LADS”) designation means the last term prior to the disbursement reflects enrollment at a different school. Branches may be considered a different school.

Example:

Summer	Fall	Spring
School A	School B	School B

“LADS” message?	Fall Roster	Spring
	Yes	No

Example of placement:

```
PHEAA ACTION - 02/09/2016
NOT ENROLLED
DEPENDENT
VALIDATION COMPLETED
PRIOR GRANTS - .50
PRIOR TERM(S) - S15 (.50)
LAST AWARD, DIFF. SCHOOL
```

SECOND COLUMN – ELIGIBILITY INFORMATION

- The student’s housing status of **OFF-CAMPUS**, **DORMITORY** or **COMMUTER** prints under this column. In the instance where housing for the Spring term is different from that of the Fall and/or Winter, special messaging prints under the Student Identification column.
- NONCITIZEN** prints when the student’s record is marked as “eligible non-citizen.”

Example of placement:

```
PHEAA ACTION - 11/10/2015 NONCITIZEN
DEPENDENT
PRIOR GRANTS - .50
PRIOR TERM(S) - S14 (.25), F13 (.25)
```

- POW/MIA** prints when the student’s record is marked as a POW/MIA award.

Note: These cases are extremely rare.

- LEVEL X** prints to indicate the year in school for Hospital Schools of Nursing only. Replace the X with the year in school.

Example of placement:

```
ELIGIBILITY
INFORMATION
```

```
LEVEL 2
```

```
COMMUTER
```

- The **PYR OFFSET ADJ BY (PRIOR YEAR)** label prints when PHEAA is using this academic year eligibility to offset the student’s prior year overaward or **CRY OFFSET ADJ BY** amount prints when the current year student’s record is a PHEAA Collectable/Offset and has been adjusted.

6. The **PHEAA-COLLECT-SEE REF LTR** amount prints when the student's record is a PHEAA Collectable and has been adjusted. This is the amount of the refund owed by the student for which PHEAA has given the school credit in order to balance their roster.
7. The **CYR COLLCT-STD OWES PHEAA** amount prints when the student's record is a PHEAA Collectable and has been adjusted. This is the amount of the current year collectable amount, owed by the student to PHEAA.
8. **REMED. EXCEP.** is the counter for the most recent period where the student was awarded and had used a remedial exception. Schools must refer to the Eligibility Record to review the historical use of remedial counters. If these counters total 1.0, the student is not eligible for additional exceptions. Refer to [Chapter 2 – Student Certification of Eligibility, paragraph A.5](#) for more information on the State Grant Program's Remedial Exception policy.

Example:

*This example illustrates that the student historically used .75 total remedial exception counters. The roster prints the counter associated with the **last period** after for which a remedial exception was granted.*

Example of placement:

```
LANCASTER, PA 17601          REMED. EXCEP. - .75
PHEAA ACTION - 01/29/2016
NOT ENROLLED
DEPENDENT
NON-SPONSORING
PRIOR GRANTS - 1.50
PRIOR TERM(S) - F14 (.25), S14 (.25), F13 (.25), S13 (.25), F12 (.50)
```

TERM COLUMNS – FALL/WINTER/SPRING/SUMMER

1. **AWARD AMOUNT** is the term award amount in \$ XXXX format.
2. **REJECT REASON** is reason that a previously awarded term is not eligible. The 1-position code indicating the reason prints directly under the **REJECT** label.

Reject Code	Description
D	Student does not meet the Pennsylvania domicile requirement.
E	Student's Expected Family Contribution (EFC) results in ineligibility for a State Grant.
F	School is not approved to participate in the State Grant Program.
G	Program of study is not approved for the State Grant Program.
I	Student is not enrolled at least half-time.
J	Student is enrolled in a graduate program of study or has received a baccalaureate degree or the equivalent.
L	The FAFSA® was submitted after the State Grant filing deadline.
M	Student is ineligible. He/she did not demonstrate sufficient financial need to qualify for a Pennsylvania State Grant.
P	Student failed to make Academic Progress as required.
Q	Student currently incarcerated.
R	Previous State Grants equal the maximum number permitted by law.
S	Student is attending a school located in a state which does not allow its grants to be used at Pennsylvania schools.
T	Student is not a high school graduate.
U	Student is in default on an educational loan or a claim of default is pending.
Y	Maximum number of State Grants has been received based on the student's program of study.

3. **CANCEL** means the State Grant award has been cancelled.

NOTE: The cancel reason appears under the Student Identification column.

4. **SGDEPP** means that the student's term was processed for SGDEPP eligibility and not State Grant. The student could be in any status for SGDEPP (awarded, cancelled, ineligible).

Example of placement:

FALL TERM	WINTER TERM	SPRING TERM
\$1,223	SGDEPP	SGDEPP

5. **NONE** means the student is at another school for the term.
6. **PEND** means the student's term status is pending further processing of eligibility. This most likely means:
 - a. The student's term is pending the outcome of a PHEAA Income Validation review; or
 - b. The student was nominated for SGDEPP but was not yet processed for a determination of eligibility.

The following may print below the Award or Reject term column data:

7. P/T prints directly below the award amount if the student is enrolled part-time.

Example of placement:

\$309	\$619
-------	-------

P/T

8. 5 YR prints when the student’s enrollment is in a five-year bona fide program of study. This is reported by the school using the codes “F” in Program of Study.

Example of placement:

\$2,005	\$2,005
---------	---------

5 YR 5 YR

TOTAL GRANT COLUMN

1. **TOTAL GRANT** is the total of all State Grant awards on the roster for the student. If this amount equals zero, the word “NONE” prints.

DUE STUDENT COLUMN

1. **DUE STUDENT** is the amount due to the student at the time of roster. This amount may be for a single term or for multiple terms.

Example (using Spring term roster):

In this example, Student A is receiving both Fall and Spring awards with the Spring roster. Student B previously received Fall funds.

Example	Fall	Spring	Total Grant	Due Student	Calc. Disbursement
Student A	\$1,707	\$1,707	\$3,414	\$3,414	\$3,414
Student B	\$1,707	\$1,707	\$3,414	\$1,707	\$3,414

CALC. DISBURSEMENT COLUMN

1. The **CALC. DISBURSEMENT (CALCULATED DISBURSEMENT)** amount is the sum of the student’s awards for the term(s) being disbursed and all prior terms. This amount is not an indication of what is being paid on the roster for this student. Please refer to the DUE STUDENT column for that information.

Example	Fall	Spring	Total Grant	Due Student	Calc. Disbursement
Student A	\$1,707	\$1,707	\$3,414	\$3,414	\$3,414
Student B	\$1,707	\$1,707	\$3,414	\$1,707	\$3,414

PHEAA REFUND REQUESTS (CURRENT) COLUMN

- The **CURRENT** column under **PHEAA REFUND REQUESTS** is the sum of all awards that were disbursed for which the student is no longer eligible and for which the school must remit payment.

PHEAA Refund Requests	
Current	Previous
\$1,835	NONE

- PHEAA REFUND REQUESTS (PREVIOUS)** column is the sum of all awards that were disbursed for which the student is no longer eligible and for which PHEAA has logged as payment satisfied.

NOTE: In the instance where the student is a PHEAA Collectable, this does not necessarily mean that the student has satisfied payment with PHEAA. Rather, the school obligation for the funds is satisfied for accounting purposes.

PHEAA Refund Requests	
Current	Previous
NONE	\$1,995

COLLEGE COMMENTS COLUMN

- COLLEGE COMMENTS** is a blank area for your institution to take notes **ONLY**. **STUDENT UPDATES MUST BE SUBMITTED THROUGH PARTNER INTERFACE OR THE STATE GRANT CERTIFICATION TRANSMISSION PROCESS ONLY.**

MISCELLANEOUS MESSAGES

- The **<50% CLASSROOM-XXXXXXXXXXXX** message prints directly underneath the figures for the Calc. Disbursement and Refund columns when the student has been reported as enrolled for less than 50 percent classroom. The **XXXXXXXXXXXX**'s are replaced with the statuses of **UNDER REVIEW, APPROVED, or DENIED** as appropriate.

Example of placement:

\$2,446	\$2,446	NONE	NONE
---------	---------	------	------

<50% CLASSROOM - APPROVED

FINAL STUDENT IDENTIFICATION PAGE (TOTALS)

TOTAL FALL TERM	TOTAL WINTER TERM	TOTAL SPRING TERM	TOTAL GRANT AMOUNT	TOTAL DUE STUDENT	CALC. DISBURSEMNT	ACTUAL DISBURSEMNT	TOTAL REFUND REQUESTS CURRENT	TOTAL REFUND REQUESTS PREVIOUS
\$26,768,033	NONE	\$26,222,386	\$52,990,419	\$27,815,577	\$55,095,350		\$1,980,151	\$124,780

1. **TOTAL FALL TERM** is the grand total of the Fall term award column.
2. **TOTAL WINTER TERM** is the grand total of the Winter term award column. For schools operating on a semester schedule, **NONE** prints.
3. **TOTAL SPRING TERM** is the grand total of the Spring term award column.
4. **TOTAL GRANT AMOUNT** is the grand total of the **TOTAL GRANT** column.
5. **TOTAL DUE STUDENT** is the grand total of the **DUE STUDENT** column.
6. **CALC. DISBURSEMENT** is the grand total of the **CALC. DISBURSEMENT** column.
7. **ACTUAL DISBURSEMENT** remains blank (unused) since it is the same as the **TOTAL DUE STUDENT** amount.
8. **TOTAL REFUND REQUESTS (CURRENT)** is the grand total of the **TOTAL REFUND REQUESTS (CURRENT)** column.
9. **TOTAL REFUND REQUESTS (PREVIOUS)** is the grand total of the **TOTAL REFUND REQUESTS (PREVIOUS)** column.

SUMMARY PAGE

Note: To view the **Summary** of disbursement information, enter the next to the last page number of the report in **Page** in the upper left hand corner of the *PageCenter* Web Access display and select "Go."

The data varies depending upon the type of roster and the funds due to the school and/or PHEAA.

Example 1: Recon with No Funds Due to the Institution

		ANNUAL RECONCILIATION (SEMESTER)	
SUMMARY			
TOTAL GRANT FUNDS TO BE CREDITED TO STUDENTS (AS OF THIS ROSTER)		\$	180,009.00
LESS:	PRIOR ACTUAL DISBURSEMENTS		
	ROSTER DATED 01/27/2016	\$96,517.00	
	ROSTER DATED 02/22/2016	\$85,127.00	
	TOTAL PRIOR ACTUAL DISBURSEMENTS	\$	181,644.00
REFUND TO BE SENT TO PHEAA		\$	1,635.00
TOTAL NUMBER OF GRANT RECIPIENTS ON ROSTER			374

Example 2: Recon with Funds Due to the Institution

		ANNUAL RECONCILIATION (SEMESTER)
SUMMARY		
TOTAL GRANT FUNDS TO BE CREDITED TO STUDENTS (AS OF THIS ROSTER)		\$ 3,780,608.00
LESS: PRIOR ACTUAL DISBURSEMENTS		
ROSTER DATED	01/26/2016	\$1,514,716.00 (66%)*
ROSTER DATED	02/18/2016	\$1,693,605.00 (66%)*
TOTAL PRIOR ACTUAL DISBURSEMENTS		\$ 3,208,321.00
AMOUNT DUE INSTITUTION		\$ 572,287.00
ACTUAL DISBURSEMENT		\$ 572,287.00
TOTAL NUMBER OF GRANT RECIPIENTS ON ROSTER		3,522
* PERCENTAGE DISBURSED OF AMOUNT DUE INSTITUTION FOR THAT TERM		

The **Summary** label displays in the center of the page.

Total Grant Funds to Be Credited to Students (As of this Roster) displays the total amount of State Grant funds to be credited as of this roster. This is not the disbursed amount.

Less: Outstanding Prior Year Refunds displays the Fall Offset amount*.

Example: Prior Year Fall Offset

*Fall Offsets were eliminated effective with the 2014-15 Academic Year.

Less: Prior Actual Disbursements is the heading for the prior disbursement breakdown.

Roster Dated MM/DD/CCYY displays on a separate line for each previous roster, including supplemental term rosters, for academic year. The date is the date of roster generation. The total amount of funds disbursed displays to the right of these labels.

Note: If the Adjustment Percentage Procedure was applied to the school, a percentage in parentheses followed by an asterisk (*) displays directly to the right of the figure disbursed.

Total Prior Disbursements displays the grand total of all prior disbursements, if applicable, for the academic year.

Note: The Summer term is separate from the academic year.

Plus: Refunds Returned to PHEAA is the heading for the breakdown of school refunds submitted to PHEAA, if applicable.

Date Received MM/DD/CCYY displays the date and amount of each posted refund.

Example:

PLUS: REFUNDS RETURNED TO PHEAA:		
DATE RECEIVED	03/15/2016	\$1,985.00
DATE RECEIVED	03/21/2016	\$1,985.00

Plus: Refunds to be Collected by PHEAA displays the total amount of funds that PHEAA is collecting directly from the student.

Refund to be sent to PHEAA displays the total amount of funds due PHEAA at the time the disbursement roster was generated. Refer to *Example 1: Recon with No Funds Due to the Institution*.

Total Grant Recipients on Roster displays the total number of grant recipients on the disbursement roster.

The **For Informational Purposes Only** label displays when there is at least one student in a PHEAA Collectable status listed on the roster.

PHEAA Offset: Number of Recipients and Total displays the total amount of funds that PHEAA is recovering through the offset of other awards.

ANNUAL RECONCILIATION (SEMESTER)			
SUMMARY			
TOTAL GRANT FUNDS TO BE CREDITED TO STUDENTS (AS OF THIS ROSTER)		\$52,142,763.00	
LESS:	PRIOR ACTUAL DISBURSEMENTS		
	ROSTER DATED 01/26/2016	\$24,368,210.00	(92%)*
	ROSTER DATED 02/08/2016	\$26,195,265.00	(92%)*
	ROSTER DATED 03/03/2016	\$1,773,512.00	
	TOTAL PRIOR ACTUAL DISBURSEMENTS	\$ 52,336,987.00	
PLUS:	REFUNDS RETURNED TO PHEAA:		
	REFUNDS TO BE COLLECTED BY PHEAA	\$6,924.00	
	REFUND TO BE SENT TO PHEAA	\$ 187,300.00	
TOTAL NUMBER OF GRANT RECIPIENTS ON ROSTER		15,655	
FOR INFORMATIONAL PURPOSES ONLY:			
	PHEAA OFFSET: NUMBER OF RECIPIENTS & TOTAL	12	\$14,230
	PHEAA COLLECTABLES: NUMBER OF RECIPIENTS & TOTAL	4	\$6,924
* PERCENTAGE DISBURSED OF AMOUNT DUE INSTITUTION FOR THAT TERM			

PHEAA Collectable: Number of Recipients and Total displays the total amount of funds that PHEAA is recovering through direct repayment from students. Refer to *Example 2 Recon with Funds Due to the Institution*.

Plus: Refunds Collected by PHEAA - \$6,924.00

For Informational Purposes Only:

PHEAA Offset: Number of Recipients & Total	12	\$14,230
PHEAA Collectables: Number of Recipients & Total	4	\$6,924

In this example, the amount PHEAA is pursuing from students is \$6,924. In some instances, the total PHEAA Collectables may be a higher figure since PHEAA considers a combination of recovery from offset and direct collection.

CERTIFICATION PAGE

The **Certification Page** is the last page of the roster. Please refer to [Chapter 5, paragraph G](#) for more information on State Grant Certification. Additionally, PHEAA requires an online certification page accompany electronic student corrections. Refer to [Appendix B - How to Submit Corrections to Student Data and Certify](#).

NOTES:

APPENDIX H – SGSP PROGRAM IMPROVEMENT PLAN

Institutional Data

Institution: _____

Street Address: _____

City, State, ZIP: _____

OE Code: _____

Action Item: _____

Program: _____

Award Year: _____

Citation: _____

Program Improvement Plan (PIP) Details

Provide detailed narrative responses on additional pages to the items listed below:

- 1) Provide a specific description of the institutional plan to address the issue(s) cited above including the starting and ending dates of the activities.
- 2) How will the indicated actions mitigate the citation listed?
- 3) What safeguards are being implemented to prevent future reoccurrences of this issue?
- 4) What institutional offices will be involved in the PIP? Define each of their roles in the process.
- 5) Provide a copy of the section of your institutional Policies and Procedures Manual that indicates the changes made as a result of this PIP.

APPENDIX H – SGSP PROGRAM IMPROVEMENT PLAN - Continued

Institutional Contacts

Please list responsible parties for developing and executing the PIP.

Lead Contact: _____ Title: _____

Phone: _____ Email: _____

Contact 2: _____ Title: _____

Phone: _____ Email: _____

Contact 3: _____ Title: _____

Phone: _____ Email: _____

Submission of Completed PIP

Due date for return of completed PIP: _____

The documentation that you provide on the PIP will be reviewed during your next scheduled Program Review by Compliance Services.

Return all documents to: PHEAA
Compliance Services
1200 North 7th Street
Harrisburg, PA 17102-1444

APPENDIX I – STATE GRANT CERTIFICATION CHECKLIST

Purpose

The purpose of this appendix is to provide recommendations for Financial Aid Administrators to step through the enrollment and eligibility checks required by the Pennsylvania State Grant Program. You may use this high level checklist to enhance your understanding of the written procedures.

DISCLAIMER: This information does not supplant the State Grant Handbook, nor should it be used to reference adherence to State Grant policy. If you have not reviewed the State Grant Handbook thoroughly, do not proceed. Any discrepancies not noted in this checklist regarding the student’s eligibility should be reported to PHEAA before certifying eligibility.

Before You Begin Certifying Student Eligibility

Materials you should have ready before you begin include, but may not be limited to:

- ✓ a copy of the most recent State Grant Handbook for the applicable year
- ✓ the costs reported to PHEAA (these are displayed on FG4B)
- ✓ a copy of the term or reconciliation roster
- ✓ a copy of “Acceptable Notification” for the student if he/she is not on the term roster but is awarded for the term you are reviewing
- ✓ the student’s previous transcripts
- ✓ the student’s current and previous enrollment history
- ✓ the student’s demographic information
- ✓ any *Special Crediting Instructions* provided by PHEAA
 - With limited exceptions, this applies to many schools classified as Business, Trade and Technical or Hospital Schools of Nursing.
 - If you are unsure if this applies to your institution, please contact PHEAA via sghelp@pheaa.org, subject line: “Special Crediting Instructions.”

Recommended Question Checklist

This list is intended for use in the review of students who have been **awarded** by PHEAA. Use the box on the left to check off questions that have been reviewed and the “If...” column on the right for general guidance. For additional information on a specific question, use the “Reference” column and refer back to the State Grant Handbook.

Question		Reference	*If ...
<input type="checkbox"/>	Does the student’s name and Social Security Number match the information in the State Grant record?	Chapter 2, Section I	No, do not proceed until the student’s identity is verified.
<input type="checkbox"/>	Has the student met the requirements for a first bachelor’s degree?	Chapter 2, Section B	Yes, then the student is not eligible, cancel the student for “graduated.”
<input type="checkbox"/>	Has the student met the graduation or completion requirements for an eligible program of at least two academic years and the State Grant record is still showing a subsequent term as awarded?	Chapter 2, Section C, paragraphs 3 and 6	Yes, then the student is not eligible for the subsequent term, notify PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> .

Question		Reference	*If ...
<input type="checkbox"/>	Is this student unconditionally accepted into an eligible program of study and pursuing a credential as defined by PHEAA?	Chapter 2, Section C	No, then the student is not eligible, report the program of study correction of "00" (other) to PHEAA.
<input type="checkbox"/>	Is the student's program of study ineligible due to the 50% in-classroom requirement?	Chapter 2, Section C	Yes, then the student is not eligible, submit the correction to PHEAA or nominate for the Distance Education Pilot Program (SGDEPP), as appropriate.
<input type="checkbox"/>	Is the student a citizen or eligible non-citizen?	Chapter 2, Section E	No, then the student is not eligible, notify PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> .
<input type="checkbox"/>	Has the student permanently resided in Pennsylvania for 12-months preceding their FAFSA® application date?	Chapter 2, Section F	No, then the student is not eligible, notify PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> .
<input type="checkbox"/>	Does the student permanently reside in Pennsylvania when not in school?	Chapter 2, Section F	No, then the student is not eligible, notify PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> .
<input type="checkbox"/>	Does the student meet the high school graduation requirement as defined by PHEAA?	Chapter 2, Section G	No, then the student is not eligible, notify PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> .
<input type="checkbox"/>	Is the student currently in default on an educational loan and there is no evidence of this being identified and resolved in the State Grant record?	Chapter 2, Section L	Yes, then the student is not eligible, notify PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> .
<input type="checkbox"/>	Is the student currently incarcerated?	Chapter 2, Section J	Yes, then the student is not eligible, notify PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> .
<input type="checkbox"/>	Did the student withdraw for the term prior to the date of the term disbursement roster?	Chapter 4, Section C, paragraph 3	Yes, then the student is not eligible, report "less than half-time" or "not enrolled," as appropriate, to PHEAA.
<input type="checkbox"/>	Did the student drop or add classes that impact his/her full-time status, part-time enrollment status or ability to meet the 50% in-classroom requirement?	Chapter 4, Section C, paragraph 4	Yes, then you must submit corrections before certifying since the student may not be eligible or may be eligible for a reduced amount.
<input type="checkbox"/>	Does the student's actual enrollment match the enrollment status in the State Grant record for every eligible term being certified?	Chapter 2, Section A, paragraph 1	No, then you must submit corrections before certifying since the student may not be eligible or may be eligible for a different award amount.
<input type="checkbox"/>	Is the student enrolled at least half-time?	Chapter 2, Section A, paragraph 1	No, then the student is not eligible, mark enrollment as "less than half-time."

	Question	Reference	*If ...
<input type="checkbox"/>	Is the student's term enrollment more than 50% online?	Chapter 2, Section A, paragraph 2	Yes, then the student is not eligible and must receive an Americans with Disabilities Act (ADA) notification. Report "less than 50% classroom" enrollment to PHEAA. PHEAA will reinstate any cancelled award if the student is approved for an ADA exception.
<input type="checkbox"/>	Is the student enrolled in modules and, if so, is the student continuously enrolled in all of the modules that comprise the term length (payment period for State Grant purposes)?	Chapter 5, Section C	Yes, then you may not certify until the student is enrolled in the final module. If no, then the student is not eligible.
<input type="checkbox"/>	Does the student's enrollment require any exceptions that must be reported to PHEAA (e.g. remedial, final term, bona fide five-year exceptions, evening, or non-sponsoring costs)?	Chapter 2, Section A, paragraphs 5, 6, and 7; Section C, paragraph 8; Section O, paragraph 3	Yes, then you must submit corrections before certifying since the student may not be eligible or may be eligible for a different amount.
<input type="checkbox"/>	Have all required updates to the student's record been submitted to PHEAA via <i>Partner Interface</i> or Certification Transmission?	Appendix B	No, then you must submit corrections before certifying since the student may not be eligible or may be eligible for a different amount. The "Balances" reflected on the FG3S display will not display correctly until all student records have been processed.
<input type="checkbox"/>	Is the student being charged tuition and fees that are over 25% less than the costs reported to and approved by PHEAA?	Chapter 2, Section O	Yes, then you must submit corrections before certifying (see limited exceptions). Corrections must be submitted via the single record update function in <i>Partner Interface</i> . (Not available in mass update). Limited exceptions: Tuition and fees charged exceed \$32,000; OR Your school submitted weighted-average tuition for all students by location per PHEAA instructions.

	Question	Reference	*If ...
<input type="checkbox"/>	Is the student being charged tuition and fees that are over 25% more than the costs reported to and approved by PHEAA and the student is not currently awarded the maximum eligibility?	Chapter 2, Section O	Yes, then you may submit corrections before certifying (see exception). Corrections must be submitted via the <i>Special Request</i> function in <i>Partner Interface</i> . (Increased costs are not accepted via the single record update function, only decreased costs). Exception: A school should not submit individual costs when the school reports weighted-average tuition for all students by location per PHEAA instructions.
<input type="checkbox"/>	Is the student visiting my school or studying abroad?	Chapter 2, Section A, paragraph 10	Yes, then you must verify costs and follow the outlined procedures before certifying since there may be cost differentials, for example, that impact the student's eligibility.
<input type="checkbox"/>	Does the student meet the State Grant Program's Academic Progress requirement?	Chapter 2, Section D	No, then the student is not eligible, report the lack of progress to PHEAA.
<input type="checkbox"/>	Has the student refused the State Grant?	Chapter 2, Section M	Yes, then you must notify PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> .
<input type="checkbox"/>	Do you have knowledge that the student was convicted of a felony for which he/she is not currently incarcerated?	Chapter 2, Section K	Yes, then you must report the data to PHEAA via the <i>Special Request</i> function in <i>Partner Interface</i> but may proceed with certification.
<input type="checkbox"/>	Have all updates that were made through the <i>Special Request</i> feature in <i>Partner Interface</i> been closed by PHEAA (as shown on the student's activity page)?	"Closed" means a blank "Close Date" on the student's activity log tab in <i>Partner Interface</i>	No, then you must wait for corrected eligibility adjustments to be made before certifying.

***IMPORTANT:** When a method of submitting corrections is not specified in the "If..." column, this means that the correction may be submitted through *Partner Interface* or through the State Grant Certification Transmission process. Submitting Special Requests when it is not specified to do so will delay processing.

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 aid services, serving millions of students and thousands of schools through its loan guaranty, loan servicing, grant administration, outreach, and other student aid programs.

PHEAA's earnings are used to support its public service mission and to pay its operating costs, including the administration of the Pennsylvania State Grant and other state-funded student aid programs. PHEAA continues to devote its energy, resources and imagination to developing innovative ways to ease the financial burden of higher education for students, families, schools, and taxpayers.

PHEAA conducts its student loan servicing activities nationally as FedLoan Servicing and American Education Services (AES). For more information, visit PHEAA.org.

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