Organization of the SAM Manual

As a guide to this manual, the chapters are summarized below:

Chapter 1  **INTRODUCTION**
General information on the components of the financial aid system and the use of professional judgment to address special circumstances.

Chapter 2  **STUDENT ELIGIBILITY REQUIREMENTS**
Systematic discussion on how to resolve the federal edits – citizenship, immigration, social security number, selective service and financial aid history.

Chapter 3  **DATA BASE MATCHES**
Outlines the major delivery system changes for 2017-18 and presents information needed to identify and resolve SAR/ISIR rejects, matches and assumptions.

Chapter 4  **VERIFICATION**
Specifies the minimum requirements for the verification of information on federal student aid applications.

Chapter 5  **SATISFACTORY PROGRESS**
Details CUNY’s minimum satisfactory academic performance standards for federal and state financial aid program eligibility.

Chapter 6  **STUDENT BUDGETS**
Contains budgets for the 2017-2018 academic year and an explanation of the student categories.

Chapter 7  **DETERMINING EXPECTED FAMILY CONTRIBUTION**
Presents an introduction to the EFC formulas and worksheets for calculating students’ family/student contribution.

Chapter 8  **PACKAGING**
Explains CUNY’s packaging parameters for 2017-2018.

Chapter 9  **SPECIAL PROGRAM GUIDELINES**
Details the criteria for establishing the student’s eligibility for special program assistance.
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The Student Aid Manual (SAM) is designed to assist CUNY financial aid personnel in understanding how student financial assistance is awarded and disbursed at the colleges of City University of New York. This manual details the regulatory and procedural environment through which student financial assistance must be administered so that CUNY financial aid personnel can perform their administrative roles more responsibly and effectively. The SAM is not designed to replace regulatory documents and communications from funding agencies, but instead serves as a supplement to these documents. The SAM is not intended to provide detailed guidance for aid program management using CUNYfirst – the needed guidance and training materials for working in CUNYfirst are published separately. The Federal Student Aid Handbook and the U.S. Department of Education’s Information for Financial Aid Professionals (IFAP) website (http://www.ifap.ed.gov/ifap/) serve as the primary resources for administering Title IV programs. HESC Programs, Policies and Procedures and the HESC website (https://www.hesc.ny.gov/partner-access/financial-aid-professionals/programs-policies-and-procedures-guide-to-grants-and-scholarship-programs.html) serve as the primary resources for administering NYS programs. The material in the SAM attempts to integrate CUNY practices with federal, state and city policies and procedures.

CUNY’s financial aid policy is based upon the premise that financial aid resources are to be awarded to students in an equitable and consistent fashion throughout the University. All available funds must be awarded and disbursed in accordance with federal, state, and city regulatory and program guidelines.

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3 Components of the CUNY Financial Aid System

- Establishing Student Cost of Attendance Budgets
- Determining Expected Family Contribution
- Packaging with Student Financial Assistance

Student Cost of Attendance Budgets (COA)

The student’s cost of attendance budget (COA) is the first fundamental component required to determine a student’s need for financial assistance. The COA is defined as a calculated dollar amount needed for a student to attend CUNY for a defined academic or award period.

The COA has two components: educational expenses (that is, expenses directly related to attending college, such as tuition, fees, books, supplies and carfare) and living expenses (housing, food & personal expenses). CUNY has established two standard student budgets: (1) students living with parents and (2) students living away from parents. The student’s living arrangements will determine which budget category (living with or living away) is used for packaging.

CUNY makes certain assumptions in determining the COA. For example, it is assumed that students will use the New York City transit system to travel to and from school and that those not living with parents are sharing housing costs with someone else.

Chapter 6 of this manual provides the individual components of the COA and explains the rationale used to derive them. These budgets represent the maximum expenses for the awarding of need-based aid to a student studying at City University of New York.

Determining Expected Family Contribution (EFC)

A federally mandated calculation is performed for each student through an approved federal methodology which calculates the number of dollars students are expected to have available to meet their college expenses. This sum is referred to as the expected family contribution (EFC). The EFC calculation is an objective formula used to measure the ability of students and/or their families to meet their educational costs. Further, use of the EFC formula is mandated for meeting the requirements of most federal and some state aid programs. The FAFSA is the instrument used to collect the data for the EFC calculation.

There are several assumptions underlying the calculation of an EFC:

- Parents of dependent students are assumed to have an obligation to provide their children with as much financial assistance as family circumstances permit.
- The family’s size and any extraordinary expenses are considered in evaluating the family contribution.
- The formula recognizes the need to preserve some of the family assets for the parents’ retirement and the education expenses of other children in the family.
Step Three of the FAFSA is used to determine which analysis (independent/dependent) is used to obtain the appropriate family contribution. Unlike the cost of attendance budget which is determined by the student’s living arrangements (living with parents or living away from parents), the EFC calculation is based on the student’s dependency status (dependent or independent).

Chapter 7 of this manual provides information on the components of the EFC formula for each category and furnishes worksheets to allow the administrator to hand calculate EFCs.

Packaging
Packaging is the system by which individual students are awarded available financial aid funds based on each student’s financial need. To learn the financial need of a student, the family contribution (EFC) is subtracted from his or her cost of attendance budget. Unmet need establishes the maximum need based aid that can be awarded from all sources.

Awards packaging occurs centrally either through the mass packaging plans built into CUNYfirst. Packaging plans are designed to allow financial aid administrators flexibility in the consistent and equitable allocation of aid. Monies from all of the programs for which the student is eligible are used to finance a student’s need. The most common sources of financial aid for CUNY students include:

**New York State Tuition Assistance Programs (TAP, PTAP, APTS)**

**Federal Pell Grant**

**Campus-based Federal Aid Programs**
- Federal Work-Study (FWS)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Perkins Loan – As of 2016-2017, Perkins Loans will no longer be packaged.

**Federal Direct Loan Program**

**Special Program Awards**
- SEEK
- College Discovery
- Bilingual
- Honors College
- Accelerated Study in Associate Programs (ASAP)

**Other Awards**
- New York State Scholarship for Excellence
- Leaders of Tomorrow Scholarship

Chapter 9 of this manual sets forth the awards packaging parameters at CUNY for the current award year. More detailed guidance for awards packaging in CUNYfirst is published separately.
CUNY Model Code of Conduct (revised March 10, 2010)

The Chancellor has requested that CUNY and its colleges, in order to comply with the HEOA, display the following model code of conduct prominently on their websites.

CUNY’s Model Code of Conduct

- The provisions of this Model Code of Conduct apply to all employees of CUNY or any of its constituent colleges or units.
- Conflicts of interest between the responsibilities of employees involved in student financial aid and such employees’ relationships with lenders are strictly prohibited.
- For purposes of this Model Code, a lender is defined as (i) any entity that itself or through an affiliate engages in the business of making loans to students, parents, or others in order to finance higher education expenses or to securitize such loans; (ii) any entity, or association, that guarantees such loans; or (iii) any industry, trade, or professional association that receives money from any such entity.
- No employee may accept a gift from a lender. A gift is defined as any gratuity, favor, discount, entertainment, hospitality, loan or other item having a monetary value of more than a nominal amount. It includes a gift of services, transportation, lodging, or meals, whether provided in kind, by purchase of a ticket, payment in advance, or reimbursement after the expense has been incurred.
- No employee may accept any compensation of any kind or reimbursement of expenses for serving as a member of a lender’s advisory board.
- Neither CUNY nor any of its colleges may accept anything of value from a lender in exchange for any advantage or consideration provided to the lender related to its educational loan activity. This prohibition includes, but is not limited to, a ban on (i) revenue sharing by a lender with CUNY or a college; (ii) acceptance of computer hardware for which below market value is paid; and (iii) acceptance of printing costs or services. Revenue sharing means an arrangement whereby a lender pays a higher education institution a percentage of the principal of each loan directed toward the lender from a borrower at the institution.
- Neither CUNY nor any of its colleges may use preferred lenders. Preferred lenders include either lenders with which CUNY or a CUNY college enters into a formal agreement or lenders that CUNY or a CUNY college informally recommends to students. Therefore, CUNY employees may neither adopt preferred lender lists nor, more informally, recommend particular lenders to students seeking advice on alternative loan providers.
- Neither CUNY nor any of its colleges shall link or otherwise direct potential borrowers to any electronic Master Promissory Note or other loan agreement in an electronic format that incorporates any preferred lender list or similar device into the electronic medium, including any drop-down menus of possible lenders for the student to select. Instead, students must be presented with the opportunity to enter the lender code or name for any lender offering the relevant loan.
- If CUNY ever enters the “School as Lender” program as permitted under federal law, it may not treat School as Lender loans any differently than if the loans
New York State’s SLATE Act of 2007
Passed unanimously by the NYS Legislature in May 2007, The Student Lending Accountability, Transparency and Enforcement (SLATE) Act of 2007 includes the following provisions:

- Prohibits lenders from making gifts – including the practice of revenue sharing to colleges and universities or their employees in exchange for any advantage in loan activities;
- Bans colleges and universities from soliciting, accepting or receiving any gifts whatsoever – including those construed as part of a revenue sharing practice – from lenders in exchange for advantageous loan consideration;
- Bars college and university employees from receiving any advantage, reimbursement or benefit from serving as a member of a lender’s advisory board;
- Prohibits lender employees and agents from posing as college or university employees, including staffing the school’s financial aid offices with lender employees;
- Bans lenders and schools from agreeing to certain quid-pro-quo high-risk loans that prejudice other borrowers or potential borrowers; and,
- Dictates strict criteria that schools must abide by if they continue to use “preferred lender” practices.
CUNY Conflict of Interest Policy
The CUNY Board of Trustees approved a new CUNY Conflict of Interest Policy on June 23, 2008. Under the Policy, which is effective as of July 1, 2008, all University activities are to be conducted in accordance with the highest standards of integrity and ethics and in a manner that will not reflect or appear to reflect adversely on the University's credibility, objectivity, or fairness.

The Policy sets forth the general standards of conduct and the rules regarding hiring, employment, and contracting decisions and supervisory responsibility involving certain family members that apply to any individual who is, or at any time becomes, an officer, full-time or part-time employee, or post-doctoral associate at the University, or a student engaged in faculty directed research at the University other than as part of his or her coursework, whether or not the student is paid for the engagement. The Policy also sets forth specific obligations of covered individuals who are involved in research or similar educational activities at the University and the University's procedures for managing Conflicts of Interest that may arise in connection with those activities.


Professional Judgment
Federal regulations give the discretionary authority to a Financial Aid Administrator (FAA) to determine the independent status of individual students and to address the economic needs of a student’s household experiencing “special circumstances.” This exercise of discretionary authority is commonly referred to as professional judgment (PJ).

A FAA may, on a case-by-case basis, exercise PJ when a student who does not meet the federal criteria for independent status presents compelling reasons to be considered independent. PJ may also be used when the stated FAFSA income and household data produces an EFC that overstates the economic strength of a student’s household or fails to take into account unusual but legitimate economic burdens. In such cases, the FAA may, but is not required to, override a student’s dependency status, or “adjust” the budget and/or the data elements used to calculate the EFC so as to more accurately reflect the student’s household circumstances. The burden for documenting such circumstances rests with the individual student and all PJ decisions must be supported by complete documentation in the student’s file.

The statutory authority for PJ decisions applies to all Title IV programs (including the Federal Pell Grant Program). FAAs are permitted to modify only the data items used in the COA and the EFC calculation. FAAs are under no obligation to approve any dependency override or to adjust any income data element. FAA PJ decisions are not subject to student appeal to the US Department of Education. Also note that the Department of Education does not mandate that the FAA use the authority given to it to make professional judgments; its use by financial aid administrators is optional.

While the Department of Education grants significant latitude in the exercise of professional judgment, the FAA may not change the dependency status of a student who already meets the federal definition of independent back to dependent, may not alter the EFC formula or any of the table values used therein, may not adjust the EFC directly, or create a new cost of attendance category. PJ must be applied on a case by case basis only.
It may not be applied to a group of students, even if every member of that group appears to have the same characteristics. Its use may not be applied in an arbitrary manner to circumvent regulations or the intent of the law, or to render an otherwise ineligible student eligible.

Dependency Status Overrides

DCL GEN-03-07 published May 2003 gives more explicit guidance than was available previously on overriding dependency status. DCL GEN-11-15 published July 2011 expands upon this guidance by reviewing the conditions and documentation that support the use of dependency status overrides. The following reproduces the substance of the guidance contained in these DCLs: In the course of conducting recent compliance reviews of institutions participating in the Federal student aid programs, ED has found that some institutions have not been properly following the statutory requirements for making dependency overrides as well as not adequately supporting their dependency override decisions with sufficient documentation. In working to improve compliance at these institutions, ED has determined that issuing comprehensive guidance that reviews the conditions for making dependency overrides and documenting these overrides would help improve compliance with these requirements at all schools participating in the Title IV, HEA programs.

Background

Section 480(d) of the Higher Education Act of 1965, as amended (HEA), defines an independent student as someone who fits into one or more of the following specific categories: (1) 24 years of age or older by December 31 of the award year; (2) A married individual; (3) Working on a master’s or doctorate degree or graduate certificate; (4) Currently serving on active duty in the U.S. Armed Forces; (4) A veteran of the U.S. Armed Forces; (5) Having legal dependents other than a spouse; (6) From age 13, an orphan, being in foster care, or a ward of the court; (7) An emancipated minor or in legal guardianship as determined by a court in applicant’s state of legal residence; (8) An unaccompanied youth who was homeless or at risk of being homeless as certified by a school district homeless liaison, a director of an federally funded emergency shelter program or a director of a runaway or homeless youth shelter.

An individual who does not qualify as an independent student under one of these...categories may be considered an ‘independent student’ under section 480(d)(7) of the HEA. Under that provision, a student is considered to be an independent student if he or she: “is a student for whom a financial aid administrator makes a documented determination of independence by reason of other unusual circumstances”....

Making Dependency Status Overrides

An individual who does not qualify as an independent student, for financial aid purposes, based on the answers provided on the FAFSA may be considered for a dependency
override under section 480(d)(7) of the HEA if he or she: “is a student for whom a financial aid administrator makes a documented determination of independence by reason of other unusual circumstances”

The decision to override the normal dependency criteria must be made on a case by case basis and must explain and document the “unusual circumstances” that necessitate the exception.

Situations that might warrant a dependency override include, but are not limited to: 1) the student’s voluntary or involuntary removal from the parents’ home due to an abusive situation that threatens the student’s safety and/or health 2) the student’s abandonment by the parents or the inability of the student to locate the parents.

The following criteria do not qualify as “unusual circumstances” and may not be used to justify a dependency override: 1. Parents refusing to contribute to the student’s education; 2. Parents unwilling to provide information on the application or for verification; 3. Parents not claiming the student as a dependent for income tax purposes; 4. Student demonstrating total self-sufficiency.

The law requires that a determination of unusual circumstance(s) must be made each award year and students granted a dependency override one year should not automatically be considered independent in a subsequent year.

DCL GEN-03-07 published May 2003 and DCL GEN-11-15 published July 2011 give explicit guidance on overriding dependency status.

Collecting and Maintaining Acceptable Documentation  Adequate documentation is a critical aspect of the dependency override process. The documentation must include the reason for the determination and must support the decision. In almost all cases, the documentation should originate from a third party with knowledge of the unusual circumstances of the student. The third party confirming the student’s unusual circumstance could include: counselors or teachers, clergy, community groups, government agencies, medical personnel, courts, or prison administrators. In rare circumstances where third party confirmation cannot be obtained, the financial aid administrator may - but is not required to - accept a signed statement from the student alone, or the student and his or her relatives or friends; however, the use of this form of documentation should occur only in extremely rare circumstances.

Financial Aid Administrator’s Written Determination After reviewing all relevant documentation related to a student’s assertion that there are unusual circumstances that support why he or she should be considered to be independent rather than dependent, the financial aid administrator must make a specific determination for the student. Upon making such a determination that a dependency override is warranted, the financial aid administrator must prepare a written statement of that determination, including the identification of the specific unusual circumstance upon which the financial aid administrator based his or her determination. The institution must maintain this
Accepting Dependency Status Overrides Performed At Other Schools

Schools may accept a dependency override performed by another school within the same award year. The school does not need to document the student’s special circumstances but need only document it is accepting the dependency override already performed. The school that originally performed the dependency override must maintain the documentation. Schools have complete discretion on which, if any, dependency overrides they will accept from another school. Also, dependency overrides do not carry over from year to year; the FAA would have to reaffirm with documentation that the unusual circumstances still exist and a subsequent year dependency status override is still justified.

Adjustments for Special Circumstances

An administrator may use professional judgment on a case by case basis and with adequate documentation to alter the values of the data elements used to calculate the EFC or to adjust the student’s cost of attendance. The decision to adjust either a data element or the cost of attendance depends on whether the special circumstance relates to the family’s ability to pay or reflects higher than usual educational costs for the particular student. For example, when a student already has a zero EFC, a cost of attendance adjustment might be the only way to provide a student with additional assistance. [See Chapter 6 of this manual for more information on cost of attendance adjustments.]
Special circumstances are "conditions that differentiate an individual student from a class of students rather than conditions that exist across a class of students." Section 479A(a) of the Higher Education Act presents examples of special circumstances where a financial aid administrator may wish to exercise his or her professional judgment. These may include but are not limited to:

- Tuition expenses at an elementary or secondary school
- Medical, dental or nursing home expenses not covered by insurance
- Unusually high child-care or dependent-care costs
- Recent unemployment of a family member or an independent student
- A student or family member who is a dislocated worker as defined in section 101 of the Workforce Investment Act of 1998
- Change in the number in household size
- Change in housing status
- Other changes in a family's income or assets.

The use of professional judgment, especially to address a student’s financial and family circumstances that may have changed from the base year information originally reported on the student’s FAFSA, may be critical in determining whether the student can enter or continue in postsecondary education. A changed circumstance certainly includes the loss of a job or a reduction in work hours or wages, but it also includes, for example, the income loss associated with a prospective student’s decision to leave the workforce or to reduce work hours in order to return to school.

When adjustments are made that are related to the student’s or the student’s family’s income, it is appropriate to use information that realistically reflects the individual’s and/or family’s current and near-term economic situation. For example, for an individual who has lost a job or has taken a significant salary cut beginning in November of 2016, you may choose to project income for the next 12-month period (i.e. December 2016 through November 2017, or any subsequent 12 months period) and use that figure instead of the base year income that was initially used in the calculation of the student’s expected family contribution (EFC). Of course, verifiable third-party documentation of the changed circumstances should be obtained in order to support any decision to use professional judgment.

While not every student will become eligible for a Federal Pell Grant as a result of an adjustment based on your exercising professional judgment, many may become eligible for a subsidized Federal Stafford Loan or for assistance from one of the campus-based programs.

Remember that the examples provided in the law do not authorize across-the-board adjustments. Even if students are found to meet the examples of special circumstances listed above, the HEA still requires a case-by-case review by the financial aid administrator. Each student must still demonstrate that a special circumstance exists that can be documented and recorded by the financial aid office. As with dependency status overrides, the aid office must also maintain documentation of the administrator’s written determination made after review of the student's circumstances (i.e., whether to make any adjustment, and the nature of any adjustment made). The prohibition against across-the-
board adjustments does not prohibit an institution from identifying conditions that might trigger a review by the financial aid administrator.

When adjusting data items to account either for income loss or unusual expenses, the administrator should look at the nature of the income that was reduced and the way that family paid the unusual expenses, whether from current income or from asset reserves. The majority of income or expense adjustments will involve the changing one of two data items: (1) the family’s adjusted gross income (AGI); or (2) the family’s assets. For example, in a situation where a family member is ill, one might adjust the AGI to reflect lower earnings in the coming year or adjust the assets to reflect the family’s savings that have been spent on medical expenses.

In making adjustments for unusual expenses, the administrator must remember that the income protection allowance (IPA) already factors modest allowances for basic living expenses into the EFC calculation [30% for food, 22% for housing, 9% for transportation, 16% for clothing and personal expenses, 11% medical expenses and 12% miscellaneous]. Before making an adjustment for an unusual expense you must first determine whether some or all of the expense under consideration may have already been accounted for in the EFC calculation.

For example, a dependent student’s family of 4 (with 1 in college) has documented $4000 in medical expenses. If the IPA for a family of 4 is $22,200, then 11% of $22,200 (that is, the % of the IPA covering a household’s medical expenses) = $2442. The final adjustment would include just the incremental difference between the total documented medical expenses ($4000) and the amount allotted to medical expenses for a family of 4 in the IPA ($2442). Therefore, $4000 - $2442 = $1558 which would be considered the “unusual” amount of the expense.

Verification and Professional Judgment

If the applicant’s FAFSA information is selected for verification, the applicant must complete verification before the school exercises any of its PJ authority under section 479(a) of the HEA to make changes to the applicant’s cost of attendance or to the values of the data items required to calculate the EFC. If, as a result of verification, any of the original FAFSA data are found to be in error, the school must submit these corrections to the federal processor and wait for a new ISIR before making the adjustment.

Adjustments to data items must be made on correct data only. To ensure the PJ is made on correct applicant data, PJ changes should not be submitted until after an ISIR has been received confirming the processing of any verification corrections.
If the FAFSA has not been selected for verification, the school may proceed with the PJ adjustment without completing verification first. Transactions that reflect professional judgment adjustments to an applicant’s FAFSA information will not be reevaluated under the verification selection model and therefore, will not be selected for verification as long as the FAA sets the professional judgment flag when the changes are submitted.

The school does not have to complete verification before submitting a dependency status override because the authority to make an otherwise dependent student independent is separate and apart from the authority to exercise professional judgment. If the application is selected for verification by the CPS when processed, it would be necessary to complete verification before awarding and disbursing aid.

### Student Marital Status Changes

A change in a family’s economic situation after a FAFSA is filed due to the death, separation or divorce of one of the parents of a dependent student, or the spouse of an independent student, has long been recognized as a special circumstance that might warrant the use of professional judgment because the information reported on the original FAFSA may no longer accurately reflect a family’s ability to pay.

The verification regulations provide the FAA with the discretion to require an update to a student’s marital status (and corresponding changes in household size, number in college and dependency status) “to address an inequity or to more accurately reflect the applicant’s ability to pay”. The FAA may change an applicant’s marital status without regard to whether the applicant’s information was selected for verification. However, the change in marital status can only be made if the change would result in a change in the applicant’s dependency status for the award year.

There are now two reasons why a student might change the answer to the FAFSA question concerning the student's marital status:

- **Correction**: If the answer on the FAFSA was incorrect as of the FAFSA application date, the applicant may change the answer to correct the error.
- **Update**: If the answer on the FAFSA was correct as of the FAFSA application date, but has subsequently changed, the college financial aid administrator may choose to allow or disallow a change to the answer on the FAFSA.

In both cases the change in status should be reviewed by the college financial aid administrator. Financial aid administrators should look for comment code 75 to identify students who have changed the student's marital status.

If the student says that the marital status was in error, the FAA should ask for a copy of the marriage certificate and compare the date of the certificate with the FAFSA’s application date. If the marital status was not in error, but has subsequently changed, the FAA will need to decide whether to allow or disallow the change.

The FAA may update an applicant’s marital status on a case by case basis and must document the reason for the decision. An institution that decides to update applicants’ marital status may have as part of its policy a cut-off date after which it will not consider any updates to a student’s marital status.
When an applicant updates marital status, the CPS will apply Reject 21 to the resulting transaction. If the FAA agrees to accept the applicant’s marital status change, he or she will enter an appropriate administrator-only override that will result in a new transaction with a corrected EFC.

When an allowable change in an applicant’s marital status is made, all other FAFSA information that relates to the new marital status and new dependency status must be updated, regardless of whether the student is being verified. This includes income (either adding the spouse’s income/asset information or deducting a former spouse’s income/asset information) as well as household size and number in college.

It is reasonable to expect that if a school chooses to update an applicant’s marital status, it will be in situations where the marital status changes from single to married and the dependency status changes from dependent to independent. However, under the regulations, it is possible for an applicant who was independent only because he or she was married when the FAFSA was first completed to go from independent to dependent. If the institution changes the applicant’s marital status to unmarried, making the student dependent, the FAFSA must be updated with parental information.

Note that the regulations do not allow for updating when an otherwise independent student marries or divorces, i.e., there is no change in dependency status and the student is not selected for verification.

**Unaccompanied Homeless Youth**

As a result of the CCRAA, a student is independent if at any time on or after July 1, 2008, he or she is determined to be an *unaccompanied homeless youth* by a school district homeless liaison or the director (or designee) of an emergency shelter program funded by the Department of Housing and Urban Development (HUD). A director (or designee) of a runaway or homeless youth basic center or transitional living program can also determine a student to be an *unaccompanied homeless youth* or an *unaccompanied youth who is self-supporting and at risk of being homeless*. These authorities make this determination if the student is receiving their programs’ services or if, in the case of a school district homeless liaison, the student is in high school. An FAA may also determine if a student is either an unaccompanied youth who is either homeless or is self-supporting and at risk of being homeless. In a case where it is the FAA making the determination, it is important that students’ living situations and claims be examined on a case-by-case basis.

A student is considered homeless if he or she lacks fixed, regular, and adequate housing. This is broader than just living “on the street.” It includes temporarily living with other people because he or she had nowhere else to go; living in substandard housing (if it doesn’t meet local building codes or the utilities are turned off, it is generally not adequate); living in emergency or transitional shelters, for example, trailers provided by the Federal Emergency Management Agency (FEMA) after disasters; or living in motels, camping grounds, cars, parks, abandoned buildings, bus or train stations, or any public or private place not designed for humans to live in. It also includes living in the school dormitory if the student would otherwise be homeless. A student living in any of these situations and fleeing an abusive parent may be considered homeless even if the parent
would provide support and a place to live. There is no prescribed documentation for an FAA’s evaluation of the living arrangements of a student, but it must demonstrate that she meets the definition of this category of independent student. The determination may be based on a documented interview with the student if there is no other written documentation available. Students who are older than 21 but not yet 24 and who, if not for their age, would be considered unaccompanied homeless youths or unaccompanied, self-supporting youths at risk of being homeless, would have to be treated as a dependency override.

**Students Without Parental Support**

Although students whose parents refuse support are not eligible for a dependency override, the Higher Education Opportunity Act of 2008 (HEOA) granted that such students may receive unsubsidized Stafford loans only. For a student to be eligible for this provision, the FAA must collect a signed and dated statement from the parents indicating that (1) the parents refuse to provide information on the FAFSA (2) they do not and will not provide any financial support to the student and (3) the student does not reside with them. The date the support ended must be included as part of the statement. If the parents refuse to provide such a statement, a third party statement from a teacher, counselor, cleric, or court may suffice.

As noted above, this situation does not justify a dependency override. But as with overrides, making this determination is up to the discretion of the FAA. If you decide that a student falls into this category, you must document your decision and ensure that the student submits a FAFSA and passes all the eligibility matches.

The result will be a rejected application with no EFC. You can then award the student unsubsidized Stafford loans up to the maximum the student would normally be eligible for depending on his grade level (but not the amount a student can get when his parent is unable to get a PLUS loan). See DCL GEN-08-12 for more information.
### Guide to Addressing Special Circumstances Chart

The following Guide to Addressing Special Circumstances suggests how one may evaluate situations that would seem to warrant a professional judgment adjustment. Apart from those conditions already mentioned in the previous discussion, such circumstances might include 1) support of “extended” family members, i.e., persons receiving support who do not qualify as family members according to FAFSA criteria; 2) non-recurring or “windfall” income (or assets) that do not accurately reflect award year resources; or (3) situations where families face unusually high debt burden not accounted for in the federal methodology formulae. This chart has been adapted from NASFAA Monograph #21 entitled: *Professional Judgment in Eligibility Determination and Resource Analysis*, a useful document available in its entirety from [http://www.nasfaa.org](http://www.nasfaa.org). Another useful reference is *Guide to Best Practices for Professional Judgment* prepared by Mark Kantrowitz which is available at: [http://www.finaid.org/educators/pj/](http://www.finaid.org/educators/pj/).

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>Reason for Response</th>
<th>How to Gather Information</th>
<th>Possible Data Verification</th>
<th>Suggestions for Implementing the Adjustment</th>
</tr>
</thead>
</table>
| Unusual medical, dental or nursing home expenses | Can be a hardship affecting a family's ability to pay. | See Table 1, Attachment A. | 1. Base year federal income tax form, Schedule A- Itemized Deductions  
2. Receipts of actual medical, dental or nursing home payments. | 1. Reduce adjusted gross income (AGI) by medical, dental or nursing home expenses that exceed a certain percentage of total income.  
2. Reduce AGI by annual installment payments made for long-range medical, dental or nursing home care (e.g., cancer therapy or orthodontic work).  
3. Consider such long range indebtedness as allowance against assets (may be a more accurate reflection of cash flow, since expenses may be paid for over a period of years).  
4. Other. |
| Support of extended family          | To address on a case-by-case basis families who provide financial support to relatives who are unable to support themselves adequately but don’t qualify as family members using usual FAFSA criteria. | See Table 2, Attachment A. | 1. Receipts  
2. Billing statements | 1. Reduce AGI by amount of support; or  
2. Adjust household size; or  
3. Adjust assets; or  
4. Other. |
<table>
<thead>
<tr>
<th>Circumstance</th>
<th>Reason for Response</th>
<th>How to Gather Information</th>
<th>Possible Data Verification</th>
<th>Suggestions for Implementing the Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and secondary school costs; child care and dependent care costs.</td>
<td>Identified added expenses related to attendance at tuition-charging schools, child care, care of an elderly family member.</td>
<td>See Table 3, Attachment A.</td>
<td>Base year federal income tax return (# of exemptions claimed, credits taken for care of dependent children, elderly or disabled family members); receipts for tuition payments; signed itemized statement of expenses.</td>
<td>1. Reduce AGI by tuition expense amount; or 2. Add amount of dependent care expenses to student’s cost of attendance; or 3. Adjust assets; or 4. Other.</td>
</tr>
<tr>
<td>Unusual debts</td>
<td>To address on a case-by-case basis families with high debt payments for unusual situations, such as mortgages or credit card debts to cover unemployment expenses or failed businesses; legal fees for divorce, adoption, etc.; education loans of parents/spouses; or personal debts for non-discretionary expenses.</td>
<td>See Table 4, Attachment A.</td>
<td>1. Contracts, mortgages, or liens 2. Billing or payment summaries from persons, companies, or agencies to which money is owed.</td>
<td>1. Reduce AGI by amount of total annual installment payments on these debts; or 2. Adjust assets, if this treatment may be a more accurate reflection of the family’s cash flow, since the debt(s) will be paid for over a period of years; or 3. Other.</td>
</tr>
<tr>
<td>Income reduction or non-recurring income</td>
<td>To address on a case-by-case basis instances when base year income does not accurately reflect a family or student’s ability to pay for education, such as divorce or death, change or loss of employment, disability, or receipt of non-recurring (or &quot;windfall&quot;) income.</td>
<td>See Table 5, Attachment A.</td>
<td>1. For estimated income: signed statements documenting estimated earnings; alimony or child support designated in divorce agreements; unemployment compensation &amp; JTPA benefits; actual disability &amp; social security benefits received. 2. For non-recurring income: base year federal income tax return, Schedule A-Itemized Deductions; Form 3903 (moving expenses); Schedule D-Capital Gains &amp; Losses, etc.</td>
<td>1. Use expected year income. Consider using either anticipated current year income or academic year income. 2. If non-recurring income was spent in the base year, reduce AGI by that amount. 3. Replace the “windfall” amount with an average of incomes over the past several years. 4. If source of non-recurring income is an IRA or pension distribution that has been rolled over, it should not be counted as either income or as an asset because such retirement funds are not currently part of the need analysis calculation. 5. Other.</td>
</tr>
</tbody>
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## OSFA

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<tr>
<th>Circumstance</th>
<th>Reason for Response</th>
<th>How to Gather Information</th>
<th>Possible Data Verification</th>
<th>Suggestions for Implementing the Adjustment</th>
</tr>
</thead>
</table>
| Dependency Status     | To address on a case-by-case basis a student who does not meet the federal criteria for independent status but who may still be considered to be independent due to unusual circumstances (i.e. physical/emotional abuse by a parent, abandonment, or estrangement). | See Table 6, Attachment A                                                                 | 1. Student personal statement  
2. Base year federal income tax return for student  
3. Court documents  
4. Third party statements  
5. Rental agreement; utility bills, etc.                                                                                                                                 | 1. Evaluate information submitted to determine if student should be considered independent based on “other unusual circumstances” category included in the statute.  
2. Other |
### Table 1  Unusual Medical, Dental or Nursing Home Expenses (for independent students/spouses and parents of dependent students)

1. How much did you pay for your medical/dental insurance in 2015? (Do not include employer’s contribution.) $________________

2. What were your 2015 medical/dental/nursing home expenses not paid by insurance? $_______

3. Please explain if your unreimbursed medical/dental/nursing home expenses will be lower, the same, or higher in 2016 or 2017, and why? _________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

4. From what sources will you finance these expenses?
   - __________________________________________  $___________________
   - __________________________________________  $___________________

### Table 2  Extended Family Support (for independent students/spouses and parents of dependent students)

1. Do you contribute financial support to a relative (or relatives) not counted as members of your household?
   - _____Yes  _____No

   If yes, complete the grid below for each relative indicated.

2. Please explain if these expenses will be lower, the same, or higher in 2016 or 2017, and why.
_________________________________________________________________________________

3. From what sources will you finance this support? ____________________________________

<table>
<thead>
<tr>
<th>Name of Supported Relative</th>
<th>Age</th>
<th>Relationship</th>
<th>Support Began (Month/Year)</th>
<th>Support Ends (Month/Year)</th>
<th>Amt. Paid by Other Sources</th>
<th>Reason for Support</th>
</tr>
</thead>
</table>
### Table 3  
**Elementary and Secondary Education and Dependent Care Expenses**  
(for independent students/spouses and parents of dependent students)

1. Do you pay for elementary or secondary education expenses or dependent care expenses?  
   _____Yes               _____No

2. List family members and the amount of relevant support given for each by completing the grid below.

3. Please explain if these expenses will be lower, the same, or higher in 2015 or 2016, and why.

   ___________________________________________________________________________________

4. From what sources will you finance these expenses? ________________________________

<table>
<thead>
<tr>
<th>Name of Supported Relative</th>
<th>Age</th>
<th>Relationship</th>
<th>Child Care Expenses</th>
<th>Elementary Education Expenses</th>
<th>Secondary Education Expense</th>
<th>Adult Dependent Care Expense</th>
<th>Total 2013 Annual Expense</th>
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### Table 4  
**Unusual Debts**  
(for independent students/spouses and parents of dependent students)

1. Do you or your parents have unusual debts or loans for which you or they are currently making monthly payments? (Include mortgages or credit card debts to cover unemployment expenses or failed businesses; legal fees for divorce, adoption, etc.; education loans of parents or spouses; or personal debts for nondiscretionary expenses.)  
   _____Yes               _____No

2. If yes, list type and purpose of debt, total amount owed and amount of monthly payment on the grid below.

3. Please explain if these expenses will be lower, the same, or higher in 2016 or 2017, and why.

   ___________________________________________________________________________________

4. From what sources will you finance this support? ________________________________

<table>
<thead>
<tr>
<th>Type or Cause of Debt</th>
<th>Who Owes</th>
<th>Amt. of Original Debt and Date Incurred (Month/Year)</th>
<th>Balance Owed on Debt</th>
<th>Date Payments Began</th>
<th>Monthly Payment</th>
<th>Holder of Debt</th>
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Table 5  **Income Reduction**  
(for independent students/spouse and parents of dependent students)

1. Will your income and/or your spouse’s or parents’ income be less in 2016 or 2017 than in 2015 for any of the reasons listed in question 2?  
   ______Yes  ______No

2. If “yes”, please check the appropriate reason and explain, giving the date of the change in your situation.
   
   Date:____________________________
   
   a. ___ Unemployment or change in employment  
   b. ___ Divorce/separation  
   c. ___ Death of student’s spouse or parent  
   d. ___ Disability of student, or student’s spouse, or parent  
   e. ____ One-time income (examples: inheritance, moving expense allowance, back year social security payments, or IRA or pension distribution)

3. If 2e is checked, identify source of income and how funds were spent or invested.
   
   ____________________________________________________________________________________________

4. If 2a, 2b, 2c, or 2d is checked, please complete the following income information for the period _________________(month/year) to _________________(month/year).

5. If you or your parent are divorced or separated, give only your information or the information of the custodial parent.

6. If the loss of income was due to the death of your spouse or parent, give only your information or the information of your surviving parent.
   
   ____________________________________________________________________________________________

**Anticipated income**

- Wages, salaries, tips (including severance pay, disability payments and any income from work)
- Other taxable income
- Untaxed social security benefits
- Public Assistance
- Child support received
- Other untaxed income
- Total anticipated income
Table 6  Dependency Status

There are federal requirements that a student must meet to qualify for financial aid as an independent student. If you do not meet one of the criteria for independence, you will be evaluated as a dependent student, meaning that your parents must provide income and asset information. There may be special circumstances that warrant re-evaluation of your status by a financial aid counselor. Please provide the information requested below so that a final determination of your status can be made.

1. Please explain the circumstances in your family that have led to your being unable to obtain your parents’ financial information or signatures on your FAFSA. Describe your past and current relationship with each of your parents and provide a timeline with approximate dates of the events leading to the break in the relationship with them.

___________________________________________________________________________

2. Please indicate the amount and the source (examples: your wages/benefits, support from parents, monetary gifts from persons other than your parents, interest income) of your annual income for 2014 and 2015.

___________________________________________________________________________

3. Please complete the following information about your annual calendar year expenses:
   (If any amounts are zero, please explain who pays for these expenses.)

   Housing
   ____________________________________________

   Food
   ____________________________________________

   Transportation (car payments, insurance, gas, maintenance)
   ____________________________________________

   Utilities
   ____________________________________________

   Child care and/or dependent care
   ____________________________________________

   Personal (clothing, entertainment)
   ____________________________________________

TOTAL
   ____________________________________________
This chapter describes program eligibility requirements related to the applications process for Title IV student financial aid. Treated separately in this manual are additional eligibility requirements for verification (Chapter 4), good academic standing and satisfactory progress (Chapter 5). The program eligibility issues covered in Chapter 2 include:

- Citizenship Status
- Registration with Selective Service
- Overpayment of Title IV Grants
- Default on Title IV Loans

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Overview of the Title IV Student Eligibility Requirements

To be considered for assistance under the Title IV federal student aid programs, a student must certify certain general eligibility requirements. The school is responsible for ensuring that a student has met all of the relevant eligibility requirements before awarding Title IV funds to that student.

A student must:

- Be a regular student enrolled or accepted for enrollment in an eligible program at an eligible institution;
- Have a high school diploma or its recognized equivalent, [e.g., a GED certificate] or complete his or her state’s requirements applicable to homeschooling;
- Not be simultaneously enrolled in elementary or secondary school;
- Be a U.S. citizen or national, or an eligible noncitizen;
- Have a valid, correct Social Security Number (SSN);
- Be registered with Selective Service, if required;
- Certify, by signing a Statement of Educational Purpose, that federal student aid will be used only to pay for educational costs;
- Not be in default of a Title IV loan or owe an overpayment on a Title IV grant or Federal Perkins Loan;
- Not have received grants or loans in excess of the annual or aggregate limits;
- Not have property subject to a lien for a debt owed to the U.S.;
- Be maintaining satisfactory progress (SAP);
- Not have disqualifying drug convictions; and
- Have financial need, if applicable.

In addition, a student’s eligibility for Title IV funds may be affected by such factors as:

- Prior degrees earned;
- Enrollment status;
- Remedial course work;
- Correspondence study;
- Study by telecommunications;
- Incarceration; and
- A conviction for drug offenses.

Finally, a student who is subject to an involuntary civil commitment after completing a period of incarceration for a forcible or non-forcible sexual offense is ineligible to receive a Federal Pell Grant.
The rest of this chapter discusses eligibility issues arising from the application process [the first column of the above table]. Some of the school-based requirements from the second column such as satisfactory progress and determining financial need are discussed in later chapters of this manual (see Chapters 5 & 8). For requirements not discussed in this manual, see the FSA Handbook, Vol. I, Student Eligibility.

Certain data provided by the student on the FAFSA is compared to information stored in various federal databases. The following chart lists the federal agencies with which the matches are conducted and a general description of the match.
When applicant data does not match in one or more of the federal databases, the applicant’s application record is flagged by the CPS. When an application is flagged, both the applicant and the financial aid administrator may have to take certain actions to resolve the match flag before FSA funds may be awarded and disbursed. The following pages describe how to resolve federal edits resulting from failed data matches in the following categories:

- Citizenship and Immigration Status
- Social Security Number Issues
- Selective Service Registration Compliance
- Financial Aid History – Loan Defaults and Grant Overpayments

### Documentation of Citizenship or Immigration Status

#### Eligible Categories

Students must meet one of 2 classifications to receive any Title IV grant, loan or work assistance:

1. **U.S. citizen or national**

   Persons are U.S. citizens by birth or naturalization. A U.S. citizen is a person born in the 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, and the Northern Mariana Islands, as well as most persons born abroad to parents who are citizens. All U.S. citizens are considered to be U.S. nationals, but not all nationals are U.S. citizens. Natives of American Samoa, Swain’s Island or the U.S. Minor Outlying Islands are non-citizen nationals and are eligible for federal student aid. Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau are eligible for Federal Pell Grant, but may not receive federal educational loans.

2. **U.S. lawful permanent resident** who has an I-151, I-551, or I-551C (Alien Registration Receipt Card).

   If not a permanent resident, an eligible non-citizen must have an Arrival-Departure Record (I-94) from DHS showing one of the following designations:
   - “Refugee”
   - “Asylum Granted”
   - “Paroled into the United States pursuant to Section 212 of the I&N Act”
   - “Cuban-HaitianEntrant, Status Pending”
   - “ConditionalEntrant” (valid only if issued before April 1, 1980).

   Persons who have been designated as “victims of human trafficking” or “battered immigrants-qualified aliens” are new categories of eligible non-citizen.

#### Ineligible Categories

- Students who have only a Notice of Action (I-797) are not eligible for federal student aid.
- Students granted relief from deportation under the Family Unity Program [“family unity status”] and students living and working in the U.S. as “temporary residents” under the Legalization or Special Agricultural Worker program are not eligible for federal student aid. (These categories became non-eligible categories with welfare reform legislation [P.L. 104-193] and immigration reform legislation [P.L. 104-208] enacted in 1996.)
Persons who are in the U.S. on non-immigrant visas such as an F1 or F2 student visa, or a J1 or J2 exchange visitors visa, are not eligible for federal student aid unless they also have an I-94 with one of the eligible endorsements.

See p. 2-14 of this chapter for a more extended discussion of ineligible statuses.

**Citizenship Match with Social Security Administration (SSA)**

All applications are automatically matched with social security records to verify U.S. citizenship status. A successful match occurs when all four social security match elements (SSN, name, citizenship, and date of birth) are confirmed. There is no comment on the SAR/ISIR when the match is successful but the match flag value will either be blank or show an “A” meaning that the student’s status as a U.S. citizen was confirmed. Once confirmed, the SSA Citizenship Flag is carried forward to next year’s application and the match is not performed again.

If a student leaves the citizenship question on the FAFSA blank, CPS still attempts the citizenship match with SSA. If there is a complete match with the student’s Social Security Number, name, date of birth, and U.S. citizenship, the CPS will assume the student to be a citizen. The CPS will reject the application for insufficient information if one of the required items is not provided.

**NOTE:** the citizenship field on the student’s application record will remain blank even if U.S. citizenship status is confirmed. In order to make other corrections, you must also fill in this field with “U.S. citizen”.

U.S. citizens born abroad and naturalized U.S. citizens may fail the Social Security citizenship match unless they have updated their citizenship information with the Social Security Administration.

If one or more of the data items don’t match SSA records, a comment that applicant’s citizenship status could not be confirmed will appear on the SAR/ISIR. If incorrect, the student should make necessary corrections to SSN, name, or date of birth which will also cause the citizenship match to be rerun.

If the Social Security match doesn’t confirm that the student is a U.S. citizen, a comment will appear on the SAR/ISIR asking the student to provide documents proving citizenship or, if the claim of U.S. citizenship is in error, to make a correction showing that he or she is an eligible non-citizen. If the student is an eligible non-citizen, he or she must submit a correction that includes the A-number so that a DHS match might be attempted.

Students whose status was not confirmed by SSA but who are in fact citizens must provide documentation of citizenship status to the school. This documentation does not have to be submitted to any federal agency for verification but must be kept in the student’s file. The student should be advised to contact SSA to update its database, although this is not required for the student to receive aid.

The school determines what documentation is acceptable to demonstrate U.S. citizenship; ED doesn’t specify the documentation the student must provide.

If a student must prove his status as a U.S. citizen or national, only certain types of
documents are acceptable. A Social Security card or driver’s license isn’t acceptable for documenting U.S. citizenship or national status since noncitizens and non-nationals can also have these forms of identification. “Enhanced” driver’s licenses (provided by a limited number of states to permit non-air travel entry to the U.S. from Canada, Mexico, and the Caribbean) are also not acceptable. The Department doesn’t specify all of the acceptable documents.

Acceptable citizenship documentation for students born in the U.S. might include but is not restricted to:

- a copy of a birth certificate showing that he or she was born in the U.S., including Puerto Rico (on or after Jan. 13, 1941), Guam, the U.S. Virgin Islands, American Samoa, Swain’s Island, or the Northern Mariana Islands, unless the person was born to foreign diplomats residing in the U.S.;
- a statement attesting to U.S. birth signed by a person other than a family member such as a priest, clergyman, or doctor;
- a U.S. passport book (current or expired). In the case of nationals who are not citizens, the passport will be stamped “Noncitizen National.” Note: if the passport shown is a “limited” passport, it is not acceptable documentation of U.S. citizenship. Limited passports are often issued on an emergency basis to U.S. travelers abroad who have had their passports lost or stolen and can be issued without proof that the recipient is actually a U.S. citizen.
- a U.S. passport card which is accepted at U.S. land and sea ports of entry but cannot be used for air travel.

Note: a social security card, driver’s license, voter registration card or baptismal record does not document U.S. citizenship.

Acceptable citizenship documentation for persons not born in the U.S. might be:

- a Certificate of Citizenship (N–560 or N–561), issued by USCIS to persons who derive U.S. citizenship through a parent;
- a copy of Form FS-240 (Consular Report of Birth Abroad), or FS-545 (Certificate of birth issued by a foreign service post – these are State Department documents;
- a Certificate of Naturalization (N–550 or N–570), issued by USCIS through a federal or state court, or through administrative naturalization after December 1990 to those who are individually naturalized;
- a valid U.S. passport book or passport card (described above).

A Certificate of Citizenship must include the certificate number (in the upper right corner); the student’s name; and the date of issuance of the certificate. If issued to a minor child, a Certificate of Citizenship may bear the signature of the parent instead of the child, but this does not affect the legitimacy of the document. A Certificate of Naturalization must include the certificate number (in the upper right corner); the DHS Alien Registration Number; the student’s name; the name of the court where the naturalization occurred, and the date of naturalization. DHS has advised ED that these documents may be photocopied to document eligibility for federal student aid funds). Documents that are presented to the school to confirm U.S. citizenship must be the original documents, not copies. These documents are not submitted to an outside agency like DHS for confirmation but must be kept in the student’s file.
Documenting citizenship
While generally not permitted, for the purpose of applying for Title IV aid, students may legally photocopy, scan, or otherwise image immigration documents (such as Forms I-551 or I-94) to complete the G-845 secondary confirmation process. 34 CFR 668.33(c)
DCL GEN-15-08

Children Born Abroad to U.S. Citizen Parents

Foreign-born children of U.S. citizens are also U.S. citizens and their status is usually indicated on the SSA database when they receive a SSN. If the SSA database is not correct, such a student will fail the citizenship match. Such students should contact SSA to correct their status. These students may also document their citizenship status by a State Department-issued Form FS-240 (Consular Report of Birth Abroad). If the birth was registered with the American Consulate/Embassy in a foreign country before the student turned 18, he/she can receive a copy of the certificate by contacting: Department of State Passport Services, Vital Records Section, 44132 Mercure Cir., PO Box 1213, Sterling, VA 20166-1213 [Tel: 202-485-8300].
The student should provide his or her name at birth, date, and place of birth, parents’ names, dates and places of parents’ birth, a daytime telephone number, and return address. The request must be signed and, for Form FS-240, the student will need to include the original form (to exchange it) or a signed affidavit that the original has been lost or destroyed.
If the student’s birth was not registered and the student is now 18 years of age or older, he or she can file a self-petition for a “Certification of Citizenship” to any local DHS office (Form N–600). Proof of the parents’ U.S. citizenship at the time of the child’s birth must be provided.

Match for student who later changes names

When a student who was naturalized as a child later changes their name, for example, due to marriage, the name on the FAFSA will usually not match the name on the certificate of naturalization/citizenship or birth certificate. If the student fails the SSA U.S. citizenship match, they may provide their certificate of naturalization or birth certificate and proof of name change (such as their marriage license) to resolve the discrepancy.

Lawful Permanent Residents and Other Eligible Non-Citizens

A lawful permanent resident is a non-citizen legally permitted to live and work in the U.S. permanently. Persons who are not lawful permanent residents may be eligible for federal student aid if they are in the U.S. for other than a temporary purpose and with the intention of becoming citizens or permanent residents as in the following eligible categories:

- **Refugees** are given indefinite employment authorization. Their refugee status continues indefinitely unless revoked by DHS or until the lawful permanent
residence is granted, which refugees may apply for after one year.

- **Persons granted asylum** are given indefinite employment authorization and may apply for permanent residence after one year. Asylum status continues unless revoked by DHS or until permanent residence is granted.

- **Conditional entrants** are refugees who entered the U.S. under the seventh preference category of P.L. 89-236 or whose status was adjusted to lawful permanent resident under that category. Not used after March 31, 1980.

- **Cuban-Haitian entrants.**

- **Persons paroled into the U.S. for at least one year** must provide evidence from the DHS that they are in the U.S. for other than a temporary purpose and intend to become either a citizen or permanent resident.

- **Victims of human trafficking** have the same eligibility for federal benefits as refugees but are certified for this status by HHS and not DHS (see p. 2-13 for more information on this category).

- **Battered immigrants-qualified aliens** may be eligible for federal public benefits, including federal student aid, under the Violence Against Women Act (see p. 2-13 for more information on this category).
Match With DHS Records – Primary Verification

If an applicant indicates on the FAFSA that he or she is an eligible non-citizen and provides an A-number, the identifying information is sent to be matched electronically with the DHS database for “primary verification” of the student’s eligible non-citizen status. The results of the match are shown by a match flag in the FAA section of the SAR/ISIR and by a written comment about the results in the comments section.

An application answering “U.S. citizen” to the citizenship question and providing an A number will be matched with both the SSA and DHS database. If the DHS match identifies the student as an “eligible non-citizen,” the results from the DHS data match will take precedence over any results from the SSA match and the SSA citizenship match flags won’t appear on the SAR/ISIR. However, the usual procedures for resolving any DHS match discrepancies should be followed.

If a student leaves the citizenship question blank but provides an A-number, the CPS assumes the student is an eligible non-citizen and will attempt to match the A-number with DHS.

If the student leaves both the citizenship question and the A-number blank, the CPS won’t attempt a match with DHS records and will reject the application. The student must submit a correction that includes citizenship status and, if a non-citizen, an A number.

If the student indicates eligible non-citizen but leaves the A-number blank or misreports it, the match won’t be conducted. In such cases, the student receives ISIR Comment 142 and must submit a correction of the A-number so that the match can be conducted. In these situations, the FAA may not initiate paper secondary confirmation to confirm the student’s status because a DHS Verification Number will not appear on the ISIR record. The DHS will not process G-845 forms without the DHS Verification Number (see p. 2-15 of this manual for more information).

After the student or school submits the A-number as an ISIR correction, the CPS will once again attempt to conduct a match with DHS records. If the match is successful, an ISIR comment will confirm the student’s claim of eligible non-citizen status and the student may receive aid. If the match is conducted but the student’s status is not confirmed, the student will be required to undergo Secondary Confirmation.

Automated DHS Secondary Confirmation

If the database match with immigration records fails to confirm a student’s eligible non-citizen status, DHS records are automatically re-checked to see if documentation that confirms the student’s immigration status exists. If after 3 days the DHS has been unable to confirm the student’s status, the CPS will generate a SAR/ISIR with a secondary confirmation match flag of “P”, meaning that automated secondary confirmation is still in progress.
When DHS finishes the confirmation, the results are sent to the CPS which, in turn, generates another ISIR that replaces the “P” one of the following codes:

<table>
<thead>
<tr>
<th>Automated Secondary Confirmation Comment Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Citizenship status confirmed. The student is eligible for aid.</td>
</tr>
<tr>
<td>C</td>
<td>In continuance. DHS has not been able to confirm that the student is an eligible non-citizen. The school should wait 10 business days for another ISIR with an updated match result. If there is no update, the school must begin paper secondary confirmation.</td>
</tr>
<tr>
<td>N</td>
<td>Citizenship status not confirmed. The DHS did not confirm the student’s citizenship status as eligible. The school must begin paper secondary confirmation.</td>
</tr>
<tr>
<td>X</td>
<td>DHS needs more information. Paper secondary confirmation is required.</td>
</tr>
</tbody>
</table>

Note: Schools should wait 5-15 business days for the results of automated secondary confirmation before initiating the paper process.

**Corrections When DHS Automated Secondary Confirmation Is Still In Progress**

It is possible that the school or the student will make corrections to a transaction while the DHS is still in the process of conducting automated secondary confirmation on that transaction. If corrections for a transaction are received before secondary confirmation has been completed on that transaction, the CPS will send the correction transaction to the DHS once again for primary verification and, if necessary, automated secondary confirmation. If the first transaction passes automated secondary confirmation, or if the corrected transaction passes either primary verification or automated secondary confirmation, the school can award and disburse aid to the student.

**Corrections When DHS Automated Secondary Confirmation Has Been Completed**

If a correction is made to a transaction after the automated secondary confirmation process has been completed and a resulting systems-generated transaction has been sent to the school, the DHS data match process will depend on the prior results. If the results of the secondary match confirm the student is an eligible non-citizen, the CPS will not send the record through the match again. Likewise, if primary verification results show a match value of “Y”, the record will not be resent. If the student did not pass either the primary verification or automated secondary confirmation on an earlier transaction, the record will be resent to DHS.

**Paper Secondary Confirmation**

If the applicant fails primary verification or automated secondary confirmation, the accuracy of the student identifiers should be confirmed, especially the DHS alien registration number and DOB, before initiating paper secondary confirmation. If any of the student’s information is incorrect, the corrections must be submitted to the CPS before initiating paper secondary confirmation because the student might pass primary verification with corrected information.

If the student’s information appears correct or appears to conflict with other information in the student’s file, then paper secondary confirmation must be conducted to confirm the student’s status. In the paper secondary confirmation process, a student who is not a U.S. national or a citizen of the Freely Associated States must furnish documentation that shows an eligible non-citizen status. If the documentation provided shows reasonable evidence of eligible non-citizen status, this evidence should be submitted to DHS to confirm that the documentation is valid. If the documentation doesn’t provide reasonable
evidence of a student’s eligible non-citizen status, it should *not* be submitted to DHS; the student is not eligible for federal student aid.

A copy of the immigration documentation the student submits, along with the secondary confirmation results received from DHS must be retained in the student’s file. Documents that are examined and photocopied for submission to DHS must be the *original documents*, not copies. Care must be taken that the endorsement stamp (often appearing in a rust-colored ink that is hard to copy) is legible on the photocopy.

### Acceptable Documents for Paper Secondary Confirmation

#### U. S. Permanent Resident

The standard document for a lawful permanent resident is either the **Permanent Resident Card (Form I-551, since 1997)** or the **Resident Alien Card (Form I-551, before 1997)**, referred to as “green cards” though they are not green. DHS has been replacing the older **Alien Registration Receipt Card (Form I-151)** with these new cards but the Alien Registration Receipt Card remains acceptable as evidence of permanent residence for the purpose of receiving federal student aid.

Permanent residents may also present an **Arrival/Departure Record (CBP Form I-94)** or the new **Departure Record (Form I94A)** with the endorsement “Processed for I-551. Temporary Evidence of Lawful Admission for Permanent Residence. Valid until _____________. Employment Authorized.” The form will have an A-number annotated on it and is an acceptable document as long as the expiration date has not passed at the time it is submitted for secondary confirmation.

The U.S. Customs Border Protection (CBP) now issues a machine readable visa (MRIV) in the holder’s passport. The MRIV will have an admission stamp, and the statement “UPON ENDORSEMENT SERVES AS TEMPORARY I-551 EVIDENCING PERMANENT RESIDENCE FOR 1 YEAR.” An MRIV with this statement, contained in an unexpired foreign passport and endorsed with the admissions stamp constitutes a temporary I-551, valid for 1 year from the date of the endorsement on the stamp.

DHS now issues the U.S. Travel Document which replaces the Reentry Permit (Form I-327) and the Refugee Travel Document (Form I-571). It is used by lawful permanent residents (as well as refugees and asylees) and is annotated with “Permit to Reenter Form I-327 (Rev. 9-2-03).”

A student who has an approved application for permanent residence on file with DHS and is awaiting the receipt of the Permanent Resident Card may not have proof of his or her status. In the absence of a “green card” or one of the forms of I-94 listed above, a **passport** stamped “Processed for I-551. Temporary Evidence of Lawful Admission for Permanent Residence. Valid until _____________. Employment Authorized.” would be acceptable documentation of U.S. permanent residence. However, the expiration date stamped in the passport must be valid for all semesters of the award period for which the student is receiving aid.
The Marriage Fraud Amendments established a two-year **conditional permanent resident status** for certain alien spouses and their children. The alien spouse of a U.S. citizen or legal immigrant is given conditional permanent residence status if the marriage took place less than two years before the spouse applied for permanent residence status or citizenship. On being granted conditional permanent resident status, aliens will be issued a Form I-551 with a 2-year expiration date (rather than the usual ten). It can be recognized because 1) the admission code on the front of the card begins with a “C” (referring to the term conditional), and 2) there is an expiration date on the back of the card. A conditional permanent resident alien must file a petition for removal of this restriction in the 90 days preceding the expiration of the two-year period of conditional status. After satisfactory review of the alien’s petition, the restriction will be dropped and new documents issued. Conditional permanent residents holding an I-551 are eligible to receive aid under the federal student aid programs until the expiration date.

If the student has an I-551 or I-151 with a baby picture, he or she should update it with DHS. Permanent residents are expected to get a new picture and be fingerprinted at age 14. An I-551 or I-151 with a baby picture may be submitted to DHS and a student ultimately paid as long as it can be confirmed that the “green card” in fact belongs to the student. This is done by comparing the card to a current photo ID that has the student’s name, date of birth, and signature. The information on the current photo ID must be consistent with any other identifying information that you keep in the student’s file.

If a person is applying to suspend deportation, he or she must request a hearing before an Immigration Law judge who will render a decision. If the decision is favorable, DHS will give the applicant a Form I-551 which will certify his or her lawful permanent resident status. Therefore, there is no special category for persons who have been granted suspensions of deportation.

**Other Classifications of Non-citizen**

The most commonly presented evidence of status will be an **Arrival/Departure Record (Form I-94)** stamped with one of the following:

- **Refugees** may have Form I-94 or I-94A annotated with a stamp showing admission under Section 207 of the Immigration Nationality Act (INA). They may have the old Refugee Travel Document (Form I-571) or the new U.S. Travel Document mentioned above.

- **Persons granted asylum (asylees)** will have an I-94 or I-94A with a stamp showing admission under Section 208 of the INA. They may also have some of the same travel documents mentioned above.

   **NOTE:** A student in either of the above two categories who is applying for permanent residence must return his or her original I-94 to DHS. While the application is being processed, DHS will give the student a copy of the original I-94 which will include endorsement “209a (or 209b) pending. Employment Authorized.” These students are eligible for federal student aid as long as the I-94 has not expired.

- **Conditional entrants** will have a stamp on the Form I-94 indicates the student has been admitted to the United States as a conditional entrant. Although this status remains valid, DHS stopped admitting individuals into the U.S. in this status after March 31, 1980. If a student presents an I-94 with a conditional entrant status granted after March 30, 1980, you shouldn’t disburse funds.

- **Paroled persons (parolees)** must have a stamp indicating that the student has been
paroled into the United States for at least one year with a date that has not expired. (Federal student aid may not be disbursed after the document has expired.)

**Cuban-Haitian entrants** will have a Form I-94 with the following stamp: “Cuban-Haitian Entrant (Status Pending). Reviewable January 15, 1981. Employment Authorized until January 15, 1981.” These documents are valid no matter what expiration date appears.

**Victims of human trafficking** are entitled to the same federal benefits as refugees under Section 107(b)(1)(A) of the Victims of Trafficking and Violence Protection Act (VTVPA). However, U.S. Department of Health and Human Services (HHS) has responsibility for certifying an individual as a victim of human trafficking and not DHS. HHS issues a Certification Letter to a victim age 18 or older and an Eligibility Letter to a victim under the age of 18. Certain relatives of a victim in possession of a valid T-visa as explained below may also be eligible.

When these applicants file a FAFSA, they will fail the DHS data match because DHS does not have the eligibility status of victims of human trafficking from HHS in its systems. Therefore, before Title IV program assistance can be disbursed, the FAA at the school must confirm the applicant's status under the VTVPA.

The applicant must present to the FAA a copy of the Certification Letter or Eligibility Letter that was issued by HHS. The FAA must call the HHS Office of Refugee Resettlement at 1-866-401-5510, as noted on the letter, to verify its validity and to confirm that HHS certification or eligibility has not expired. The FAA must document the time and date of the call to the HHS Office of Refugee Resettlement, as well as record the results of the call and retain a copy of the Certification Letter or Eligibility Letter for the school records. Once the student’s status is confirmed through this process, an otherwise eligible applicant may receive Title IV program assistance for the award year. If the student applies for Title IV program assistance at the same institution in a subsequent year, the FAA must re-verify that the student's Certification Letter or Eligibility Letter remains in force by again calling the HHS Office of Refugee Resettlement.

The spouse, child, or parent of a victim of human trafficking may also be eligible for Title IV program assistance. These individuals will not have an HHS provided Certification Letter or Eligibility Letter but will have a T-visa (T-2, T-3, or T-4, etc.). Such applicants will also fail the DHS data match. The FAA must follow the procedure outlined above to verify the validity of the T-visa and Certification Letter.


**Battered immigrants-qualified aliens** are immigrants who are victims of domestic violence by their U.S. citizen or permanent resident spouses and who may, with their designated children, be eligible under the Violence Against Women Act (VAWA) for federal public benefits, including federal student aid. These students will fail the “eligible non-citizen” match because information on these immigrants are not maintained in the DHS system used to make the data match, so a separate procedure has been established to establish eligibility for these students.
The student will need to provide documentation of their status to the FAA and the specific documentation required is based on their case type: self-petition, suspension of deportation, or cancellation of removal.

In self-petitioning cases, the immigrant applies to the USCIS who may approve or deny the petition or indicate a “prima facie” case has been established. With an approval of a petition, the USCIS will issue a Form I-797, Notice of Action Form that will indicate that it is an approval notice. Separate approval notices would be issued to any dependent children listed on the original petition. The approval notice documents an eligible citizenship status for federal student aid for those persons listed on the notice(s).

A Form I-797 can be issued by USCIS indicating the establishment of a “prima facie” case which will exist usually for a period of up to 180 days (with possible extensions) until USCIS ultimately approves or denies the petition. Separate notices would be issued to any dependent children listed on the original petition. As long as the deadline has not passed, this notice documents an eligible citizenship status for federal student aid for those persons listed on the notice(s).

An immigration judge may issue either a “suspension of deportation” or a “cancellation of removal” of the abused person under VAWA. A copy of the court order documents the citizenship eligible status for federal student aid for the persons listed on the document as long as the order has not expired.

The FAA must examine the USCIS or court documents and retain a copy in the student’s files. The original document can serve in subsequent award years as long as it has not expired as long as the student also submits a dated, written statement that his or her immigration status under VAWA remains in effect without change. If the documentation has expired, it must be renewed.

If any document is unclear, the FAA may submit a completed G-845 form [with “Box 8—Other” checked and “VAWA Verification” specified] and a copy of the document to: U.S. Citizenship and Immigration Services, Attn: Immigration Status Verification Unit, 10 Fountain Plaza, 3rd Floor, Buffalo, NY 14202. The student’s eligibility for aid will be based on the result of the submission. For more information, see DCL GEN-10-07.

An approved Form I-817, “Application for Family Unity Benefits,” indicates that a student has been granted relief from deportation under the Family Unity Program. These students are not eligible for federal student aid.

The Immigration Reform and Control Act of 1986 (IRCA) established a legalization program (also called the amnesty program) for certain undocumented aliens. Though allowed to work while their application or permanent residence was being processed, they are not eligible for federal student aid. Students in this category might present several kinds of documents to document their status: the Employment Authorization Card (Form I-688A), Employment Authorization Documents (Form I-688B or Form I-766) or the Temporary Resident Card (Form I-688). None of these documents qualifies the student...
For federal aid.

[Note: Employment authorization does not, in and of itself, constitute proof of eligible non-citizen status. Documentation showing only employment authorization is inconclusive; the student needs to produce some form of acceptable documentation to prove eligible non-citizen status.]

Students with non-immigrant visas are not eligible for federal student aid funds unless they also have an I-94 with one of the eligible endorsements listed earlier. Non-immigrant visas include the F-1, F-2 or M-1 Student Visa, B-1 or B-2 Visitor Visa, J-1 or J-2 Exchange Visitors Visa, H series or L series Visa (which allow temporary employment in the U.S.), or a G series Visa (pertaining to international organizations).

Students who have a “Notice of Approval to Apply for Permanent Residence (I-171 or I-464)” (and who had not been in a previously eligible category) cannot receive federal student aid. Therefore, a holder of an I-94 with one of the following endorsements is not eligible for federal aid: “adjustment applicant,” “245,” “245 applicants,” or “applicant for permanent residence.”

Some students are issued a Form I-94 stamped “Temporary Protected Status.” This is a status used for persons who are from countries in upheaval but is a temporary status in that it does not provide for eventual conversion to permanent resident status. These students are not eligible for federal student aid.

Deferred Action for Childhood Arrivals (DACA) provides for a two-year grant of deferred action to certain individuals who are not in lawful immigration status and entered the United States as minors. Sometimes confused with the proposed, but not as yet enacted DREAM Act provisions, DACA does not confer lawful immigration status upon recipients, nor does it provide a pathway to citizenship. DACA recipients are eligible for work authorization and to apply for social security numbers, but are not eligible for federal or state financial aid assistance.

**Using the G-845 for Secondary Confirmation**

To initiate Secondary Confirmation, the FAA must complete a Form G-845 “Document Verification Request.” This is a standard form that is used to ask the DHS File Control Office to confirm that an alien’s documentation is valid.

*Note: On May 20, 2015, USCIS issued a revised Form G-845 which carries an expiration date 05/31/2018. Schools should begin using this new G-845 form as soon as possible and discontinue using prior versions.*

To complete the G-845, fill in fields #1-16 of Part 1. Take care that under field #3, “Case Verification Number” (the 15 digit number that is printed in the “FAA Information” section with the match flags in Part 1 of the SAR) is correctly copied. This number can also be found on the PETS Calculation Pull Down Panel under #6 “Matches” (Match Flags Panel). Confirmation requests without this number cannot be processed.

DHS may cross out the DHS Verification Number the FAA provided on the G-845 form, enter a new number and process the form. The FAA may ignore the change.

Always leave the following fields blank: #6, "Student and Exchange Visitor Information System (SEVIS) Number" and #10, "Registered Agency Case Number".
If the G-1120 form (Status Verification Return Checklist) from DHS indicates that the DHS Verification number is missing, but the number was clearly provided on the form, check the number for accuracy. If the number is incorrect, make the necessary corrections and resubmit the form. If the number is complete and correct, contact Marya Dennis at 202-377-3385 or marya.dennis@ed.gov.

Attach a photocopy of the front and back sides of the student’s immigration document and send this information to the File Control Office no later than 10 business days after receiving this documentation from the student. If a response from DHS is not received within 15 working days (10 working days plus 5 days mail time) from the time the G-845 was mailed, the FAA should document the file that DHS exceeded the time allotted and that a determination of the student’s non-citizen eligibility had to be made without benefit of DHS verification. Then after reviewing the student’s file, the FAA may use his or her best judgment to determine whether the student meets the eligible non-citizen requirements based on the documentation the student provided and proceed to award and disburse any aid for which the student is otherwise eligible. The student’s file must duly reflect that the DHS exceeded its time allotment and that the student’s non-citizen eligibility status was made without DHS verification.

When secondary confirmation results in an eligible status, the G-845 must be retained in the student’s file. If the confirmation process results in a discrepancy with DHS, no aid can be disbursed or loans originated until the discrepancy is resolved. If the discrepancy cannot be resolved, and aid was disbursed, it must be repaid (except for any FWS wages earned). If the student is able to provide new information, it must be submitted to DHS on a new G-845.

As long as these procedures have been followed, including notifying the student of the discrepancy and withholding further disbursements and loan certifications, the institution is not liable for any aid disbursed prior to secondary confirmation (assuming there was no other conflicting information prior to the disbursement and available documentation had been found acceptable as proof of the student’s eligible non-citizen status.)
Verification Request
Department of Homeland Security
U.S. Citizenship and Immigration Services

START HERE - Type or print in black ink.

Part 1. Information From the Registered Agency

NOTE: Only the Registered Agency should complete this information.

To: U.S. Citizenship and Immigration Services (USCIS)
Attn: USCIS SAVE Program Status Verification Office

Stamp, type, or print the name, address, and ZIP Code of the Registered Agency. (Print clearly since USCIS may use agency address below with a No. 10 window envelope.)

From:

Applicant Information

Immigration Document Number
1.a. Alien Registration Number (A-Number)
1.b. Form I-94 Number (Arrival-Departure Record)
1.c. Other Immigration Number
1.d. Name or Form Number of Document Containing the Other Immigration Number

Applicant's Full Name as Shown on the Immigration Document
2.a. Last Name
2.b. First Name
2.c. Middle Name

3. Case Verification Number
4. Date of Birth (mm/dd/yyyy)
5. Social Security Number
6. Student and Exchange Visitor Information System (SEVIS) Number
7. Citizenship or Nationality

Documents Attached (Select all that apply)
8.a. ☐ Photocopy of most recently issued immigration document attached. Ensure copies are legible and made from an original document. If the immigration document is printed on both sides, attach a copy of the front and back.
8.b. ☐ Other Information Attached (Specify Documents)

Benefits Sought
9.a. ☐ Background Check
9.b. ☐ Driver's License/ID
9.c. ☐ Education Grant/Loan/Work Study
9.e. ☐ Food Stamps
9.f. ☐ Housing Assistance
9.g. ☐ Medicaid/Medical Assistance
9.h. ☐ Social Security Number
9.i. ☐ SSI or RSDI
9.j. ☐ TANF
9.k. ☐ Unemployment Insurance
9.l. ☐ Other (Specify)
Part 1. Information From the Registered Agency (continued)

Registered Agency Information

10. Registered Agency Case Number

Full Name of Agency Official

11.a. Last Name

11.b. First Name

12. Title of Agency Official

13.a. Daytime Telephone Number (Include Area Code)

13.b. Extension Number (if applicable)

14. Fax Number (if any) (Include Area Code)

15. Date Request Completed (mm/dd/yyyy)

16. Registered Agency Comments (if any)

Part 2. USCIS Responses

NOTE: Only USCIS should complete this information.

Upon review of these documents, information submitted, and our records, we find the following for the applicant:

1. □ Lawful Permanent Resident of the United States

2. □ Conditional Permanent Resident of the United States

3. □ Applicant is employment authorized in the United States as indicated:
   - □ No Expiration Date (Indefinite)
   - □ Expiration Date (mm/dd/yyyy)
   - □ Previous Employment Authorization Dates
     - Start Date (mm/dd/yyyy) End Date (mm/dd/yyyy)

4. □ Applicant is not employment authorized in the United States

5. □ Applicant has an application pending for the following USCIS benefit:

6. □ Applicant was granted asylum or refugee status in the United States

7. □ Applicant was paroled into the United States under section 212 of the Immigration and Nationality Act (INA).
   - □ No Expiration Date (Indefinite)
   - □ Parole Granted Date (mm/dd/yyyy)
   - □ Parole Expiration Date (mm/dd/yyyy)

8. □ Conditional entrant of the United States

9. □ Nonimmigrant (Specify type and class and expiration date)
   - Type or Class
   - Expiration Date (mm/dd/yyyy)

10. □ U.S. Citizen
Interpreting the DHS Response

Part 2. USCIS Responses (continued)

11. [ ] Cuban/Haitian entrant of the United States
12. [ ] American Indian born in Canada to whom the provisions of INA 289 apply.
   Date Status Recognized
   (mm/dd/yyyy)

13. [ ] Mexican Born Member of the Texas or Oklahoma Band of Kickapoo Indians
   a. [ ] L-872 Issuance Date:
      (mm/dd/yyyy)
      COA (KIC or KIP)
   b. [ ] Other foreign born American Indian Date of Entry:
      (mm/dd/yyyy)
      COA

14. [ ] Deferred Action for Childhood Arrivals (DACA)
15. [ ] Temporary Protected Status (TPS)
16. [ ] Deferred Action Status
17. [ ] VAWA Self-Petitioner
   a. [ ] Pending prima facie VAWA self-petition
   b. [ ] Approved VAWA self-petition
18. [ ] Withholding of Removal
19. [ ] USCIS is searching indices for further information
20. [ ] This document is not valid because it appears to be:
      (Select all that apply)
      a. [ ] Expired
      b. [ ] Altered
      c. [ ] Counterfeit

Part 3. USCIS Comments

NOTE: Only USCIS should complete this information.
1. [ ] Unable to process request without an original consent of disclosure statement signed by the applicant. Resubmit request.
2. [ ] No determination can be made because insufficient information was submitted. Obtain a copy of the applicant's most recently issued immigration document. Submit a new request.

USCIS Stamp
The status verifier at DHS will mark one or more of the checkboxes on the G-845. The following table shows students’ eligibility status based on the box or boxes checked.

<table>
<thead>
<tr>
<th>USCIS Response on G845</th>
<th>Eligibility Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawful Permanent Resident alien of the United States</td>
<td>Eligible for FSA funds</td>
</tr>
<tr>
<td>Conditional Resident alien of the United States</td>
<td>Eligible for FSA funds</td>
</tr>
<tr>
<td>Alien who is employment authorized in the United States</td>
<td>Eligibility status inconclusive. The student must also have another eligible status checked on the form or provide other documentation that can be confirmed by USCIS.</td>
</tr>
<tr>
<td>Alien not authorized employment in the United States</td>
<td>Not eligible for FSA funds</td>
</tr>
<tr>
<td>An alien who has an application pending for…</td>
<td>Eligibility status inconclusive. The student must also have another eligible status checked on the form or provide other documentation that can be confirmed by USCIS.</td>
</tr>
<tr>
<td>Alien granted asylum or refugee status in the United States</td>
<td>Eligible for FSA funds</td>
</tr>
<tr>
<td>Alien paroled into the United States</td>
<td>Eligible for FSA funds if paroled into the U.S. for one year or more and there’s DHS evidence that he is in the U.S. for other than a temporary purpose and intends to become a citizen or permanent resident.</td>
</tr>
<tr>
<td>Alien who is a Cuban/Haitian entrant</td>
<td>Eligible for FSA funds</td>
</tr>
<tr>
<td>Alien who is a conditional entrant</td>
<td>Eligible for FSA funds</td>
</tr>
<tr>
<td>Alien who is a nonimmigrant</td>
<td>Not eligible for FSA funds</td>
</tr>
<tr>
<td>American Indian born in Canada</td>
<td>Likely eligible for FSA funds if adequate Jay Treaty documentation provided</td>
</tr>
<tr>
<td>U.S. citizen</td>
<td>Eligible for FSA funds. Note: G845 should not be used to verify U.S. citizenship</td>
</tr>
<tr>
<td>USCIS is searching indices for further information</td>
<td>This block is checked if the USCIS is withholding judgment, pending further investigation on the status or validity of documentation. The student’s documentation should be accepted at face value until the USCIS sends a final notification regarding immigration status. If the student appears to be an eligible noncitizen based upon your review of the documents, you may award and pay the student any FSA funds for which she is eligible. If the USCIS later notifies you that the student’s documentation isn’t valid, you must cancel further disbursements, but your school isn’t liable for the payments already made—the student is.</td>
</tr>
<tr>
<td>The document is not valid because it appears to be: A. Expired, B. Altered, or C. Counterfeit</td>
<td>Not eligible for FSA funds. This with the appropriate subsidiary box is checked when the document has expired, been revoked, or when it appears to be counterfeit or altered. Until this is resolved, no further aid may be disbursed, awarded, or certified. If the student does not take corrective action in a timely manner, you must report the case to the Office of the Inspector General. Notify the student that</td>
</tr>
</tbody>
</table>
### Student Rights

The student who doesn’t pass the DHS data match must be notified at the time the results are received by the school and given at least 30 days to provide documentation of immigration status. This 30 day period may extend past the end of the award year or period of enrollment. During this period and until the secondary confirmation results are received, students may not have their aid denied, reduced, or terminated. Disbursements can be made to an otherwise eligible student pending a DHS response if at least 15 working days have passed since the date any documentation was submitted to DHS.
If a student was erroneously determined to be an eligible non-citizen, the school would not be held liable if it possessed no other conflicting data and relied on one of the following for the determination:

- an output document indicating the student meets the requirements for federal aid;
- DHS determination of an eligible immigration status in response to a request for secondary confirmation;
- immigration status documents submitted by the student, if DHS did not respond in a timely fashion.

The student (or parent for PLUS borrowers) would be liable to repay any federal student aid received if he or she is ineligible. On the other hand, the school would be liable if it had awarded and disbursed aid without one of the above types of evidence. In any determination of ineligibility, the student must be notified and given the opportunity to appeal and submit additional documentation in support of eligible non-citizen status.

Every student required to undergo secondary confirmation must be furnished the following in writing:

- an explanation of the documentation the student must submit as evidence of eligible non-citizen status such as the Summary Chart of Acceptable Documentation on p. 2-26;
- the school’s deadlines for submitting documentation (must be at least 30 days after the results of primary verification/automated secondary confirmation have been received);
- notification that if the student misses the deadline, he or she may not receive federal student aid funds for the award period (or period of enrollment); and
- acknowledgment that a final decision will not be made about the student’s eligibility until the student has a chance to submit immigration status documents.

**Native Americans Born in Canada**

Individuals born in Canada with at least 50% Native American blood have certain unique rights under the Jay Treaty of 1794, subsequent treaties, and U.S. Immigration Law. The Jay Treaty provides that persons born in Canada with at least 50% Native American blood have the legal right to enter freely into the United States. They are automatically deemed “lawfully admitted for permanent residence” and, thus, eligible for federal student aid.

Because there are very few federal aid applicants eligible under the Jay Treaty, the citizenship question on the FAFSA does not have a separate response for such students. A Native American who is eligible for federal student aid because of the Jay Treaty should report on the FAFSA that he or she is an “eligible non-citizen” and should fill in the Alien Registration Number with “A999999999.” When the application is matched by the central processor (CPS) with DHS, this response will not be confirmed. It is then the responsibility of the financial aid administrator to obtain proof that the student has 50% Native American blood and was born in Canada.

The following is acceptable documentation of the applicability of Jay Treaty status:

- A “band card” issued by the Band Council of a Canadian Reserve, or by the Department of Indian Affairs in Ottawa;
- A birth or baptismal record;
- An affidavit from a tribal official or another person knowledgeable about the applicant’s or recipient’s family history;
Identification from a recognized Native American provincial or territorial organization.

If a Canadian-born Native American with at least 50% Native American blood can provide one of the above forms of documentation, and meets other Title IV eligibility criteria, the institution, after documenting the student’s file, may award the student federal student aid.

Citizens of the Freely Associated States

Students who are citizens of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau are eligible for Federal Pell Grants but are not eligible for any federal loans. These students should answer “eligible non-citizen” on the FAFSA but leave the A-number item blank. (If they do not have a Social Security number, they are provided a 9 digit pseudo social security number assigned by CPS unless the student never filed a FAFSA before, this is to account for the LEU.) They should take care to provide the correct state abbreviation for the “State of legal residence” item on the FAFSA. Because the student isn’t providing the A-number, the application will not go through the DHS match. As long as the student’s file contains consistent information about his or her citizenship, citizenship documentation does not need to be collected.

Immigration Status Determined in Previous Award Year

Unless the school has conflicting information or reason to believe that a student’s claim of citizenship status is incorrect, it may not require the student to produce DHS documentation required of permanent residents or the other categories of eligible non-citizen if the student demonstrated in a previous award that he or she is:

- a born or naturalized U.S. citizen;
- a U.S. non-citizen national (a native of American Samoa or Swain’s Island); or
- a permanent resident of the Freely Associated States (e.g. Trust Territory of the Pacific Islands or the Marshall Islands, the Federated States of Micronesia and Palau) or the Northern Mariana Islands.

A school may not request secondary confirmation if the student demonstrated eligibility through secondary confirmation in the previous award year, provided that:

- the DHS documents used for secondary confirmation have not expired; and
- the institution has no conflicting information about that student’s status.

A school is not prohibited from requesting secondary confirmation for any student who changes a response on an application from “not eligible” or “eligible non-citizen” to “U.S. citizen.” If the school has conflicting documentation, a reason to believe the claim of U.S. citizenship is incorrect or believes the submitted documentation is fraudulent, it may also request secondary confirmation. To invoke the secondary confirmation exclusion, the school must have actually confirmed the student’s status using secondary confirmation. If DHS did not respond to the request in the previous year, the exclusion has not been met.
If the following categories are flagged with the citizenship edit, they must undergo secondary confirmation each year:

- **Temporary Form I-551.** Students presenting this form in a prior year should have received the permanent I-551 by the next year and should obtain from DHS either a permanent I-551 or an updated endorsement on the temporary card.
- **Refugee.** The student may have been adjusted to permanent resident status or may have had his or her status revoked.
- **Person Granted Asylum.** The student may have been adjusted to permanent resident status or may have had his or her status revoked.
- **Cuban-Haitian Entrant.** The student may have been adjusted to permanent resident status or may have had his or her status revoked.
- **Person Paroled.** The student may have been adjusted to permanent resident status or may have had his or her status revoked.
- **Conditional Entrant.** This individual is still eligible as long as he or she holds a departure record showing admission into this status through March 31, 1980. However, you should refer the student to DHS. DHS is working on adjusting the status of this category of persons to permanent resident status. If DHS continues to designate the student to be a conditional entrant, you should note in the student’s file that the student’s conditional entrant status was confirmed.
- **Victims of Human Trafficking.** The school must contact HHS each year to confirm that student’s status is still valid.

**Change of Status Within Award Year**

If a student becomes a citizen or eligible noncitizen at any time during the award year, the student may be paid Pell Grant or campus-based funds as if he or she had been eligible the entire award year. For example, if a student attending school during the 2017-18 award year (July 1, 2017, to June 30, 2018) is granted permanent-resident status in May 2017 and is still enrolled in school at that time, that student may receive Pell Grant and campus-based funds for every term they attended that the school considers part of the 2016-18 award year.

Similarly, if a Direct Loan borrower becomes a U.S. citizen or an eligible noncitizen during a period of enrollment, his or her loan limit is equal to the limit that he or she would have been allowed had he or she been a U.S. citizen or an eligible noncitizen from the beginning of the enrollment period.

In some cases, the expiration date on a student’s DHS documentation passes during the award year. Provided the date on the documentation is valid when the school first determines the student’s status for that award year, the student does not need to submit new proof. However, if flagged for the next award year, the student would need to provide valid documentation.

A school is required to check a student's citizenship status only once during the award year. If a student loses citizenship or eligible non-citizenship status during an award year or during a period of enrollment, the school does not need to take any action to prevent the student from receiving aid.
Replacing Lost DHS Documents

If a student cannot locate his or her official DHS documentation, he or she must request that they are replaced. Non-citizens who are 18 years and older must have immigration documentation in their possession at all times while in the U.S. Requests for replacement documents should be made to the DHS District Office that issued the originals.

The student will be asked to complete a Form I-90, “Application to Replace Alien Registration Card” or a Form I-102, “Application for Replacement/Initial Nonimmigrant Arrival-Departure Document.” PDF versions of these forms can be downloaded from the DHS website at http://uscis.gov/. A temporary I-94 might be issued while the replacement documents are pending.

In cases of undue hardship, where the student urgently needs documentation of his or her status, the Freedom of Information Act (FOI) allows the student to obtain photocopies of the original documents from the DHS District Office that originally issued them. The student can submit Form G-639 to make this request or simply send a letter to the district office.

If unsure which district office issued the original documents, the student may send their request to the FOI office at:

National Record Center (NRC)
FOIA/PA Office
P.O. Box 648010
Lee’s Summit, MO 64064-8010
## Financial Aid Eligibility for Non-Citizens

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Federal Pell</th>
<th>TAP</th>
<th>Title IV Aid (FWS, Federal Perkins, Federal SEOG), Federal Direct Loan</th>
<th>Special Program Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent U.S. Resident</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Form I-151, I-551, or I-551C</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asylum Status Granted</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Must be stamped on Form I-94</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refugee/Parolee Status Granted</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Must be stamped on Form I-94</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victims of Human Trafficking (and their spouses and children)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Battered Immigrants</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Deferred Action for Childhood Arrivals</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
<td>X</td>
</tr>
<tr>
<td>Permanent Residency Pending</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
<td>X</td>
</tr>
<tr>
<td>Asylum Pending</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
<td>X</td>
</tr>
<tr>
<td>Refugee/Parolee Pending</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
<td>X</td>
</tr>
<tr>
<td>Conditional Entrant* Temporary Refugee Status</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Must be stamped on Form I-94</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuban/Haitian Entrant</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Must be stamped on Form I-94</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-688 Holders</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
<td>X</td>
</tr>
<tr>
<td>I-688A Holders</td>
<td>No longer issued</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-688B</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
<td>X</td>
</tr>
<tr>
<td>I-766 Holders</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
<td>X</td>
</tr>
<tr>
<td>Undocumented Alien</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
<td>N/E</td>
</tr>
</tbody>
</table>

N/E - Not Eligible

* Dated prior to March 31, 1980

Note: 1. New York State residency is required for TAP and SEEK program.
2. New York City residency is required for College Discovery and Bi-Lingual program.
Summary Chart of Acceptable Documentation
As an alternative for a student who is having trouble obtaining replacement DHS documents, the student may use a G-639 to request photocopies of the original documentation.

<table>
<thead>
<tr>
<th>Citizen Not Born in the United States</th>
<th>Non-Citizen National</th>
<th>Permanent Resident</th>
<th>Other Eligible Non-Citizen</th>
<th>Victims of Human Trafficking</th>
<th>Battered immigrants-qualified aliens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Citizenship</td>
<td>U.S. Passport book or card</td>
<td>“Permanent Resident Card” Form I-551, or the “Alien Registration Receipt Card” Form I-151</td>
<td>“Arrival-Departure Record” Form I-94</td>
<td>HHS Certification or Eligibility Letter or T-Visa (if spouse or child of HTV)</td>
<td>Form 1-797 Notice of Action approval or prima facie letter or immigration judge’s court order</td>
</tr>
<tr>
<td>Certificate of Naturalization</td>
<td>Must have student’s name, certificate number and the date the certificate was issued</td>
<td>Must have student’s name, certificate number, Alien Registration Number, name of the court (and date) where naturalization occurred</td>
<td>Must have embossed seal &quot;United States of America&quot; and &quot;State Department&quot;</td>
<td>Current or expired OK; limited passport not OK</td>
<td>Must have embossed seal &quot;United States of America&quot; and &quot;State Department&quot;</td>
</tr>
<tr>
<td>“Certification of Birth Abroad” Form FS-545, or FS-240, “Report of Birth Abroad”</td>
<td>U.S. Passport book or card</td>
<td>May have Machine Readable Immigrant Visa (MRIV) with admission stamp and following statement &quot;Upon endorsement serves as temporary I-551 evidencing permanent residence for 1 year&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexpired Foreign Passport</td>
<td>Must be stamped &quot;Processed for I-551&quot; with expiration date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Arrival-Departure Record” Form I-94</td>
<td></td>
<td>Must be stamped &quot;Processed for I-551&quot; with expiration date, or &quot;Temporary Form I-551,&quot; with appropriate information filled in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Travel Document</td>
<td>Must be annotated with “Permit to Reenter Form I-327 (Rev. 9-2-03).”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Eligible Non-Citizen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victims of Human Trafficking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHS Certification or Eligibility Letter or T-Visa (if spouse or child of HTV)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status must be verified each year by confirmation phone call to HHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battered immigrants-qualified aliens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CITIZEN NOT BORN IN U.S./NONCITIZEN NATIONAL

U.S. Passport
Can be used to document citizenship for citizen born abroad.

For a noncitizen national, must be stamped “Noncitizen National.” (Note that a passport issued by another country may be used to document permanent resident status if it has the endorsement “Processed for I-551” and has a currently valid expiration date.)

U.S. Passport Card
This resembles a credit card in size and form. Though it cannot be used for international air travel, it is, like the passport book, proof of U.S. citizenship.

Certificate of Citizenship
The Certificate of Citizenship is issued to persons who were born abroad of U.S. parent(s), who became citizens when their parents were naturalized, or who were adopted by U.S. parents.
Certificate of Naturalization
The Certificate of Naturalization is issued to naturalized U.S. citizens.

A revised version of the Certificate of Naturalization (Form N-550) was created in 2010.

All previously issued certificates remain valid.

Certification of Birth Abroad
Issued to U.S. citizens born abroad. Must have embossed seal of the State Department.
CITIZEN NOT BORN IN U.S./NONCITIZEN NATIONAL
PERMANENT RESIDENT/OTHER ELIGIBLE NONCITIZEN

Form CBP I-94
Here is a sample paper form. Although such are no longer normally issued for air and sea arrivals, legacy paper forms are still valid and in use, and one may still encounter recently issued valid paper forms.

Form CBP I-94A
Below, the computer-generated Form CBP I-94A replaces the paper Form I-94 that was completed manually. For eligible noncitizens, it must be annotated as described earlier in this chapter.

See also the I-94 website at: www.cbp.gov/I-94. The website allows you to look up I-94 student data, if the student grants you permission to do so.
I-94 Arrival-Departure Record
For permanent resident status, must be stamped “Processed for I-551” with expiration date or “Temporary Form I-551” with appropriate information filled in. For other eligible noncitizens, must be stamped as Refugee, Asylum Status, Conditional Entrant (before April 1, 1980), Parolee, or Cuban-Haitian Entrant.

United States Travel Document
(front cover)
This contains the Reentry Permit (Form I-327) and the Refugee Travel Document (Form I-571). It is used by lawful permanent residents, refugees, and asylees and will be annotated as described earlier in the chapter.

Re-entry permit
USCIS issues the Form I-327, Re-Entry Permit to permanent residents and conditional residents to allow them to re-enter the United States for a period of two years. The re-entry permit is found in the U.S. Travel Document.
PERMANENT RESIDENTS

Permanent residents are issued identification cards that they are required to have in their possession at all times. The first Alien Registration Receipt Card was introduced in 1946 and through various revisions was primarily green, which caused it to be known as a “green card.” This term is still used, though the cards have changed color over the years.

Alien Registration Receipt Card I-151
(front and back)
Issued prior to June 1978 to permanent residents.
Note: As of March 20, 1996, Form I-151 is no longer acceptable to USCIS as evidence of permanent residence, though it may be used to receive FSA funds.

Resident Alien Card
I-551 (two versions, front only)
The I-551 is a revised version of the I-151. It was phased in beginning in January 1977 and was revised in 1989. The “Conditional Resident Alien Card” is identified by a “C” on the front and an expiration date on the back.

Permanent Resident Card I-551 (front only for older versions, front and back for the current version)
The Permanent Resident Card was introduced in December 1997 and revised in 2004. In 2010 it was again updated, with the color green used once more in the design of the front of the card.
CBP I-94 Website
Printout
Travelers have access to their electronic I-94 via www.cbp.gov/194. The website printout serves the same purpose as any other I-94. A sample of what the printout looks like is shown here.

Machine Readable Immigrant Visa (MRIV)
The MRIV will appear in the holder’s (foreign) passport. If the passport is unexpired and endorsed with an admission stamp and the statement, “Upon endorsement serves as temporary I-551 evidencing permanent residence for 1 year,” it serves as a temporary I-551 and as valid documentation for establishing aid eligibility.
## Ineligible Immigration Status Documents

The following documents do not establish or support a student’s claim to be an eligible noncitizen for federal student aid purposes.

<table>
<thead>
<tr>
<th>Document</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary Resident Card (Form I-688)</td>
<td>The Immigration Reform and Control Act of 1986 (IRCA) established a legalization program (also known as the amnesty program) for certain illegal aliens. Eligible amnesty applicants were issued an I-688 and were allowed to work in the U.S. while their permanent resident application was being processed.</td>
</tr>
<tr>
<td>Employment Authorization Card (I-688A)</td>
<td>Allows a student to work in the U.S. while his or her permanent resident application is being processed. Employment authorization does not, in and of itself, constitute proof of a student’s eligible noncitizen status.</td>
</tr>
<tr>
<td>Employment Authorization Documents (I-688B or I-766)</td>
<td>Allows a student to work in the U.S. while his or her permanent resident application is being processed. Employment authorization does not, in and of itself, constitute proof of a student’s eligible noncitizen status.</td>
</tr>
<tr>
<td>Form I-171 or I-464, Notice of Approval to apply for Permanent Residence</td>
<td>Indicates that the student is eligible to apply for permanent resident status. Application for permanent resident status does not constitute proof of a student’s non-eligible status.</td>
</tr>
<tr>
<td>Form I-181, I-18111A or I-181B</td>
<td>Indicates that the applicant has applied for permanent resident status, but does not prove that permanent resident status has been granted.</td>
</tr>
<tr>
<td>Form I-817, Application for Family Unity Benefits</td>
<td>Indicates that the student was granted status and relief from deportation under the Family Unity Program. However, status under the Family Unity Program no longer qualifies as an eligible noncitizen status.</td>
</tr>
</tbody>
</table>
**Common Non-Immigrant Categories and Visa Classifications**

A student holding a visa with any of the following visa categories or classifications is a non-immigrant and not eligible for federal student aid.

<table>
<thead>
<tr>
<th>Visa Category or Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Diplomatic and other foreign government officials, their families and employees</td>
</tr>
<tr>
<td>B-1</td>
<td>Temporary visitors for business</td>
</tr>
<tr>
<td>B-2</td>
<td>Tourist</td>
</tr>
<tr>
<td>C</td>
<td>Aliens in transit</td>
</tr>
<tr>
<td>D</td>
<td>Crewmen</td>
</tr>
<tr>
<td>E</td>
<td>International traders and investors</td>
</tr>
<tr>
<td>F-1</td>
<td>Students pursuing full-time academic studies or language training programs at colleges, universities, seminaries, conservatories, academic high schools, and other academic institutions</td>
</tr>
<tr>
<td>F-2</td>
<td>Spouses and children of aliens with F-1s</td>
</tr>
<tr>
<td>G</td>
<td>Representatives of international organizations and their families and employees</td>
</tr>
<tr>
<td>H, L, and O</td>
<td>Temporary workers and their spouses and children</td>
</tr>
<tr>
<td>J-1</td>
<td>Aliens in educational and cultural exchange programs</td>
</tr>
<tr>
<td>J-2</td>
<td>Spouse and children of aliens with J-1s</td>
</tr>
<tr>
<td>J, H-1B</td>
<td>Physician, professor, scholar, teacher</td>
</tr>
<tr>
<td>K</td>
<td>Alien fiancées, spouses, and children of U.S. citizens</td>
</tr>
<tr>
<td>M-1</td>
<td>Students enrolled in vocational or other non-academic programs, other than language training</td>
</tr>
<tr>
<td>M-2</td>
<td>Spouses and children of aliens with M-1s</td>
</tr>
<tr>
<td>P</td>
<td>Performing athletes, artists, entertainers</td>
</tr>
<tr>
<td>Q</td>
<td>Aliens in international exchange programs and their families</td>
</tr>
<tr>
<td>R</td>
<td>Religious workers</td>
</tr>
<tr>
<td>TPS</td>
<td>Aliens with temporary protected status</td>
</tr>
<tr>
<td>U</td>
<td>Crime victims cooperating with federal investigations</td>
</tr>
<tr>
<td>V</td>
<td>Alien spouses and children of U.S. permanent residents</td>
</tr>
</tbody>
</table>
Social Security Number Match

To receive FSA funds, a student must have a valid Social Security number. The CPS conducts a match with SSA records to determine that a student’s SSN is valid and that the name and date of birth associated with that number correspond with the information provided on the FAFSA. The Department also uses this match to confirm whether or not the student is a U.S. citizen [see the previous section]. Except for citizens of the Freely Associated States, the CPS won’t process an application without a valid SSN.

The results of the match with SSA records appears on the SAR/ISIR in the “FAA Information” section as the SSN Match Flag. If the match is unsuccessful, a comment will appear on the SAR/ISIR giving the student instructions on how to resolve the problem.

If the match is successful, there is no printed comment to the student and the CPS will not rematch the student’s data with the SSA database on subsequent transactions unless the student makes corrections to name, birth date or SSN. Once the match elements have been confirmed, the SSN flag for a successful match will be carried forward to next year’s Renewal FAFSA and the match will not have to be performed again.

Successful Match

If the match with the SSA database confirms the student’s SSN, name and date of birth on the FAFSA matches SSA records, the student may receive FSA payments. Once this information is confirmed, the student may not change the SSN on his or her aid record. If a student tries to change a previously confirmed SSN, the CPS won’t accept the change and will refer the student to the FAA for help. In the unlikely event that the confirmed SSN is wrong, the student must correct it by filing a new FAFSA.

No Match on the Social Security Number

If the SSN the student reported is not found in the SSA database, the student’s application will be rejected and the student will receive a comment to correct the SSN or to contact SSA if he or she believes the SSN to be correct.

If the student reports the wrong SSN on the original FAFSA, there are two ways to correct it. The student may file a completely new FAFSA with the corrected SSN. The student may also correct the SSN by changing the original application information. When a student record is first created, the SSN and the first 2 letters of the applicant’s last name comprise the CPS record identifier for the processing year. When a SSN correction is submitted, the CPS updates the current SSN but leaves the record identifier unchanged.
The Common Origination and Disbursement (COD) System uses the current [and presumably correct] SSN to process records so it isn’t always necessary to change the original “identifying” SSN even if incorrect. Caution: A student may use both the above alternatives to correct an incorrect SSN, that is, he or she may submit a SSN correction to the original application record and file a completely new FAFSA.

If a student becomes aware that he or she has used someone else’s SSN and a CPS identifier has been created incorrectly, the student with the incorrect SSN must refile a new FAFSA to create a CPS identifier with the correct SSN and should not submit a SAR/ISIR correction. The student whose SSN was used incorrectly will need to submit a correction FAFSA. [See below “Applicants Using Same Social Security Number” for more information.]

If the number reported on the FAFSA is correct but isn’t in the SSA database, the student must contact directly a local or regional SSA office to update its database. Once this is done, the student may resubmit the original SSN as a correction and the match should be successful. NOTE: the student can’t simply resubmit the SSN as an ISIR correction because the CPS will continue to reject the application until the SSA database is updated.

If the SSN provided on the FAFSA was correct but is incorrect on the SAR/ISIR record due to a CPS keypunch error, the student may contact the Federal Student Aid Information Center at 1-800-433-3243 to get it resolved.

If the student’s (or a parent’s) SSN is in the SSA database, but the name or date of birth doesn’t match SSA records, the application will be rejected. If the student’s (or parent’s) name or date of birth is incorrect on the SAR/ISIR, the student should submit corrections to the CPS. If the student’s (or parent’s) name or date of birth on the SAR/ISIR is correct, the student must re-enter the information and submit it to the CPS. The CPS will then override the reject. The student is not required to correct this information with SSA before aid is awarded and disbursed but should correct this information with SSA to prevent matching problems in future years. NOTE: If the student reports the current (or later) year as his or her birth date, the application will be rejected and the student must submit a correction.

No Match on Name or Birth Date
If the student’s (or a parent’s) SSN is in the SSA database, but the name or date of birth doesn’t match SSA records, the application will be rejected. If the student’s (or parent’s) name or date of birth is incorrect on the SAR/ISIR, the student should submit corrections to the CPS. If the student’s (or parent’s) name or date of birth on the SAR/ISIR is correct, the student must re-enter the information and submit it to the CPS. The CPS will then override the reject. The student is not required to correct this information with SSA before aid is awarded and disbursed but should correct this information with SSA to prevent matching problems in future years. NOTE: If the student reports the current (or later) year as his or her birth date, the application will be rejected and the student must submit a correction.

Missing Information
No match is performed if the student doesn’t sign the FAFSA or provide a last name or birth date. The FAFSA will be rejected and the student must submit a correction with the missing data.
Date of Death

If the SSA database shows a date of death with the SSN the student reported, the application will be rejected. The student will either have to correct the SSN reported on the FAFSA or contact SSA if the number he or she reported is correct. Note: in addition to the above date of death match, the CPS will verify that the student’s SSN does not appear on a Master Death File supplied to the CPS by SSA.

Applicants Using Same Social Security Number

When applicants with similar names report the same SSN by mistake, they may end up with a shared record identifier. The record identifier is the SSN and the first two letters of the applicant’s last name as reported on the initial FAFSA. This record identifier remains the same on all subsequent transactions even if corrections are made to either the SSN or the student’s last name.

If another student submits an application with the same SSN and the first two letters of the last name, the CPS assumes the application is a duplicate application being submitted by the first applicant. The only information that would be accepted from the second application would be either an address or school name change. The student using the wrong SSN **must** correct the error by filing a new FAFSA.

If the student using the correct SSN filed after the other student, he or she must submit a special type of application called a “correction application.” The correction application will allow the CPS to accept the student’s data instead of treating it as a duplicate and continuing to provide the other student’s data on the SAR/ISIR.

If the student using the correct SSN applied first, his or her data should already be on the SAR/ISIR record and a correction application should not be necessary. However, he or she should make sure that the address and school choices have not been changed, and if so, should make the appropriate corrections.

Both students should keep all copies of all output documents including those from the first FAFSAs filed. This could be important in establishing whether or not an applicant made an application filing deadline. If you believe a correction application is warranted, obtain one by calling 1-800-4FED-AID or CPS/SAIG Technical Support at 1-800-330-5947.

When Does a Student Who Doesn’t Have a Valid SS Number Establish Eligibility?

If a student who was not able to provide confirmation of his or her SSN at the beginning of an academic year provides confirmation of that number at some point during the academic year, the student establishes eligibility for all Title IV programs (Federal Pell Grant, campus-based funds, Federal Direct Loan, and FFELP), for the entire period of enrollment (generally the entire academic year).
Selective Service Registration Compliance

Men between the ages of 18 through 25 are required to register with the Selective Service System. This requirement covers both U.S. citizens, permanent residents, and most other men residing in the U.S. Students required to register with Selective Service must do so to be eligible for FSA funds. Students may register with Selective Service by answering a question on the FAFSA or register on-line at the Selective Service web site at: http://www.sss.gov. Students who have questions about the Selective Service registration requirement may contact the Selective Service at 1-847-688-6888.

In addition to females, major exceptions to the registration requirement are:

- men born before 1960;
- males currently in the armed services and on active duty (does not apply to members of the Reserve and National Guard, not on active duty);
- males who are not yet 18 at the time they complete their FAFSA (an update is not required during the year, even if a student turns 18 after completing the application);
- citizens of the Freely Associated States;
- non-citizens who first entered the U.S. after they turned 26 (If a male immigrant can show proof of his date of birth from a driver’s license, state ID, birth certificate or passport and his immigration entry date into the U.S. from a) a date stamp on their I-94 form, b) a dated passport immigration stamp entry, or c) a letter from USCIS indicating his entry date, this is sufficient documentation that he is clearly not required to register and no Selective Service Status Information Letter is needed);
- non-citizens who entered the U.S. as lawful non-immigrants on a valid visa and remained in the U.S. on the terms of that visa until after they turned 26 (If a male immigrant can show proof of his date of birth from a driver’s license, state ID, birth certificate or passport and his immigration entry date into the U.S. prior to age 26 from a) a date stamp on their I-94 form, b) a dated passport immigration stamp, c) a letter from the USCIS indicating entry into the U.S., or d) a student visa form (I-20) or other valid U.S. passport visa stamp with expiration date (dates must be from entry date until age 26.).
- Individuals who are born female and have changed their gender to male.

There are other less common situations where registration isn’t necessary. If a student wasn’t required to register prior to meeting one of the following criteria and continues to meet one of these for the entire time through age 25, they are exempted from the registration requirement. These are:

1. Students who are unable to register due to being hospitalized, incarcerated, or institutionalized.
2. Students who are enrolled in an officer procurement program at the Citadel, North Georgia College, Norwich University, or Virginia Military Institute.
3. Students who are commissioned officers of the Public Health Service on active duty and members of the Reserve of the Public Health Service.
4. Students who are commissioned officers of the National Oceanic and Atmospheric Administration.
Selective Service Match

The CPS matches student aid applications with registration records from the Selective Service System. If the match shows that the student is registered, a comment to that effect appears on the student’s SAR/ISIR. The student is considered eligible if the match shows he is still too young to register and if the CPS successfully forwarded the student’s name to Selective Service for registration.

If the Selective Service could not confirm the applicant’s registration, the SAR/ISIR will have a “C” flag printed next to the EFC and one of the following three comments:

1. Comment 30: The Selective Service reports that the student has not registered with them.
2. Comment 33: The student did not provide enough information for his name to be sent to Selective Service, he is outside the age range for registration, or he did not sign the form.
3. Comment 57: The student did not answer “yes” to both items 27 & 28 on the FAFSA.

Until the registration problem is appropriately resolved, the school must withhold all federal student aid funds and must not certify a loan application. Unless the financial aid administrator has documentation proving that a student who receives one of these comments is exempt from registration, the student must present appropriate confirmation (that is, his Selective Service Registration Acknowledgment or his letter of Registration) to the financial aid administrator. Otherwise, if the student does not have any of these documents, he must reconcile the conflict with the Selective Service documenting that he is registered or that he is exempt from registering. Selective Service does not provide letters for females because females are not required to register.

Failure to Register

In recent years, a number of students have been denied aid because they failed to register with the Selective Service before their 26th birthday. The Selective Service will only register males age 18 through 25 leaving older students with no way to remedy their earlier failure to register. However, these students may still be eligible to receive aid if they can demonstrate that they did not knowing and willfully fail to register.

A student who served on active duty in the armed forces but did not register before turning 26 is still eligible to receive federal aid because it is presumed that a person who has actually served in the armed forces was not trying to avoid registering for the draft. The administrator should obtain the student’s DD- 214, “Certificate of Release or Discharge from Active Duty,” which shows military service in the armed forces – other than the reserve forces, the Delayed Entry pool, and the National Guard – and a released under a condition other than dishonorable.

The financial aid administrator must determine whether a student who has not served in active duty knowingly and willfully failed to register; that is, whether the student knew of the registration requirement but, nevertheless, chose not to register. The financial aid administrator’s decision is final and cannot be appealed to the Department of Education. However, the Department will hear appeals from students who have provided their
Selective Service Status Information Letters
A student who cannot prove that s/he meets one of the allowable exemptions regarding registration or document that he has served in active duty in the armed forces must write to Selective Service to obtain a Status Information Letter addressing the failure to register. The student should provide as complete a description about his situation as possible: where he was living during the period when he should have registered, whether he was incarcerated or institutionalized, his citizenship status during the period, if applicable, and so on. In reply, the student will receive a coded Status Information Letter which he should submit to the FAA. The letter codes are listed here:

- **E1-E8** – student was not required to register or was exempt the entire time he could have registered (ages 18 through 25).
- **NM** – student did not register although he was on active duty in the armed forces only for a portion of the time when he could have registered (between ages 18 through 25) and was, therefore, required to register.
- **NR** – student was born before 1960 and not required to register.
- **RD** – student provided a reason or documentation of an exemption from registering but Selective Service determined the reason or documentation to be invalid.
- **RH** – student was sent one or more letters requesting that the register during the required period, but all letters were returned by the post office.
- **RL** – student was required to register but Selective Service has no record of his registration; records show one or more letters were sent requesting his compliance with the requirement during the period he was required to be registered.
- **RR** – student said he tried to register but Selective Service has no proof that he did.

If the student receives a “general exemption letter” (codes E1-E8) or a “1960” letter, the student is exempt from registration and may receive FSA funds. If the student receives any other type of letter, the school must determine (based on all relevant evidence) whether the student knowingly and willfully failed to register. Most of these letters state that the final decision regarding the student eligibility rests with the agency awarding funds. For the purposes of the FSA programs, the decision is made by the financial aid administrator.
Decisions about FSA eligibility for a man who failed to register with Selective Service should not be based solely on the letter codes but should be considered part of the evidence that shows the failure to register was neither willful nor knowing. For example, if the student received a code RL letter (indicating a compliance letter had been sent), this would be a negative factor when the financial aid administrator makes the determination. If the student received a “Military Service: Non-continuous” letter (code NM), the financial aid administrator may reasonably determine that the student did not knowingly and willfully avoid registration. If the school’s financial aid administrator determines that the student’s failure to register was knowingly and willful, the student loses FSA eligibility.

If the Selective Service System response time is longer than 30 days and if you have no evidence that a student intentionally failed to register, you may award and disburse aid without having received the SSS response. If the SSS response or other subsequent information causes you to conclude the student did knowingly and willfully fail to register, then he becomes ineligible for Federal Student Aid and he, not your school, is responsible for returning the aid he received.

**Registration Acknowledgment or Verification Postcard**

If a student claims to have registered, he may provide a Registration Acknowledgment or Verification postcard or letter of registration confirmation as valid proof of registration. According to ED, a “returned postal receipt from the Selective Service” is the actual receipt that results from the “Returned Receipt Requested” form mailed to registrants by Selective Service and proves that the registration was received by Selective Service. A signed receipt or statement from the postmaster who collected the student’s registration form is not acceptable documentation because it “does not prove that the registration was actually received by Selective Service.”

**Online Verification of Selective Service Registration**

Colleges may verify a student’s Selective Service registration online by accessing the Selective Service website at [http://www.sss.gov/](http://www.sss.gov/).

**When Does a Student Who Failed to Register Establish Eligibility?**

If a student fails to establish that he meets the Selective Service registration requirements at the beginning of an academic year, but meets them at some point during the academic year while still enrolled, the student establishes eligibility for all federal aid programs (Federal Pell Grant, campus-based federal aid programs, Federal Direct, and FFELP), for the entire period of enrollment (generally the entire academic year) in which proper registration status was determined.
## Selective Service System - Who Must Register

<table>
<thead>
<tr>
<th>Category</th>
<th>Must Register *</th>
<th>Not Required to Register</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All male citizens born after December 31, 1959, who are 18 but not yet 26 years old, except as noted below:</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of the Armed Forces on Active Duty</td>
<td></td>
<td>X**</td>
<td>Copy of DD-214</td>
</tr>
<tr>
<td>Cadets and Midshipmen at the Service Academies or Coast Guard Academy</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cadets at the Merchant Marine Academy</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students on Officer Procurement Program ***</td>
<td></td>
<td>X**</td>
<td></td>
</tr>
<tr>
<td>National Guardsmen and Reservists not on Active Duty (active duty for training does not constitute &quot;active duty&quot; for registration purposes)</td>
<td></td>
<td>X**</td>
<td></td>
</tr>
<tr>
<td>Delayed Entry Program Enlistees</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROTC Students</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separates from Active Military Service</td>
<td>X**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males Rejected for Enlistment</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Air Patrol Members</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aliens ****</td>
<td></td>
<td>X</td>
<td>Should provide a copy of unexpired Forms I-94, I-95A or Border Crossing Document I-85, I-186, I-586, I-444. If forms are expired or the legal status of the alien has changed, the alien must register.</td>
</tr>
</tbody>
</table>

* X indicates that registration is required.
* X** indicates that registration is not required.

Documentation:
- Copy of DD-214
<table>
<thead>
<tr>
<th>Category</th>
<th>Must Register*</th>
<th>Not Required to Register</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationals or Citizens of the Republic of the Marshall Islands or the Federated States of Micronesia</td>
<td></td>
<td>X</td>
<td>Documentation of citizenship. Exception: If the individual has lived in the U. S. for more than a year for a purpose other than being a student or employee of his homeland, he must register.</td>
</tr>
<tr>
<td>Permanent Resident Aliens</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refugee, Parolee, and Asylees Aliens</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Undocumented Illegal Aliens</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dual National U.S. Citizens</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CONFINED MALES</td>
<td></td>
<td>X**</td>
<td>If incarcerated, must have a letter from the head of the incarceration facility. If hospitalized or institutionalized, must have physician’s statement or letter from the head of hospital or institution.</td>
</tr>
<tr>
<td>Incarcerated, hospitalized or institutionalized for medical reasons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HANDICAPPED</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Able to function in public with assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not able to function in public</td>
<td></td>
<td>X</td>
<td>Physician’s statement or sworn statement of the person who is responsible for applicant’s well-being.</td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>U.S. citizens or immigrants who are born male and have changed their gender to female.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Individuals who are born females and have changed their gender to male.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Men age 26 years or older and have not registered must submit a written request to the Selective Service System, General Counsel’s Office, Washington, D.C. 20435, for an advisory opinion stating why he failed to register.

** MUST register within 30 days of release unless already 26 or already registered when released or unless exempt during entire period 18 to 25

*** Students enrolled at The Citadel, North Georgia College, Norwich University, and Virginia Military Institute.

**** Residents of Puerto Rico, Guam, Virgin Islands, and Northern Mariana Islands are U.S. Citizens, Citizens of American Samoa are U.S. Nationals and must register upon establishing residence in the United States.

FOR FURTHER INFORMATION WRITE: SELECTIVE SERVICE SYSTEM, REGISTRATION INFORMATION OFFICE, P.O. Box 4638, NORTH SUBURBAN, ILLINOIS 60197-4638 OR CALL THE TOLL FREE NUMBER: 1-800-621-3308.
**Summary of Selective Service Status Information Letters**

<table>
<thead>
<tr>
<th>Letter Type</th>
<th>Reason</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>E4</td>
<td>Military Service Age 18-26</td>
<td>Collect evidence that the student is on active duty in the Armed Forces of the United States (not the Reserves or the National Guard) or collect a DD 214 “Certificate of Release or Discharge from Active Duty.”</td>
</tr>
<tr>
<td>NM</td>
<td>Prior Military Service</td>
<td>Collect a DD-214 “Certificate of Release or Discharge from Active Duty.”</td>
</tr>
<tr>
<td>E2, E3, E5</td>
<td>Incarceration Age 18-26</td>
<td>Collect evidence issued by the federal or state prison system that the student was incarcerated continuously between the periods of time stated in letter type AK (from the student’s 18th birthday through the student’s 26th birthday).</td>
</tr>
<tr>
<td>E1, E6, E7</td>
<td>Alien over age 26 or Alien who entered the United States after age 26 or lawful Non-immigrant or alien without notice</td>
<td>Collect a copy of the student’s DHS documentation to show his legal date of entry into the United States. Collect a thoroughly detailed statement from the student including the actual date of entry into the United States, an account of why the student failed to register and an explanation of why that failure was not knowing and willful.</td>
</tr>
<tr>
<td>NR</td>
<td>Born before 1960</td>
<td>No additional evidence required.</td>
</tr>
<tr>
<td>RD</td>
<td>Registration not found</td>
<td>Collect a thoroughly detailed statement from the student including an account of why the student failed to register and an explanation of why that failure was not knowing and willful. If the student is not a citizen of the United States, collect a copy of the student’s DHS documentation to show his legal date of entry into the United States. The student’s statement should also include the actual date of entry into the United States.</td>
</tr>
<tr>
<td>RL</td>
<td>Registration sent, returned not deliverable</td>
<td>No further action required. Student not eligible. **</td>
</tr>
<tr>
<td>RH, RR</td>
<td>Registration sent, but not received</td>
<td>No further action required. Student not eligible. **</td>
</tr>
</tbody>
</table>

**Final determination of ineligibility is left with the FAA. If documentary evidence contrary to Selective Service’s findings is presented, the student may be found to be eligible.**
NSLDS Financial Aid History

Students who have previously attended other colleges may have a financial aid history that adversely affects their eligibility for FSA funds at their present college. A student’s financial aid history is maintained and can be reviewed using the National Student Loan Data System (NSLDS). NSLDS can also help track changes to the student’s financial aid history through the Post-Screening and Transfer Monitoring processes. In general, a student is not eligible for federal student aid funds if he or she is in default or owes a repayment on a federal student aid grant or loan or is subject to a judgment lien for a federal debt. Similarly, a parent may not borrow a PLUS Loan on the student’s behalf if either the student or the parent is in default or owes a repayment on a federal student aid grant or loan. Students are also ineligible if they have exceeded annual or aggregate loan limits or have already been paid 100% of a scheduled Pell grant.

NSLDS Match

When the FAFSA is processed, the CPS matches the student against the National Student Loan Data System (NSLDS) to see if the student is in default, owes an overpayment or has exceeded loan maximums. The FAA must resolve any conflicts between the NSLDS information and any other information known about the student before awarding and disbursing federal student aid funds.

Note: the CPS doesn’t perform any matches to determine whether or not the student is subject to a judgment lien for a federal debt, and the administrator isn’t required to check for such liens. However, if it is discovered that the student is subject to such a lien, then he or she is not eligible for FSA funds.

The results of the NSLDS match are provided on the SAR/ISIR on the NSLDS Financial Aid History page and in the FAA Information Section. As is the case for other matches, a “C” next to the student’s EFC indicates a problem that must be resolved.

Match Successful

The SAR/ISIR will contain NSLDS financial aid history information if the student identifying information matches the database and there is relevant information in the database. Financial aid history will not be supplied on a rejected application. If the student has no defaults or overpayments or is in satisfactory repayment status, the NSLDS match flag will be 1 and no C code will appear on the output document. A match flag of 2, 3, or 4 with a C code indicates that the student has defaulted loans, owes an overpayment or both. Documentation must be provided that shows the problem to be resolved before disbursing aid. This means accounting for each defaulted loan or overpayment and affirming its current status by individually or collectively matching them to the documentation submitted by the loan holder or overpayment data provider.
Partial Match

If the student’s SSN is in the NSLDS database, but the first name and date of birth don’t match what was reported on the FAFSA, then no financial aid history will be reported. The SAR/ISIR will have the C code and a comment explaining that financial aid history was not provided for this SSN because of the name/birth date discrepancy. The comment will direct the student to work with the school to resolve any discrepancies. If the student originally reported incorrect information on the FAFSA, the student should make the appropriate corrections so that the correct data can be matched with the NSLDS database.

The FAA may access NSLDS directly using the student’s reported SSN to see if the NSLDS record belongs to the student. A decision can be made by considering whether the information on NSLDS is consistent with other information known about or provided by the student (for example, the student may show evidence of a legal name change). If the discrepancy is the result of the student misreporting the name or date of birth on the FAFSA, the student should submit corrections to the ISIR record. However, the information on NSLDS can be used to determine the student’s eligibility before the corrected data is reported.

If it is found that the financial aid history associated with the student’s SSN doesn’t belong to the student, it may be assumed that the student has no relevant financial aid information. Although it isn’t required, the school or the student should contact the agency that misreported someone else’s data using the student’s SSN. [See Dear Colleague Letter GEN-96-13 for further information.]

Using the NSLDS Customer Care Center To Resolve Data Conflicts

The NSLDS Customer Care Center (CCC) is authorized to assist in the resolution of data conflicts that affect the student’s Title IV eligibility, such as an incorrect student identifier (i.e., the student’s first name, date of birth or SSN), an incorrect default or overpayment status, an incorrect award amount, or a duplicate record. Schools may report data conflicts directly to the NSLDS CCC by phoning 1-800-999-8219 and selecting option 3 or sending an e-mail to NSLDS@ed.gov.

The definition of a data conflict does not include a current year Pell Grant issue, a loan status that has recently changed, incorrect information in the history portion of a student’s record, loan status that does not affect the student’s eligibility, the aggregate loan determination for Consolidation Loans, or an incorrect middle or last name of a student.

When a school reports a data conflict to CCC, a tracking number is assigned to the reported conflict. The school must also provide documentation that substantiates the requested data change along with the assigned tracking number before the CCC will begin working with the school to resolve the conflict. When the conflict is resolved, the data will be changed and the student notified. Note: the CCC cannot help students directly. Students who contact the CCC will be referred back to the school, the FSA Information Center, or to the Loan Ombudsman.
Student Not in Database or No Relevant History

If a match with NSLDS is completed but there’s no information on the student in the database, or if the student’s SSN matches a record in the database but there’s no relevant financial aid history to report, it can be assumed that the student has no financial aid history that would affect his or her eligibility for federal student aid funds (unless the FAA is in possession of conflicting information).

Processing Problem

If a match with the NSLDS database cannot be conducted due to a processing problem, it may be necessary to request a duplicate SAR/ISIR in order for the record to be sent through the NSLDS match again. If corrections need to be made to the FAFSA data, the NSLDS match will be conducted again when the corrections are processed.

Changes After Initial Match – Post-Screening

A school is only responsible for the financial aid history information it obtained from NSLDS at the time it made a disbursement of Title IV aid. NSLDS informs schools whenever significant changes to a student’s financial aid history that might affect eligibility occur by means of post-screening. When these history changes are identified, new output documents are generated and the schools listed on the receipt of the student’s FAFSA information are notified. Schools are responsible for reviewing such changes to the student’s financial aid history to be sure there have been no changes that affect the student’s eligibility.

A school isn’t held liable for any funds it disbursed to the student even if subsequent information from the NSLDS database (or any other reliable source) indicates that the student was not eligible for all or a portion of that aid, unless the school had access to conflicting information that showed a lack of, or reduced eligibility for the student.

However, once a school becomes aware through NSLDS or any other means that a student is no longer eligible and/or was not eligible for aid previously disbursed, it must:
1) Not disburse or deliver additional funds; and
2) Help make sure the student arranges to repay the aid for which he or she wasn’t eligible.

Checking Financial Aid History for Transfer Students

The financial aid history of any student transferring to your school must be reviewed on the ISIR or on-line at the NSLDS website to determine:

- whether the student is in default or owes an overpayment on a federal student loan or grant;
- the student’s scheduled Pell Grant and the amount(s) already disbursed for the award year;
- the student’s balance on all federal student aid loans;
- data pertaining to TEACH grants, including those converted to loans;
- the amount of and period of enrollment for all federal student loans for the award year.

Through the transfer monitoring process, NSLDS checks a transfer student’s financial aid history and alerts the school to any history changes at other schools affecting the student’s current awards. In most cases, with transfer monitoring initiated, the financial aid history on the ISIR will be enough, though there may be instances where NSLDS may have more...
information if, for example, a student has more than 6 loans.

There are three steps involved in initiating the transfer monitoring process: Inform, Monitor, and Alert. Students transferring into a school must be identified and reported to NSLDS as “Inform” files. Schools may not disburse any FSA funds to a student for 7 days after the transfer monitoring request is made to NSLDS, unless the response is received earlier than 7 days or unless the FAA checks the student’s history directly by accessing the NSLDS website.

NSLDS monitors these students for a change in financial aid history that may affect their current awards and alerts the school when:
- a new loan, Pell Grant, is being awarded,
- a new disbursement is made on a loan, Pell Grant, or
- a loan or Pell Grant (or a single disbursement thereof) is canceled.

*Note: defaulted loan and overpayment information is not monitored in the transfer monitoring process as it is already covered by post-screening.*

Finally, when NSLDS creates an alert for one or more students at the informed school, it sends an e-mail notice to the school’s designated contact person. That person accesses the alert list on the NSLDS FAP website or from an electronic batch file, reviews the revised financial aid history and makes appropriate adjustments to any awards either disbursed or scheduled to be disbursed.

If the school has followed these procedures for obtaining financial aid history information from NSLDS for its transfer students, it is not liable for any overpayments if the student’s situation subsequently changes. However, the student will be liable for any overpayments in this situation and would lose eligibility for further disbursements until the overpayment is resolved.

### Data Provider Information

If a school believes that NSLDS information about a transfer student is incorrect, it may obtain official documentation from the appropriate data provider and can rely on that documentation. For example, if NSLDS shows that a student received $3000 in Pell Grant from a prior school, but the student claims to have received only $1500, the school could contact the prior school and obtain documentation of the correct amount. It could then rely on that documentation in making eligibility and award determination.

### Resolving Default Status

A student who is in default on a federal student loan cannot receive further federal student aid until the default status is resolved. This can be done in a number of ways.

1) **Repayment in Full.** A student can resolve a default by repaying the loan in full. The Financial Aid Office may verify a federal loan has been paid in full by reviewing the Loan Access Code, DP (Defaulted, The Paid-In-Full), in NSLDS or get a letter from the student loan servicer stating that the specific defaulted loan is paid-in-full.

2) **Federal Loan Consolidation.** A student can resolve a federal student loan default by consolidating their defaulted loans into a Direct Loan Consolidation. A student may complete this application online at [www.studentloans.gov](http://www.studentloans.gov). As part of the loan consolidation application students must choose an Income-Driven Repayment Plan...
SAM 2017-2018

(IDR). The Financial Aid Office may verify the federal loan consolidation has been completed reviewing the Loan Access Code, DN (Defaulted, Paid in Full through Consolidation Loan), in NSLDS. Once the loan is consolidated the student may go into a federal in-school deferment as long as they maintain at least half-time enrollment.

3) **Income Tax Offset.** Under the terms of a borrower, MPN federal and state governments may garnish a borrower's tax refund. If the garnished amount satisfies the outstanding loan amount the default may be resolved.

4) **Satisfactory Repayment Arrangements.** A student in default on a federal student loan can regain eligibility and remove the default from their credit report. For a student to achieve both of these goals they need to follow the steps listed below. The Financial Aid Office may review the Loan Access Code, DX (Defaulted, Satisfactory Arrangement, and Six Consecutive Payments Made), in NSLDS. Prior to subsequent disbursements colleges are required to contact the loan servicer to confirm that the student has continued making the required payments.

   a. **Student Financial Aid (SFA) Reinstatement** - If a student makes satisfactory repayment arrangements with their loan holder and makes six consecutive, full, voluntary, timely payments they may have their eligibility reinstated for federal financial aid. The Financial Aid Office may use as documentation receipt of a SFA Reinstatement Letter from the loan holder. This reinstatement letter should be sent or faxed directly to the Financial Aid Office. Note reinstatement makes the student eligible for financial aid but does not remove the default from the students SFA account.

   b. **Loan Rehabilitation.** Students who have completed SFA reinstatement (six payments) should continue making payments to total a minimum of nine consecutive, full, voluntary, timely payments in order to complete loan rehabilitation. Garnishment is not considered a voluntary payment. Loan rehabilitation will remove the loan from default and will restore eligibility for all the normal loan benefits, such as in-school deferments, other deferments, and Income-Driven Repayment Plans. Loan rehabilitation also removes the default from credit bureaus. It does not remove any delinquency activity leading up to the loan rehabilitation.

Write-offs written by a lender does not remove the student’s default. For Perkins, if the school writes off a regulator permissible amount and the student repays the remaining balance of the loan, that counts as paying the loan in full (code DC). For the Perkins Loan Program, a student who has repaid their defaulted loan in full is eligible for aid if the repayment was voluntary, you can still consider the default to be evidence of a student’s unwillingness to repay loans and deny the student additional Perkins Loans. If the repayment was involuntary, you should consider the default as such evidence and deny the student additional Perkins Loans. If a student has paid a defaulted loan in full but the ISIR has a comment showing that the student is ineligible because of the default,
the student must provide documentation. The Financial Aid Office may verify the federal loan has been written off by accessing NSLDS and looking for code DW (Defaulted, Write-Off).

### Loan Status Codes and Title IV Eligibility Chart

<table>
<thead>
<tr>
<th>CODE</th>
<th>STATUS</th>
<th>TITLE IV ELIGIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>Abandoned Loan</td>
<td>Yes</td>
</tr>
<tr>
<td>BC</td>
<td>No Prior Default, Bankruptcy Claim, Discharged</td>
<td>Yes – loan was not in default and was discharged</td>
</tr>
<tr>
<td>BK</td>
<td>No Prior Default, Bankruptcy Claim, Active</td>
<td>Yes – loan was not in default</td>
</tr>
<tr>
<td>CA</td>
<td>Canceled (Perkins: Loan Reversal)</td>
<td>Yes</td>
</tr>
<tr>
<td>CS</td>
<td>Closed School Discharge</td>
<td>Yes</td>
</tr>
<tr>
<td>DA</td>
<td>Deferred</td>
<td>Yes</td>
</tr>
<tr>
<td>DB</td>
<td>Defaulted, then Bankrupt, Active (Perkins: all bankruptcies; FFELP or Direct Loans: Chapter 13)</td>
<td>No, unless the debtor can show that loan is dischargeable. See Dear Colleague Letter GEN-95-40, dated Sept. 1995</td>
</tr>
<tr>
<td>DC</td>
<td>Defaulted, Compromise</td>
<td>Yes -- compromise is the same as paid in full</td>
</tr>
<tr>
<td>DD</td>
<td>Defaulted, Then Died</td>
<td>No, if borrower is reapplying, loan status is in error</td>
</tr>
<tr>
<td>DE</td>
<td>Death</td>
<td>No, if borrower is reapplying, loan status is in error</td>
</tr>
<tr>
<td>DF</td>
<td>Defaulted, Unresolved</td>
<td>No</td>
</tr>
<tr>
<td>DI</td>
<td>Disability</td>
<td>Yes</td>
</tr>
<tr>
<td>DK</td>
<td>Defaulted, Then Bankrupt, Discharged (Perkins: all bankruptcies; FFELP or Direct Loans: Chapter 13)</td>
<td>Yes – defaulted loan has been totally discharged</td>
</tr>
<tr>
<td>DL</td>
<td>Defaulted, In Litigation</td>
<td>No</td>
</tr>
<tr>
<td>DN</td>
<td>Defaulted, Then Paid In Full Through Consolidation Loan</td>
<td>Yes</td>
</tr>
<tr>
<td>DO</td>
<td>Defaulted, Then Bankrupt, Active, other (for FFELP and Direct Loans in Chapters 7, 11, and 12)</td>
<td>No, unless the debtor can show that the loan is dischargeable. See Dear Colleague Letter GEN-95-40, dated Sept. 1995</td>
</tr>
<tr>
<td>DP</td>
<td>Defaulted, Then Paid In Full</td>
<td>Yes – loan was paid in full</td>
</tr>
<tr>
<td>DR</td>
<td>Defaulted Loan Included in Roll-Up Loan</td>
<td>Yes – loan was combined with other loans and subrogated to ED which reported the same information to NSLDS in one loan – the status of that loan determines eligibility</td>
</tr>
<tr>
<td>DS</td>
<td>Default, Then Disabled</td>
<td>Yes – loan debt is canceled</td>
</tr>
<tr>
<td>DT</td>
<td>Defaulted, Collection Terminated</td>
<td>No</td>
</tr>
<tr>
<td>DU</td>
<td>Defaulted, Unresolved</td>
<td>No</td>
</tr>
<tr>
<td>CODE</td>
<td>STATUS</td>
<td>TITLE IV ELIGIBILITY</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------------------</td>
</tr>
<tr>
<td>DW</td>
<td>Defaulted, Write-Off</td>
<td>No [Note that there is no status code for Perkins write-offs, which are for amounts less than $50; see 34 CFR 674.47(h).]</td>
</tr>
<tr>
<td>DX</td>
<td>Defaulted, Satisfactory Arrangements, and 6 Consecutive Payments Made</td>
<td>Yes, Yes, assuming student complies with repayment plan or forbearance granted by GA</td>
</tr>
<tr>
<td>DZ</td>
<td>Defaulted, 6 Consecutive Payments, Then Missed Payment</td>
<td>No, the loan has returned to active default status</td>
</tr>
<tr>
<td>FB</td>
<td>Forbearance</td>
<td>Yes</td>
</tr>
<tr>
<td>FC</td>
<td>False Certification Discharge</td>
<td>Yes</td>
</tr>
<tr>
<td>FR</td>
<td>Loans obtained by borrowers convicted of fraud in obtaining Title IV aid</td>
<td>No</td>
</tr>
<tr>
<td>FX</td>
<td>Loan once considered fraudulent but now resolved</td>
<td>Yes</td>
</tr>
<tr>
<td>IA</td>
<td>Loan Originated</td>
<td>Yes</td>
</tr>
<tr>
<td>ID</td>
<td>In School or Grace Period</td>
<td>Yes</td>
</tr>
<tr>
<td>IG</td>
<td>In Grace Period</td>
<td>Yes</td>
</tr>
<tr>
<td>IM</td>
<td>In Military Grace</td>
<td>Yes</td>
</tr>
<tr>
<td>IP</td>
<td>In Post-Deferment Grace (Perkins only)</td>
<td>Yes</td>
</tr>
<tr>
<td>OD</td>
<td>Defaulted, Then Bankrupt, Discharged, (for FFELP and Direct Loans in Chapters 7, 11 or 12)</td>
<td>Yes, the defaulted loan has been totally discharged</td>
</tr>
<tr>
<td>PC</td>
<td>Paid In Full Through Consolidation Loan</td>
<td>Yes – consolidation loan can be through FFELP or Direct Loan; underlying loans can be in default</td>
</tr>
<tr>
<td>PD</td>
<td>Permanently Disabled</td>
<td>Yes</td>
</tr>
<tr>
<td>PF</td>
<td>Paid In Full</td>
<td>Yes</td>
</tr>
<tr>
<td>PM</td>
<td>Presumed Paid In Full</td>
<td>Yes</td>
</tr>
<tr>
<td>PN</td>
<td>Non-defaulted, Paid In Full Through Consolidation Loan</td>
<td>Yes</td>
</tr>
<tr>
<td>PX</td>
<td>Identity Theft Discharged</td>
<td>Yes</td>
</tr>
<tr>
<td>PZ</td>
<td>PLUS Loan for student who has died</td>
<td>No for student Yes for parent</td>
</tr>
<tr>
<td>RF</td>
<td>Refinanced</td>
<td>Yes, defaulted loans can’t be refinanced</td>
</tr>
<tr>
<td>RP</td>
<td>In Repayment</td>
<td>Yes</td>
</tr>
<tr>
<td>UA</td>
<td>Temporarily Uninsured – No Default Claim Requested</td>
<td>Yes</td>
</tr>
<tr>
<td>UB</td>
<td>Temporarily Uninsured – Default</td>
<td>Yes, because the loan is not a federal loan</td>
</tr>
<tr>
<td>CODE</td>
<td>STATUS</td>
<td>TITLE IV ELIGIBILITY</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Claim Denied</td>
<td>while temporarily uninsured</td>
<td></td>
</tr>
<tr>
<td>UC</td>
<td>FFEL: Permanently Uninsured/Un-reinsured – Non-defaulted Loan Perkins: Non-defaulted Loan Purchased By School</td>
<td>Yes</td>
</tr>
<tr>
<td>UD</td>
<td>FFEL: Permanently Uninsured/Un-reinsured – Defaulted Loan Perkins: Defaulted Loan Purchased By School</td>
<td>Yes, the loan is no longer a federal loan</td>
</tr>
<tr>
<td>UI</td>
<td>Uninsured/Un-reinsured</td>
<td>Yes, does not matter if loan was in default</td>
</tr>
<tr>
<td>VA</td>
<td>Veterans Administration Discharge</td>
<td>Yes</td>
</tr>
<tr>
<td>XD</td>
<td>Defaulted, Satisfactory Arrangements, and 6 Consecutive Payments Made</td>
<td>Yes, assuming student complies with repayment plan or forbearance granted by GA</td>
</tr>
</tbody>
</table>
When Does a Student Regain FSA Eligibility After Resolving a Defaulted Loan?

Federal Pell Grant/Campus-Based Funds
For awarding and disbursing Pell Grant and campus-based program funds, a student who resolves a default on a federal student loan within the award year regains eligibility for these programs retroactively only to the beginning of the most recent payment period during which the default was resolved (usually the semester).

For example, if a student was enrolled in a Fall/Spring semester-based academic year and was in default on a federal loan at the beginning of that academic year, and if this same student resolved the default sometime after the end of the Fall semester, but before the end of the Spring semester, he or she would be eligible to receive Pell Grant or campus-based funds only for the Spring semester. This student would not be eligible to receive these funds for the Fall semester.

Federal Direct Loans
For Direct Loan program funds, the student who is in default on a federal educational loan regains eligibility for Direct Loan funds for the entire period of enrollment during which the default was resolved. Since the Direct Loan program does not use payment periods, for most students this would be for the entire academic year.

When Does a Student Regain FSA Eligibility After Resolving an FSA Grant or Loan Overpayment?

Federal Pell Grant/Campus-Based Funds
For the Federal Pell Grant and campus-based programs, the student regains eligibility retroactively to the beginning of the most recent payment period during which the overpayment was resolved.

As in the example for the student who had defaulted on a federal student loan, if a student was enrolled in a Fall/Spring semester-based academic year and owed an overpayment at the beginning of that academic year, and if this same student resolved the overpayment sometime after the end of the Fall semester, but before the end of the Spring semester, he or she would be eligible to receive these funds only for the Spring semester. This student would not be eligible to receive Pell Grant or campus-based funds for the Fall semester.

Direct Loan and FFEL Programs
For Direct Loan and FFEL program funds, the student regains eligibility for the entire period of enrollment during which the overpayment was resolved. For most students, this would be for the entire academic year since these programs do not use payment periods.
Default on a Student Loan Made at a Closed School

If the school closed while the student was still enrolled, the student may be able to have the student loan discharged if all of the following conditions are met:

1. The loan was received on or after January 1, 1986.
2. The student was enrolled at the school or on an approved leave of absence on the day the school closed, or the school closed within 90 days after the student withdrew from the school.
3. The student has not completed, and is not in the process of completing, his/her program of study, either by transferring academic credits or hours earned at the closed school to another school or by any other means.

If the student believes he/she is eligible to have the loan discharged based on the criteria given above, the student should contact the holder of the loan to apply for the discharge. If the student is not eligible for this loan discharge, he/she should contact the holder of the loan to find out the best way to resolve the default status, including loan rehabilitation and loan consolidation.

**NOTE:** If the loan was discharged because the school closed while the student was enrolled, but he/she later completed the program of study at another school by transferring one or more credit hours from the closed school, the closed school loan discharge may be canceled and the loan may have to be repaid.

Effect of Bankruptcy or Disability Cancellation

A student who has filed bankruptcy or had a loan discharged for disability may need to provide some additional documentation before receiving aid.

**Bankruptcy**

A student with a federal student aid loan or a grant overpayment that has been discharged in bankruptcy remains eligible for federal student loans, grants, and work-study. A borrower does not have to reaffirm a loan discharged in bankruptcy in order to be eligible. The Bankruptcy Reform Act of 1994 prohibits denial of aid based solely on a bankruptcy discharge.

A borrower who has listed a defaulted federal student loan or a grant overpayment in an active bankruptcy claim may be eligible for further federal student aid funds if the borrower submits documentation from the holder of the loan that the debt is dischargeable.

A borrower who includes a non-defaulted federal student loan in an active bankruptcy claim, so that collection on the loan is stayed, is eligible for federal student aid funds as long as he or she has no loans in default (including the loan included on the bankruptcy petition).

In most cases, the NSLDS Loan Status Code (see the Chart on pp. 2-51 – 2-53 of this chapter) will provide sufficient information on the default or repayment status of any Title IV loan included on a bankruptcy claim.
Total and Permanent Disability Cancellation
Perkins, Stafford, and PLUS loan borrowers can have their loans canceled for a total and permanent disability. Except for veterans who qualify for a total and permanent disability discharge (TPD) by the Dept of Veterans Affairs, ED monitors the status of borrowers who have applied for and received a TPD discharge. The monitoring period begins on the day the discharge was granted and lasts for up to three years. If the borrower fails to meet the eligibility requirements throughout the monitoring period, the loan will be reinstated by ED. This same procedure holds for discharging and reinstating the service obligation for TEACH grant recipients who become totally and permanently disabled.

If a borrower whose loan has been discharged wishes to take out a new federal student loan or wishes to receive a TEACH grant, he or she must obtain certification from a legally licensed physician stating that the student 1) has the ability to engage in a substantial gainful activity or 2) can attend school. Then the student must sign a statement indicating that he or she is aware that the new loan or TEACH grant can’t later be discharged on the basis of any present impairment unless that condition substantially deteriorates to the extent that the definition of total and permanent disability is again met.

The borrower isn’t required to obtain a physician’s certification or to sign the statement if he or she is applying for federal grants or work-study only.

If the borrower is in the post-discharge monitoring period, he or she must resume payment on the discharged loan before receiving the new loan or TEACH grant. A borrower who received a VA-determined discharge would not be required to resume payment on the discharged loan.

If a defaulted loan was conditionally discharged, then reinstated, the student would have to make satisfactory repayment arrangements on the reinstated loan before receiving the new loan.

Regaining Title IV Eligibility After Inadvertent Overborrowing
Under the Department’s regulations at 34 CFR 668.35(d), a student who has inadvertently exceeded annual or aggregate loan limits, and who is not in default on a Title IV loan, may regain Title IV eligibility if the student: (1) repays the excess loan amount in full; or (2) makes satisfactory arrangements to repay the excess amount, I.E. reaffirmation or consolidation.

Generally, an institution becomes aware that a student has exceeded an aggregate loan limit from flags (and comments) included in the student’s ISIR that are generated from information contained in NSLDS.

If a student who has inadvertently received loan funds in excess of an annual or aggregate loan limit wishes to receive additional Title IV aid, the institution where the student wishes to receive the aid must identify the loan(s) that resulted in the overborrowing, make a determination that the overborrowing was indeed inadvertent, discuss the overborrowing with the student, and resolve any discrepancies in the information that is obtained.
Examples of circumstances that may have resulted in a student inadvertently exceeding an annual or aggregate loan limit include, but are not limited to: institutional processing errors, missing or incorrect NSLDS information (e.g., capitalized interest incorrectly included in a borrower’s aggregate outstanding loan balance), or unintentional student error or omission.

(1) Repayment of the Excess Loan Amount
If a student who has inadvertently overborrowed wishes to regain Title IV eligibility by repaying the excess loan amount, the student must contact the applicable servicer and comply with the servicer’s repayment instructions.

Once the student has repaid the excess loan amount in full, the servicer will send the student confirmation that the excess loan amount has been repaid. The student or servicer must provide a copy of the repayment confirmation to the institution. The inadvertent overborrowing is considered to have been resolved as of the date the servicer received the borrower’s full payment of the excess loan amount.

(2) Making Satisfactory Repayment Arrangements for the Excess Loan Amount (Reaffirmation)
A student who has inadvertently overborrowing may regain Title IV eligibility by making satisfactory repayment arrangements acceptable to the servicer of the loan. The satisfactory repayment arrangement requirement can be met if the student reaffirms the debt by agreeing, in writing, to repay the excess amount according to the terms and conditions of the promissory note supporting the loan.

Note: If NSLDS shows that a student consolidated the loan(s) that resulted in the inadvertent overborrowing into a Direct Consolidation Loan (or, prior to July 1, 2010, into a FFEL Consolidation Loan), no further action on the part of the borrower is needed, since by signing the consolidation loan promissory note the borrower has agreed to repay any excess loan amount.

The reaffirmation process includes the following steps:
1. Either the institution or the student contacts the servicer and explains that the student has inadvertently over-borrowed and wishes to reaffirm the debt.
2. The servicer sends the student a reaffirmation agreement.
3. The student reads, signs, and returns to the servicer the reaffirmation agreement.
4. The servicer sends the student confirmation that the reaffirmation agreement has been accepted. The student or servicer must provide a copy of the reaffirmation confirmation to the institution.
5. The inadvertent over-borrowing is considered to have been resolved as of the date the servicer receives the student’s signed reaffirmation agreement.

Effective Date for Regaining Title IV Eligibility
When an otherwise eligible student resolves an inadvertent over-borrowing issue by one of the methods discussed above, the student regains eligibility for the Pell Grant, campus-based, TEACH Grant, and Iraq and Afghanistan Service Grant programs beginning with the payment period in which the issue was resolved, and regains Direct Loan Program eligibility retroactive to the beginning of the academic year in which the issue was resolved.
Unusual Enrollment History Flag
The Unusual Enrollment History Flag indicates whether a student has a pattern of enrollment involving the receipt of Federal Pell Grant (Pell Grant) and Federal Direct loan (except consolidation and parent PLUS) funds at multiple institutions within a four year timeframe and is intended to address possible fraud and abuse in the Title IV student aid programs. The specific enrollment pattern causing concern is one where the student attends an institution long enough to receive Title IV credit balance funds, leaves without completing the enrollment period, enrolls at another institution and repeats the pattern of remaining just long enough to collect another Title IV credit balance without having earned any academic credit. Some students who have an unusual enrollment history have legitimate reasons for their enrollment at multiple institutions. However, such an enrollment history requires a review to determine whether there are valid reasons for the unusual enrollment history.

A UEH Flag value of ‘N’ indicates that there is no unusual enrollment history issue and, thus, no ‘C’ Code, no comments, and no action required by the institution.

A UEH Flag with a value of ‘2’ indicates an unusual enrollment history that requires review by the institution of the student’s enrollment records to determine if the institution must collect additional information about the student’s prior enrollment. An example of an enrollment pattern that would generate a UEH Flag value of ‘2’ would be when the student received Pell Grant funds or Direct Loans at three institutions over two award years.

A UEH Flag with a value of ‘3’ indicates that the institution must review academic records for the student and, in some instances, must collect additional documentation from the student, as explained below. An example of an enrollment pattern that would generate a UEH Flag value of ‘3’ would be when the student received Pell Grant funds at three or more institutions in one award year.

Resolving Unusual Enrollment History Flags
An institution must take the following steps to resolve an ISIR-reported UEH Flag.

**UEH Flag value is ‘N’**: No action is necessary as the student’s enrollment pattern does not appear to be unusual.

**UEH Flag value is ‘2’**: The institution must review the student’s enrollment and financial aid records to determine if, during the specified four award year review period, the student received a Pell Grant and/or Direct Loan at the institution that is performing the review.

- If the student received Pell and/or a Direct Loan at the school performing the review, no additional action is required unless there is a reason to believe that the student remained enrolled just long enough to collect student aid funds.
- If the student did not receive Pell and/or a Direct Loan at the school performing the review, or there is a reason to believe that the student remained enrolled just long enough to collect student aid funds, the guidance provided below for a UEH Flag of ‘3’ must be followed.
UEH Flag value is ‘3’: The student’s academic records must be reviewed to determine if the student received academic credit at the institutions the student attended during the specified four award year period. Using information from the National Student Loan Data System (NSLDS), the institution must first identify the institutions where the student received Pell Grant and/or Direct Loan funding during the four award year period. Based upon academic transcripts it may already possess, or by asking the student to provide academic transcripts or grade reports, the institution must determine, for each of the previously attended institutions, whether academic credit was earned during the award year in which the student received Pell Grant funds. Academic credit is considered to have been earned if the academic records show that the student completed any credit hours or clock hours.

- **Academic Credit Earned:** If the institution determines that the student earned any academic credit at each of the previously attended institutions during the relevant award years, no further action is required unless the institution has other reasons to believe that the student is one who enrolls just to receive the credit balance. In such instances, the institution must require the student to provide additional information as discussed below under “Academic Credit Not Earned.” If it is determined that academic credit was not earned at one or more of the previously attended institutions, the institution must follow the “Academic Credit Not Earned” guidance below.

- **Academic Credit Not Earned:** If the student did not earn academic credit at a previously attended institution and, if applicable, at the institution performing the review, the institution must obtain documentation from the student explaining why the student failed to earn academic credit. The institution must determine whether the documentation supports (1) the reasons given by the student for the student’s failure to earn academic credit; and (2) that the student did not enroll only to receive credit balance funds.

In some cases, the student may present personal reasons to explain the failure to earn academic credit. These reasons could include illness, a family emergency, a change in where the student is living, and military obligations. The institution should, to the extent possible, obtain third party documentation to support the student’s claim.

In other instances, the student may present academic reasons to explain the failure to earn academic credit. For example, a school’s academic program presented unexpected academic challenges or did not meet the student’s needs. Again, the institution should, to the extent possible, obtain third party documentation to support the student’s claim.

Much like the exercise of professional judgment, as provided by section 479A of the Higher Education Act (HEA), the financial aid administrator determines whether the circumstances of the failure of the student to receive academic credit, as evidenced by the student’s academic records and other documentation, support the continuation of title IV, HEA program assistance eligibility. Also, like professional judgment, these institutional determinations are final and not appealable to the Department, and the reasons for the decision must be documented and maintained for possible review.
Approval of Continued Eligibility
If the institution approves the student’s continued eligibility, the financial aid administrator may choose to require the student to establish an academic plan, similar to the type of plan used to resolve satisfactory academic progress (SAP) appeals as provided in the regulations at 34 CFR 668.34(c) and (d). The financial aid administrator may also wish to counsel the student about the Pell Grant duration of eligibility provisions [Lifetime Eligibility Used (LEU)] and the impact of the student’s attendance pattern on future Pell Grant eligibility.

Denial of Continued Eligibility
If a student did not earn academic credit at one or more of the relevant institutions and does not provide, to the financial aid administrator’s satisfaction, an acceptable explanation and documentation for each of those failures, the institution must deny the student any additional Title IV/HEA program assistance. The student must be provided with an opportunity to question and appeal the decision, consistent with the opportunities to question and appeal similar financial aid determinations at the institution such as SAP determinations and professional judgment decisions.

Regaining Aid Eligibility
If the institution denies a student continued Title IV/HEA program assistance under the circumstances described above, it must provide the student with information as to how the student may subsequently regain eligibility. Since the basis for the denial is the student’s academic performance, it is expected that successful completion of academic credit would form the basis for the student’s subsequent request for renewal of program eligibility. This could include meeting the requirements of an academic plan that the institution established with the student.

If the student meets the institution’s standards to regain eligibility for Title IV/HEA program assistance, that eligibility would be effective under the same provisions that apply when a student gains or regains eligibility under other student eligibility requirements. For the Pell Grant and campus-based aid programs, eligibility begins with the payment period in which the student begins to meet the eligibility requirements (following the payment period of ineligibility); for Direct Loans, regained eligibility is retroactive to the beginning of the enrollment period.

Authority
The authority for an institution to deny Title IV/HEA program assistance under the circumstances described in this letter is section 484(a)(4)(A) of the Higher Education Act of 1965, as amended, which requires the student to sign a Statement of Educational Purpose. By signing the Statement of Educational Purpose as part of the student’s submission of the FAFSA, the student certified that he or she would use the Title IV/HEA program assistance received only to meet educational costs.
**Documenting credits earned when a school has closed**

For UEH flag 3, or when you believe that the student remains enrolled just long enough to collect a credit balance (refund), you must review the student’s academic records to determine if the student earned any academic credit at each school the student attended during the prior four award year periods (i.e., for 2017-18, assess 2016-17, 2015-16, 2014-15, and 2013-14).

If the student informs you that they previously attended and received Title IV aid at a school which has closed, you must first verify that the school has closed. You may determine this using the Department’s Closed School Reports, at: https://www2.ed.gov/offices/OSFAP/PEPS/closedschools.html

If the student states that academic credits were earned at the closed school, you must request documentation that indicates academic credits were earned. Acceptable forms of documentation could include a grade report, or an official or unofficial transcript.

If the student does not have any documentation of academic credit earned at the closed school, and you have obtained documentation that shows the student earned academic credit at all the other schools corresponding with the UEH flag, you may accept a signed and dated statement from the student to substantiate their claim. The statement must provide the name of the closed school, the academic period or calendar year in which the academic credit was earned, and, if known, the type and number of academic credits which were earned. If the student is unsure of the number and/or type of academic credits earned at the closed school, the student must state, in general terms, that academic credit was earned at the closed school. If the student has **not** earned academic credits at the closed school, you must follow the guidance in Dear Colleague Letter GEN-15-05.
CUNY Policy and Systems Support

Students who have UEH values equal to ‘2’ or ‘3’ will have a B segment error on FAP and will be NOT OK TO PAY. [UEH flag ‘N’ will also display but requires no action as these students have no history of unusual enrollment.] If upon review, the school determines that the unusual enrollment pattern was justified, the “CS1OVDCC” field should be updated to “Y” on the ‘S’ Page. Students identified with UEH flag ‘2’ should be overridden if Pell was disbursed at the CUNY college performing the review at any point during the three year review period.

A FAP Report querying Edit ‘BOG079’ should be ordered from ProdUAPC in order to receive a listing of affected cases. The list will include SS#, Name and UEH flag. This list should be requested with some frequency (weekly).

CUNY has modified the Financial Aid Edit Letters to include students flagged with these values and the Edit Letter will inform the student that “Your institution must collect additional information about your previous enrollment history, please contact your Financial Aid Office for further information”.

Colleges in Delivered CUNYfirst Financial Aid will have a checklist assigned that will prevent disbursements. The Checklist code will be ‘FUEH’ and the message that will display on the Student Service Center is “Your institution must collect additional information about your previous enrollment history, please contact your Financial Aid Office for further information”.

If the college performing the review is one of the colleges the student has received Pell funds in the 3-year period, there is no action be taken for students flagged with UEH ‘2’ unless there is reason to believe fraud or abuse of funds is involved. If there are reasons to believe of abuse of funds or fraud, then transcripts should be requested and reviewed as thought the student was flagged as ‘3’.

Students identified with UEH ‘3’ flag should have the transcripts reviewed, and based on the review of grades completed and earned credits, the student may need to be placed on an academic plan, similar to those used for meeting Federal Satisfactory Academic Progress. The student may need to submit statements and proof of reasons for failure to meet academic standards. A committee review is recommended for these sets of students as professional judgment will be necessary, but it is up to each institution on how the review, denials of aid and appeals are performed.

The Office of Financial Aid is encouraged not to request duplicative documentation from the students, and as a result, the collaboration of the Admissions and Registrar’s Offices in this process is essential to expedite the review of the enrollment history and determine potential financial aid eligibility.
OSFA

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This chapter is excerpted from the 2017-18 EDE Technical Reference, 2017-18 ISIR Guide, the 2017-18 SAR Comment Codes and Text, and other Department of Education bulletins. This material is designed to assist the administrator by bringing together conveniently in one place useful information about the 2016-17 delivery system. However, it is not intended to replace the original source publications. Familiarity with the 2017-18 ISIR Guide in its entirety is an essential prerequisite to effectively using the material contained in the following pages. All the publications mentioned above can be accessed at the U.S. Department of Education’s IFAP website: http://www.ifap.ed.gov/ifap/

The first part of the chapter outlines the major system changes for the new award year. You will also find the Reject Codes and Reject Reasons with the Department’s instructions on how the applicant is to resolve the reject.

The remainder of the chapter consists of the following items:

- SAR Comment Texts with C Flags
- Assumption Overrides
- CUNY Edits
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</table>
Changes to FAFSA Data Elements

Revised Parents’ Marital Status Responses—The “Single” response for parents’ marital status has been changed to “Never married” and a new response has been added labeled “Unmarried and both parents living together”. The FAFSA instructs a dependent student to provide information about both of his or her legal parents, regardless of the parents’ marital status or gender, if the parents live together. The updated the instructions now define a legal parent as the student’s biological and/or adoptive parent.

Revised Labels for Parent Questions—Adding the new “Unmarried and both parents living together” response for the parents’ marital status question resulted in FAFSA field label revisions for several of the parents’ demographic and financial fields. Gender-neutral labels are now used when referencing a specific parent and are reflected on the paper FAFSA and throughout our application processing systems, including the CPS, FAFSA on the Web, FAA Access, and applicant communications (SAR, SAR Acknowledgement, eSAR, and ISIR).

Tax Return Filing Status Questions—New questions to collect tax return filing statuses for students and parents have been added. The new questions help to identify instances when the reported tax filing status is inconsistent with the reported FAFSA marital status. Although the reported tax filing status may accurately reflect the student or parent tax filing status for the 2015 tax return, if the student’s or parent’s marital status has changed, the financial information from the IRS will not match what is expected based on the marital status as of the day the FAFSA is completed. Identifying these instances enables the student or parent to be asked to verify that the responses are correct and to restrict the use of the IRS Data Retrieval Tool (IRS DRT) when the tax filing status for the 2015 tax return does not match the marital status at the time the FAFSA is completed.

Examples of edits include:

- If a student or parent with a marital status other than “Unmarried and both parents living together” indicates he or she has “Already Completed” or “Will File” a tax return and selects a 2015 tax return filing status that does not match the current marital status, then we display a message to inform the student or parent the IRS tax information may not reflect the current marital status. The student or parent is not eligible to use the IRS DRT if his or her 2015 tax return filing status does not match the current marital status.
- If a student or parent who was initially eligible to use the IRS DRT transfers data from the IRS and the IRS tax return filing status is inconsistent with the reported FAFSA marital status, then we no longer consider the data “Transferred from the IRS.” When the student or parent returns to FAFSA on the Web, we inform the student or parent that we do not identify questions pre-filled with IRS tax information as “Transferred from the IRS,” because the tax return filing status transferred from the IRS does not match the tax return filing status that he or she selected on the FAFSA.

In addition to adding the edits described above, we are adding the following edits to minimize further the transfer of financial information from the IRS DRT that no longer reflects the student or parent’s current marital status:

- If a student or parent responds with a tax return filing status of “Don’t know” and is otherwise eligible to use the IRS DRT, then he or she must provide an actual tax return filing status before he or she can use the IRS DRT.
If a parent indicates a marital status of “Widowed” and provides a tax return filing status of “Qualifying Widow(er),” then we instruct him or her to use the IRS DRT only if his or her spouse’s income was excluded from the tax return.

Application processing edits generate a comment code that is included on the SAR, SAR Acknowledgement, eSAR, ISIR, and in Student Inquiry whenever the tax return filing status and marital status do not match.

**Changes to CPS Edits**

**Student Date of Birth Edits** – We revised our date of birth edits to enable applicants who are under the age of 13 years and have completed their high school course work to apply for Federal Student Aid for the cycle. The applicant must file using a “modified” paper FAFSA that can be obtained by calling Federal Student Aid at (202) 377-3889. The applicant cannot file using FAFSA on the Web.

**Parents’ Personal Information** – We updated the current edits and added new edits for the response option for the Parents’ Personal Information question. Because of these changes, we revised edits for Rejects E, F, J, K, S, T, 6, 7, 9, 10 and 11 and added new comment codes.

**Tax Return Filing Status Edits** – We added edits to the system for the two new Tax Return Filing Status questions on the FAFSA. Because of these new edits, we added comment codes 361 through 368.

**Subsidized Usage Limit Applies Flag Edit** – We added edits for the new regulations to eliminate subsidies for Direct Subsidized Loans when a first-time borrower’s enrollment exceeds 150% of the program length. Because of these changes, we added new edits that are used to generate comment code 267. When an applicant’s status has changed, we generate a new transaction and the NSLDS Post-Screening Reason code is set to 25.

**Verification Edits** – As we continue to analyze data and refine our verification selection criteria, we determined a need for new edits. Due to the sensitive nature of verification edits, we do not publish the details and conditions that cause an applicant to be selected for verification.

**Reject 23, Eligibility Hold Edits** – The Reject 23 edits are part of our verification data analysis. Applicants who meet the conditions for Reject 23 are in an eligibility “hold,” and are not eligible for aid until they resolve the eligibility issue. To resolve a Reject 23, the FAA or applicant must contact Federal Student Aid as described in comment code 281. If the hold is removed, comment code 283 is set on the applicant’s record.

**Reject 24, NSLDS Fraud Loan Flag Edits** – We revised our edits for applicants who have their NSLDS Fraud Loan Flag set to Y. Currently, we set comment code 272, warning the applicant that he or she is not eligible for aid. SAR comment code 272 will appear only if a guaranty agency, a Perkins school, or the Department of Education has determined that a loan was obtained fraudulently. In these rare cases, the loan is listed under the perpetrator's identifiers and thus he or she cannot get further Title IV federal student aid. If a school receives a student record with comment code 272, the school should refer the applicant to the loan holder for resolution.
**IRS Data Retrieval Tool**

**IRS Request Flags on SAR/ISIR**

IRS Request Flags for the student and parents display on the ISIR/SAR to help identify use and non-use of the IRS DRT option. Values for the IRS Request Flag fields can be translated into the following:

- Blank = IRS Data Retrieval Tool not available in the application method used by the applicant (i.e., paper FAFSA, EDE, or FAA Access to CPS Online)
- 00 = Student/Parent was ineligible to use the IRS Data Retrieval Tool and was not presented with the option to use it.
- 01 = Student/Parent was presented with the option to use the IRS Data Retrieval Tool in FAFSA on the Web and elected to use it, but did not transfer IRS data into the FAFSA
- 02 = IRS data for the student/parent was transferred from the IRS and was not changed by the user prior to submission of an application or correction
- 03 = IRS data for the student/parent was transferred from the IRS and changed by the user prior to submission of an application or correction
- 04 = IRS data for the student/parent was transferred from the IRS and changed by the user prior to submission of an application or correction
- 05 = Student/Parent was presented with the option to use the IRS Data Retrieval Tool in FAFSA on the Web, but did not elect to use it
- 06 = IRS data for the student/parent was transferred from the IRS, but a subsequent change made the student/parent ineligible to use the IRS Data Retrieval Tool

**New for 2017-2018:** We added cross-year edits to address conflicting reported data between two cycles. In cycles prior to 2017-2018, cross-year edits compare financial information of the current cycle tax/calendar year to the previous cycle tax/calendar year. These edits will be insufficient in 2017-2018 to detect errors in reported data between the 2016-2017 and 2017-2018 cycles, as the same 2015 tax data will be used, so we are implementing new edits for 2017-2018. In some cases, the new edits will set a SAR C flag and set new comment codes (395 to 399). These edits and new comment codes will apply only for the 2017-2018 cycle and will be removed for the 2018-2019 cycle.

Comments with the first line indented are printed in the “Comments About Your Information” section on the SAR. Comments that are left-justified are printed with a checkbox in front of the comment and are printed in the “What You Must Do Now” section.

**Reminder:** The text for comment codes 047, 050, 112, 149, 158, 159, 170, and 171 is not printed in the paper SAR comments section on page 3; instead, the information contained in these comments is printed as variable text in the appropriate section on the first page. Text associated with these comment codes is displayed only on the Web; the text is not displayed in the EDExpress software and is not printed on the EDExpress ISIR. **Note,** however, that the comment code numbers are included in the ISIR file and appear in the FAA Information section of the printed ISIR. Schools using EDExpress still have the ability to query their databases using these comment code numbers. When viewing or printing an ISIR using FAA Access to CPS Online, or when a student is viewing or printing his or her SAR information on the Web, the text for the affected comments is printed. ISIRs printed from third-party software may not print the text for these comments, depending on how the...
software was programmed. We recommend consulting with your software vendor for more information.

Note for users of this guide: To assist you when reviewing a SAR or ISIR that contains these comment codes, we have provided the text for the Web comments in this guide. If the comment text is preceded with text referring to the Web, the comment text is printed on the ISIR from FAA Access to CPS Online and is displayed to the student on the Web.

SAR C Code Changes

The SAR C code is set on a student’s record based on his or her eligibility conditions. The following is a complete list of 2017-2018 comments that are associated with the SAR C code:


New for 2017-2018: Comment 399 will cause the SAR C code to be set on a student’s record.

Comments that generate the C Flag are arranged by the areas that the comments are associated with:

- Selective Service Match: 30, 33, and 57
- DHS Match: 46, 105, 109, 141, 142, and 144
- Social Security Administration Citizenship Status: 146
- Student’s Social Security Number Match: 63 and 64
- Veterans Affairs Status Match: 162, 173, and 180
- Potential Pell Overpayment: 20, 38, 39, 41, 42, 43, 346, and 347
- Potential FSEOG Overpayment: 10, 65, 66, 67, 77, and 79
- Potential Perkins Overpayment: 86, 90, 100, 101, 102, and 107
- Potential TEACH Grant Overpayment: 289, 290, 291, 292, 293, and 294
- Potential Iraq and Afghanistan Service Grant Overpayment: 309, 310, 311, 312, 313, and 314
- Unusual Enrollment History: 359 and 360
- Responses to Question 23/Drug Conviction: 53, 54, 56, and 58
- Cross year edits: 399

Note: In rare cases, the C Flag is provided on an ISIR/SAR without a corresponding comment. This happens only if the applicant receives an excessive number of comments (including C Flag comments) and some of the comments must be suppressed so that a SAR/ISIR can be generated.
**IRS Display Flags on SAR/ISIR**

The IRS Display Flags have been added to inform schools whether the IRS DRT was displayed to the student or parent, and if not, the reason the DRT was not displayed.

<table>
<thead>
<tr>
<th>Value</th>
<th>Student IRS Display Flag</th>
<th>Parent IRS Display Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Student skipped the income and asset questions – IRS DRT was not displayed</td>
<td>Dependent student has special circumstances or independent student skipped the parent questions – IRS DRT was not displayed</td>
</tr>
<tr>
<td>B</td>
<td>IRS DRT was displayed to student</td>
<td>IRS DRT was displayed to parent</td>
</tr>
<tr>
<td>C</td>
<td>Tax return filing status not equal to “Already completed” – IRS DRT was not displayed</td>
<td>Tax return filing status not equal to “Already completed” – IRS DRT was not displayed</td>
</tr>
<tr>
<td>D</td>
<td>Marital status date greater than or equal to January 2015 – IRS DRT was not displayed</td>
<td>Marital status date greater than or equal to January 2016 – IRS DRT was not displayed</td>
</tr>
<tr>
<td>E</td>
<td>First three digits of SSN are 666 – IRS DRT was not displayed</td>
<td>First three digits of SSN are 666 – IRS DRT was not displayed</td>
</tr>
<tr>
<td>F</td>
<td>Not Applicable</td>
<td>Non-married parent or both married parents entered all zeroes in SSN – IRS DRT was not displayed</td>
</tr>
<tr>
<td>G</td>
<td>Not Applicable</td>
<td>Neither married parent entered a valid SSN – IRS DRT was not displayed</td>
</tr>
<tr>
<td>H</td>
<td>Student amended his/her tax return – IRS DRT was not displayed</td>
<td>Parent amended his/her tax return – IRS DRT was not displayed</td>
</tr>
<tr>
<td>J</td>
<td>Student filed a Puerto Rican or foreign tax return – IRS DRT was not displayed</td>
<td>Parent filed a Puerto Rican or foreign tax return – IRS DRT was not displayed</td>
</tr>
<tr>
<td>K</td>
<td>Student is married and tax return filing status is married filed separate return – IRS DRT was not displayed</td>
<td>Parents are married and tax return filing status is married filed separate return – IRS DRT was not displayed</td>
</tr>
<tr>
<td>L</td>
<td>Student is married and tax return filing status is head of household – IRS DRT was not displayed</td>
<td>Parents are married and tax return filing status is head of household – IRS DRT was not displayed</td>
</tr>
<tr>
<td>M</td>
<td>Conflict between the student’s marital status and tax return filing status – IRS DRT was not displayed</td>
<td>Conflict between the parents’ marital status and tax return filing status – IRS DRT was not displayed</td>
</tr>
<tr>
<td></td>
<td><em>Note: Used only when the student’s tax return filing status is NOT head of household or married – filed separate return. In cases where the student’s marital status is married and the tax return filing status IS head of household or married filed separate return, IRS Display Flag of K or L is displayed.</em></td>
<td><em>Note: Used only when the parent’s tax return filing status is NOT head of household or married – filed separate return. In cases where the parent’s marital status is married or remarried and the tax return filing status IS head of household or married filed separate return, IRS Display Flag of K or L is displayed.</em></td>
</tr>
<tr>
<td>N</td>
<td>Not Applicable</td>
<td>Parents’ marital status is unmarried and both parents living together – IRS DRT was not displayed</td>
</tr>
<tr>
<td>Blank</td>
<td>IRS DRT not available (for example, paper, EDE, or FAA Access)</td>
<td>IRS DRT not available (for example, paper, EDE, or FAA Access)</td>
</tr>
</tbody>
</table>
**Changes to Verification**

**Other Untaxed Income to be Verified**

For 2017-2018, certain applicants are required to verify the untaxed income information they provided on the FAFSA in question 45 (Student’s 2015 Untaxed Income) for the student and question 94 (Parents’ 2015 Untaxed Income) for the dependent student’s parents.

**Verification Tracking Groups**

Records selected for verification in 2017-2018 will be identified in the usual way. The Verification Flag will be set, there will be an asterisk next to the EFC on the SAR and a generic verification text message will be generated as part of the SAR cover letter. In addition, applicants selected for verification will be placed into one of five groups indicated by a separate Verification Tracking Flag indicator. The FAFSA information that must be verified is based on the assigned Verification Tracking Group.

The Verification Tracking Flag values and corresponding Verification Tracking Groups are:

- V1 = Standard Verification Group (Record selected because conditions based on statistical analysis error-prone risk model were met)
- V4 = Custom Verification Group (Record selected for Identity/Statement of Educational Purpose criteria only)
- V5 = Aggregate Verification Group (Record selected for Identity criteria/Statement of Educational Purpose and Standard Verification criteria)

**Reporting V4 and V5 Verification Tracking Group Results**

An Identity Verification Results feature to FAA Access, enabling FAAs to provide the required verification results for students selected for identity and high school completion status.
Reject Codes and Reject Reasons
Reject codes and reasons, and their associated SAR comment codes, are listed here. If a student is rejected for more than one reason, the reject codes will appear in the FAA Information Box in priority order. The resolution for a rejected SAR is always the responsibility of the student, not the institution, and the SAR comment generated by the reject explains what action the student must take.

*These Alpha reject codes are the same as the Reject Override Codes.

<table>
<thead>
<tr>
<th>Reject Code</th>
<th>Reject Reason</th>
<th>Action</th>
<th>Comment Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A</td>
<td>Date of birth year equals 1900 through 1939</td>
<td>Confirm (that is, re-enter the same value) or correct date of birth.</td>
<td>069</td>
</tr>
<tr>
<td>*B</td>
<td>Independent student and date of birth equals 09-01-96 or greater, and date of birth is not equal to or greater than current year</td>
<td>Confirm (that is, re-enter the same value) or correct date of birth.</td>
<td>072</td>
</tr>
<tr>
<td>*C</td>
<td>Taxes paid is greater than 0 and greater than or equal to a fixed % of the AGI, but not equal to or greater than the AGI [Parent or Independent Student]</td>
<td>Confirm (that is, re-enter the same value) or correct taxes paid and AGI.</td>
<td>154, 155</td>
</tr>
<tr>
<td>D</td>
<td>Student’s SSN match, but no name match</td>
<td>Confirm (that is, re-enter the same value) student’s first and last name.</td>
<td>061</td>
</tr>
<tr>
<td>E</td>
<td>Parent 1 SSN match, but no name match</td>
<td>Confirm (that is, re-enter the same value) Parent 1 last name and first initial.</td>
<td>040, 377</td>
</tr>
<tr>
<td>F</td>
<td>Parent 2 SSN match, but no name match</td>
<td>Confirm (that is, re-enter the same value) Parent 2 last name and first initial.</td>
<td>051, 379</td>
</tr>
<tr>
<td>*G</td>
<td>Taxes paid is greater than 0 and greater than or equal to a fixed % of the AGI, but not equal to or greater than the AGI [Dependent Student]</td>
<td>Confirm (that is, re-enter the same value) or correct taxes paid and AGI.</td>
<td>153</td>
</tr>
<tr>
<td>*J</td>
<td>Parent 1 SSN contains all zeros and reported as a tax filer</td>
<td>Confirm (that is, re-enter the same value) for the Parent 1 SSN.</td>
<td>**083, 388</td>
</tr>
<tr>
<td>*K</td>
<td>Parent 2 SSN contains all zeros and reported as a tax filer</td>
<td>Confirm (that is, re-enter the same value) for the Parent 2 SSN.</td>
<td>**084, 389</td>
</tr>
</tbody>
</table>
| **If both rejects J and K are on the ISIR, comment codes 083 and 084 are replaced with comment code 164 and comment codes 388 and 389 are replaced with comment code 391.**

<table>
<thead>
<tr>
<th>Reject Code</th>
<th>Reject Reason</th>
<th>Action</th>
<th>Comment Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>*N</td>
<td>Missing first or last name</td>
<td>Confirm (that is, re-enter the same value) or correct student’s first or last name or verify a blank first or last name field if the student actually has only one name.</td>
<td>080</td>
</tr>
<tr>
<td>R</td>
<td>Student’s Social Security match, but no date of birth match</td>
<td>Confirm (that is, re-enter the same value) or correct student’s date of birth.</td>
<td>060</td>
</tr>
<tr>
<td>S</td>
<td>Parent 1 Social Security match, but</td>
<td>Confirm (that is, re-enter the same value)</td>
<td>016, 373</td>
</tr>
<tr>
<td>Reject Code</td>
<td>Reject Reason</td>
<td>Action</td>
<td>Comment Code</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>no date of birth match</td>
<td>or correct Parent 1 date of birth.</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Parent 2 Social Security match, but no date of birth match</td>
<td>Confirm (that is, re-enter the same value) or correct Parent 2 date of birth.</td>
<td>017, 375</td>
</tr>
<tr>
<td>*W</td>
<td>Unusually high number of family members</td>
<td>If the student is dependent, confirm (that is, re-enter the same value) or correct parents’ number of family members. If a student is independent, confirm (that is, re-enter the same value) or correct student’s number of family members.</td>
<td>178, 179</td>
</tr>
<tr>
<td>1</td>
<td>Simplified needs test is not met, and auto zero EFC flag is not set, asset threshold exceeded = “Yes”, and any asset data is blank</td>
<td>If a student is dependent, and student’s asset threshold exceed field = “yes” or blank, provide student’s cash, savings or checking; real estate/investment net worth, and business/investment farm net worth. Provide same for student’s parents if parents’ asset threshold field = “yes”. If a student is independent, provide student’s cash, savings, and checking; student’s real estate/investment net worth and student’s business/investment farm net worth.</td>
<td>150, 151</td>
</tr>
<tr>
<td>2</td>
<td>Incomplete FAFSA</td>
<td>If the student is dependent, provide parent taxed and untaxed income. If the student is independent, provide student and spouse (if married) taxed and untaxed income.</td>
<td>129, 130</td>
</tr>
<tr>
<td>*3</td>
<td>Student’s taxes paid is greater than zero and equal to or greater than AGI</td>
<td>Correct student’s taxes paid or AGI.</td>
<td>114, 152</td>
</tr>
<tr>
<td>4</td>
<td>Student’s marital status date on initial application is greater than the date the application was signed OR Student’s marital status date on a correction transaction is greater than the transaction receipt date</td>
<td>If student’s marital status date is after the date the application was signed, correct marital status [cannot be overridden by FAA]</td>
<td>062</td>
</tr>
<tr>
<td>5</td>
<td>Missing or invalid date of birth</td>
<td>Correct date of birth</td>
<td>018</td>
</tr>
<tr>
<td>6</td>
<td>Parent 1 SSN not on SSA database</td>
<td>Correct identifying information for Parent 1 and/or Parent 2 to achieve full match.</td>
<td>011, 369</td>
</tr>
<tr>
<td>7</td>
<td>Parent 2 SSN not on SSA database</td>
<td>Correct identifying information for Parent 1 and/or Parent 2 to achieve full match.</td>
<td>012, 370</td>
</tr>
</tbody>
</table>
**Reject Code** | **Reject Reason** | **Action** | **Comment Code**
--- | --- | --- | ---
8 | SSN match with date of death | Contact SSA to fix the error at SSA; then re-enter name and/or DOB and submit a correction for an updated SSA match. | 076, 140, 145
9 | Dependent student and some or all of identifying information for both parents missing | Correct SSN, name, and/or DOB for Parent 2 and/or Parent 1 to achieve a full match for at least one parent. | 049, 387
10 | Missing marital status or household size | If the student is dependent, review and correct parents’ marital status and parents’ number of family members. If the student is independent, review and correct student’s marital status and student’s number of family members. | 168, 169
11 | Marital status inconsistent with reported incomes | If the student is dependent, review and correct at least one of the following: parents’ marital status or father’s/stepfather’s income from work and mother’s/stepmother’s income from work. If the student is independent, review and correct student’s marital status and/or student’s income from work and spouse’s income from work. | 089, 099
*12 | Parents’ taxes paid is greater than zero and equal to or greater than AGI | Correct taxes paid or AGI. | 111
13 | Missing name | Provide the following: Student’s last name and/or first name; or confirm (that is, re-enter the same value) a blank first or last name field if the student actually has only one name. | 082
14 | Missing student signature on paper FAFSA or SAR | The signature may be corrected electronically or submitted on a printed SAR certification page. | 160
15 | Missing parent signature on paper FAFSA or SAR | The signature may be corrected electronically or submitted on a printed SAR certification page. | 108
16 | Missing student signature on Web application | The signature may be corrected electronically or submitted on a printed SAR certification page. | 110, 285
17 | Citizenship status is blank and SSA did not verify citizenship status, or student reported not a U.S. citizen or eligible non-citizen | Provide citizenship/immigration status and alien registration number, if appropriate. | 068
18 | SSN not on Social Security Administration’s database | Correct the SSN, or if SSN is correct, contact SSA to fix the error in their records. Then re-enter SSN and submit a | 024
<table>
<thead>
<tr>
<th>Reject Code</th>
<th>Reject Reason</th>
<th>Action</th>
<th>Comment Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>correction for an updated SSA Match.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>An EFC cannot be calculated because the Dept. of Education has placed a ‘hold’ on the student.</td>
<td>The student needs to call 202/377-3889 to resolve comment 009.</td>
<td>009</td>
</tr>
<tr>
<td>*20</td>
<td>A non-filer is reporting an income that is above the IRS filing requirement</td>
<td>If the student is dependent, review and correct the appropriate set of data from the student’s tax return status/student’s income or parent’s tax return status/father’s/mother’s income. If the student is independent, review and correct the student’s tax return status/income for student and spouse.</td>
<td>126,131</td>
</tr>
<tr>
<td>*21</td>
<td>Student’s corrected marital status date is greater than application receipt date and less than transaction receipt date.</td>
<td>If the student’s marital status date is after the date the application was received, correct the marital status date and/or marital status.</td>
<td>119</td>
</tr>
<tr>
<td>23</td>
<td>An EFC cannot be calculated because the Department of Education has placed an eligibility “hold” on the student</td>
<td>The student needs to call 202-377-4074 to resolve comment 281.</td>
<td>281</td>
</tr>
<tr>
<td>24</td>
<td>NSLDS Fraud Loan Flag is set indicating loan was obtained fraudulently</td>
<td>The student needs to contact the lender and resolve the issue to have the Fraud Loan Flag reset in NSLDS.</td>
<td>272</td>
</tr>
</tbody>
</table>
SAR/ISIR Database Match Flags and Comment Codes and Text

Check the appendix to this manual to download a copy of the 2016-17 ISIR Guide and Comment Codes and Text document. This document contains detailed information on how to resolve rejects, C flags, and other issues on the FAFSA that may require resolution.

SAR Comment Code Changes

You can review the changes to the comments in the Notes/Changes column of the following table. A summary of these changes is also provided in the 2016-2017 Summary of Changes for the Application Processing System guide, posted later this fall on the IFAP and FSA download Web sites.

Comments with the first line indented are printed in the “Comments About Your Information” section on the SAR. Comments that are left-justified are printed with a checkbox in front of the comment and are printed in the “What You Must Do Now” section.

Reminder: As part of the 2008-2009 SAR Redesign process, we removed the text for comment codes 047, 050, 112, 149, 158, 159, 170, and 171 from the paper SAR comments section on page three and instead present the information contained in these comments as variable text in the appropriate section on the first page. Text associated with these comment codes is displayed only on the Web: the text is not displayed in the EDExpress software and is not printed on the EDExpress ISIR. Note, however, that the comment code numbers are included in the ISIR file and appear in the FAA Information section of the printed ISIR. Schools using EDExpress still have the ability to query their databases using these comment code numbers.

When viewing or printing an ISIR using FAA Access to CPS Online, or when a student is viewing or printing his or her SAR information on the Web, the text for the affected comments is printed. ISIRs printed from third-party software may not print the text for these comments, depending on how the software was programmed. We recommend consulting with your software vendor for more information.

Note for users of this guide: To assist you when reviewing a SAR or ISIR that contains these comment codes, we have provided the text for the Web comments in this guide. If the comment text is preceded with text referring to the Web, the comment text is printed on the ISIR from FAA Access to CPS Online and is displayed to the student on the Web.

In some cases, the text that was removed from the EDExpress software is the same as the Web text, and we note that where appropriate. In other cases, the text varies slightly from the Web version. We have also provided the SAR/ISIR text that was removed from EDExpress. Schools using their own software and third-party software providers may, at their discretion, program their systems to include the text on printed ISIRs.

See the March 20, 2008 electronic announcement regarding this change on the IFAP Web site.
SAR C Code Changes

The SAR C code is set on a student’s record based on his or her eligibility conditions. The following is a complete list of 2016-2017 comments that are associated with the SAR C code:


Comments that generate the C Flag are arranged by the areas that the comments are associated with:

- Selective Service Match: 30, 33, and 57
- DHS Match: 46, 105, 109, 141, 142, and 144
- Social Security Administration Citizenship Status: 146
- Student’s Social Security Number Match: 63 and 64
- Veterans Affairs Status Match: 162, 173, and 180
  - Potential Pell Overpayment: 20, 38, 39, 41, 42, 43, 346, and 347
  - Potential FSEOG Overpayment: 10, 65, 66, 67, 77, and 79
  - Potential Perkins Overpayment: 86, 90, 100, 101, 102, and 107
  - Potential TEACH Grant Overpayment: 289, 290, 291, 292, 293, and 294
  - Potential Iraq and Afghanistan Service Grant Overpayment: 309, 310, 311, 312, 313, and 314
  - Unusual Enrollment History: 359 and 360
- Responses to Question 23/Drug Conviction: 53, 54, 56, and 58

Note: In rare cases, the C Flag is provided on an ISIR/SAR without a corresponding comment. This happens only if the applicant receives an excessive number of comments (including C Flag comments) and some of the comments must be suppressed so that a SAR/ISIR can be generated.
## Loan Status Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Status</th>
<th>Eligibility for Title IV</th>
<th>Group (ISIR sort order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>Abandoned Loan</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>BC</td>
<td>No Prior Default, Bankruptcy Claim, Discharged</td>
<td>Yes, because loan was not in default and was discharged</td>
<td>5</td>
</tr>
<tr>
<td>BK</td>
<td>No Prior Default, Bankruptcy Claim, Active</td>
<td>Yes, because loan was not in default</td>
<td>3</td>
</tr>
<tr>
<td>CA</td>
<td>Canceled (Perkins = Loan Reversal)</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>CS</td>
<td>Closed School Discharge</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>DA</td>
<td>Deferred</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>DB</td>
<td>Defaulted, then Bankrupt, Active. (Perkins: all bankruptcies. FFELP and Direct Loans: Chapter 13)</td>
<td>No, unless debtor can show that loan is dischargeable. See Dear Colleague letter GEN-95-40, dated September 1995</td>
<td>2</td>
</tr>
<tr>
<td>DC</td>
<td>Defaulted, Compromise</td>
<td>Yes, because compromise is recognized as payment in full</td>
<td>5</td>
</tr>
<tr>
<td>DD</td>
<td>Defaulted, then Died</td>
<td>No, because if borrower is reapplying, then loan status is in error</td>
<td>1</td>
</tr>
<tr>
<td>DE</td>
<td>Death</td>
<td>No, because if borrower is reapplying, then loan status is in error</td>
<td>1</td>
</tr>
<tr>
<td>DF</td>
<td>Defaulted, Unresolved</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>DI</td>
<td>Disability</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>DK</td>
<td>Defaulted, then Bankrupt, Discharged. (Perkins: all bankruptcies. FFELP and Direct Loans: Chapter 13)</td>
<td>Yes, because defaulted loan has been totally discharged</td>
<td>5</td>
</tr>
<tr>
<td>Code</td>
<td>Status</td>
<td>Eligibility for Title IV</td>
<td>Group (ISIR sort order)</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>DL</td>
<td>Defaulted, in Litigation</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>DN</td>
<td>Defaulted, then Paid in Full through Consolidation Loan</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>DO</td>
<td>Defaulted, then Bankrupt, Active, other. For FFELP and Direct Loans in Chapters 7, 11, and 12</td>
<td>No, unless debtor can show that loan is dischargeable. See <a href="#">Dear Colleague letter GEN-95-40</a>, dated September 1995</td>
<td>2</td>
</tr>
<tr>
<td>DP</td>
<td>Defaulted, then Paid in Full</td>
<td>Yes, because loan was paid in full</td>
<td>5</td>
</tr>
<tr>
<td>DR</td>
<td>Defaulted Loan Included in Roll-up Loan</td>
<td>Yes, because the loan was combined with other loans and subrogated to the Department of Education, which reported the same information to NSLDS in one loan. The status of that record will determine eligibility</td>
<td>5</td>
</tr>
<tr>
<td>DS</td>
<td>Defaulted, then Disabled</td>
<td>Yes, because loan debt is canceled</td>
<td>3</td>
</tr>
<tr>
<td>DT</td>
<td>Defaulted, Collection Terminated</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>DU</td>
<td>Defaulted, Unresolved</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>DW</td>
<td>Defaulted, Write-Off</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>DX</td>
<td>Defaulted, Satisfactory Arrangements, and Six Consecutive Payments</td>
<td>Yes, assuming student continues to comply with repayment plan on defaulted loan or is granted forbearance by the GA</td>
<td>4</td>
</tr>
<tr>
<td>DZ</td>
<td>Defaulted, Six Consecutive Payments, then Missed Payment</td>
<td>No, loan is back in active default status</td>
<td>2</td>
</tr>
<tr>
<td>FB</td>
<td>Forbearance</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>FC</td>
<td>False Certification Discharge</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>FR</td>
<td>Fraud</td>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>FX</td>
<td>Fraud, Resolved</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>Code</td>
<td>Status</td>
<td>Eligibility for Title IV</td>
<td>Group (ISIR sort order)</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>IA</td>
<td>Loan Originated</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>ID</td>
<td>In School or Grace Period</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>IG</td>
<td>In Grace Period</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>IM</td>
<td>In Military Grace</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>IP</td>
<td>In Post-Deferment Grace (Perkins only)</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>OD</td>
<td>Defaulted, then Bankrupt, Discharged, other. For FFELP and Direct Loans in Chapters 7, 11, and 12</td>
<td>Yes, because defaulted loan has been totally discharged</td>
<td>5</td>
</tr>
<tr>
<td>PC</td>
<td>Paid in Full through Consolidation Loan</td>
<td>Yes. Does not matter whether consolidation loan was through FFELP or Direct Loan or whether underlying loans were in default</td>
<td>5</td>
</tr>
<tr>
<td>PD</td>
<td>Permanently Disabled</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>PF</td>
<td>Paid in Full</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>PM</td>
<td>Presumed Paid in Full</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>PN</td>
<td>Non-defaulted, Paid in Full through Consolidation Loan</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>PX</td>
<td>Identity Theft – Loan Discharged</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>PZ</td>
<td>PLUS Loan, Student has since died</td>
<td>No, the deceased student is not eligible because if borrower is reapplying, then loan status is in error</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes, the living parent of a parent PLUS Loan is eligible to receive Title IV aid</td>
<td>5</td>
</tr>
<tr>
<td>RF</td>
<td>Refinanced</td>
<td>Yes, because defaulted loans cannot be refinanced</td>
<td>5</td>
</tr>
<tr>
<td>Code</td>
<td>Status</td>
<td>Eligibility for Title IV</td>
<td>Group (ISIR sort order)</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>RP</td>
<td>In Repayment</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>UA</td>
<td>Temporarily Uninsured – No Default Claim Requested</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>UB</td>
<td>Temporarily Uninsured – Default Claim Denied</td>
<td>Yes, because the loan is not a federal loan while temporarily uninsured</td>
<td>3</td>
</tr>
<tr>
<td>UC</td>
<td>FFEL: Permanently Uninsured/Unreinsured – Non-Defaulted Loan Perkins: Non-Defaulted Loan Purchased by School</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>UD</td>
<td>FFEL: Permanently Uninsured/Unreinsured – Defaulted Loan Perkins: Defaulted Loan Purchased by School</td>
<td>Yes, because the loan is no longer a federal loan</td>
<td>5</td>
</tr>
<tr>
<td>UI</td>
<td>Uninsured/Unreinsured</td>
<td>Yes, does not matter if loan was in default</td>
<td>3</td>
</tr>
<tr>
<td>VA</td>
<td>Disability, determined by Veteran’s Administration</td>
<td>Yes, disabled veteran discharged</td>
<td>3</td>
</tr>
<tr>
<td>XD</td>
<td>Defaulted, Satisfactory Arrangements, and Six Consecutive Payments</td>
<td>Yes, assuming student continues to comply with repayment plan on defaulted loan or is granted forbearance by the GA</td>
<td>4</td>
</tr>
</tbody>
</table>
## Assumption Overrides

<table>
<thead>
<tr>
<th>Assumption Override</th>
<th>Assumption Made When Override Flag Is Not Present</th>
<th>Results Of Setting Override Before Sending Data Triggering Assumption</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parents’ # in college assumed = 1 when # in college &gt; 6.</td>
<td>Allow # in college to be &gt; 6.</td>
<td>Parents’ # of family members does not = the # in college. Parents’ # in college = 7 or more.</td>
</tr>
<tr>
<td>2</td>
<td>Parents’ AGI assumed = sum of father’s &amp; mother’s income from work.</td>
<td>Allow parents’ AGI to be 0 if blank, or if 0 is entered.</td>
<td>Parents’ AGI is blank or 0. Tax return status is filed, will file, or blank. Father’s or mother’s income from work is positive or negative.</td>
</tr>
<tr>
<td>3</td>
<td>Student’s # in college assumed = 1 when # in college = # in household &amp; both are greater than 2.</td>
<td>Allow # of family members to be = # in college when they are = or &gt; 2.</td>
<td>Independent student’s # in family = 3 or more or # in college is the same value.</td>
</tr>
<tr>
<td>4</td>
<td>Student’s AGI assumed = the sum of student/spouse’s income from work.</td>
<td>Allow student’s AGI to be 0 if blank.</td>
<td>Student’s AGI is blank or 0. Tax return status is filed, will file, or blank. Student/spouse’s income from work is + or -.</td>
</tr>
<tr>
<td>5</td>
<td>The amount of parents’ Additional Income from FAFSA assumed = 0.</td>
<td>Allow parents’ Additional Income total to be &gt; 0, and = or &gt; a fixed % of parents’ total income.</td>
<td>Parents’ calculated 2015 tax status = filed. Additional Income total is &gt; a fixed % of parents’ AGI + parents’ total from untaxed income. Parents’ calculated 2015 tax status = non-tax filer. Additional Income total is &gt; a fixed % of father/mother’s income from work + parents’ total from untaxed income.</td>
</tr>
<tr>
<td>6</td>
<td>The amount of student’s Additional Income from FAFSA assumed = 0.</td>
<td>Allow student’s Additional Income total to be &gt; 0, and = or &gt; a fixed % of student’s total income.</td>
<td>Student’s calculated 2015 tax status = filed. Additional Income total is = or &gt; a fixed % of student’s AGI + student’s total from untaxed income. Student’s calculated 2015 tax status = non-tax filer. Additional Income total is = or &gt; a fixed % of student/spouse’s income from work + student’s total from untaxed income.</td>
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Verification is the process by which the college reviews and documents the accuracy of the
information provided by selected student applicants and their families on the federal aid
application. In order to verify the information, the FAA collects tax records, signed statements,
and other documents and compares this information with the data submitted on the FAFSA. The
Department of Education designed verification as a way to reduce error rates in the data reported
by the student on his or her FAFSA so that eligible students receive the correct amount of
financial assistance.

This chapter outlines the minimum federal requirements for the verification of information on
student applications for Title IV funds as contained in 34 CFR 668, Subpart E (Verification and
Updating of Student Aid Application Information) and has been updated to reflect the revised
regulations published October 29, 2010 that took effect July 1, 2012. Further updates to these
regulations reflecting ED guidance subsequent to July 1, 2012 and the specific requirements for
“customized” verification in the 2017-18 academic year are also incorporated into this chapter.

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Selection for Verification

Applications are selected for verification either by the federal edit system or the college. If a student’s application is selected for review by the federal edit system, the school is required to verify selected items on the student’s application and collect certain required information and documents before awarding and disbursing federal student aid funds. Every FAFSA selected for verification by the CPS must be verified. The option for a school to verify only a certain percentage of the applicants selected for verification by the CPS has been eliminated.

Each award year, the FAFSA items that are subject to verification, along with the required documentation, are published in the Federal Register. The specific data items that are to be verified will change from year to year. ED’s long-term goal is for a customized approach to verification whereby the items to verify for a given application will be selected from a menu and indicated on the student’s ISIR. For the 2017-18 award year, students selected for verification will be placed in one of four verification tracking groups. The items to be verified and the required documentation to be collected are determined by the particular tracking group in which the student has been placed. These are described in detail beginning on p. 4-7 of this chapter.

If a school has reason to believe that any student’s FAFSA information is inaccurate [34 CFR 668.54(a)(2)] or if any information has been found to be discrepant [34 CFR 668.16(f)], the school must verify the accuracy of that information whether or not it is one of the required verification items, and whether or not the CPS selected that application for verification.

All FAFSA information selected for verification whether by the CPS or the school must be verified (and any corrections reprocessed through the CPS) before the school may exercise professional judgment to adjust the cost of attendance (COA) or any data items required to calculate the EFC.

Note: Schools participating in the U.S. Department of Education’s Quality Assurance (QA) Program are not required to use the Department’s verification criteria, but instead may use their own criteria for the verification of applicant information. Under the revised regulations, schools participating in the QA program will continue to be exempt from certain verification requirements. Note that CUNY does not currently participate in the federal QA program.

Verification Tracking Group Changes

In prior processing cycles, an applicant selected for verification remained in the original verification tracking group for the entire cycle. Beginning with the 2016-2017 processing cycle, the CPS may move applicants from previously assigned Verification Tracking Groups V1 and V4 to Verification Tracking Group V5 based on corrections made to the applicant’s record or other information available to the Department of Ed. The Department of Ed believes that the number of applicants who may change verification tracking groups will be minimal.

A new Verification Selection Change Flag value of C (change in Verification Tracking Group) was added to notify schools when the Verification Tracking Group changes to a different verification tracking group on a subsequent transaction.

Verification Selection Change Flag Y (Transaction now selected for verification when the transaction being corrected was not selected) will continue to be used. Verification Selection
OSFA

Change Flag C will only be assigned when a prior transaction was selected for verification and the CPS is moving the new transaction to the V5 Verification Tracking Group.

In FAA Access to CPS Online, you can find the Verification Selection Change Flag in Student Inquiry on the FAA Information and ISIR Compare pages on the eSAR (PDF and HTML).

In addition, a Verification Selection Flag is now printed in the FAA section on the SARs and SAR Acknowledgements mailed to students. The Verification Selection Flag has the same valid values of Y, C, or blank.

**Verification Tracking Group V6** – Based on the Department’s analysis of the results of assigning some applicants to Verification Tracking Group V6 (Household Resources Verification Group), the Department of Education has determined that the burden on families selected for Verification Tracking Group V6 far outweighed the benefits. Therefore, beginning with the 2017-2018 FAFSA, applicants will no longer be assigned to Verification Tracking Group V6.

**Discretionary Verification**

Individual campuses have the regulatory authority to verify any student’s information and ask for any additional documentation needed to insure the integrity of the federal programs and to aid them in the smooth operation of their offices.

If the school selects a previously unselected application for verification, it can choose which items it wants to verify, omitting some or all of the items required by ED, and including items other than those ordinarily required. All other verification requirements, including deadlines and interim disbursement rules, apply equally to all students being verified, whether they have been selected by the CPS or by the school.
Exclusions From Verification

Sometimes a selected application may be exempt from some or all of the verification requirements if certain unusual circumstances exist. The basis for an exclusion must be documented. Other information not excluded must still be verified according to all other requirements.

Except in the case of the student’s death, none of the following verification exclusions excuses the school from the requirement to resolve conflicting information. As stated previously, if there is reason to believe the application information is inaccurate or if the institution has conflicting information, the application must be verified in order to determine the correct information and resolve any discrepancies.

Unsubsidized Student Financial Assistance Programs

A student who has been selected for verification but is eligible only for unsubsidized Title IV assistance (that is, an unsubsidized Stafford Loan, a PLUS Loan or TEACH Grant) may be excused from completing verification. The school should note in the student’s record if excused from completing verification because of this exclusion.

A student who might be eligible for any subsidized aid program (that is, any federal aid program where financial need is one of the eligibility criteria) may not use this exclusion to avoid verification by borrowing only an unsubsidized loan. In such cases, the school must require the student to complete the verification process.

Although the interest subsidy on Federal Direct Loans was eliminated for graduate students, they should still be required to complete verification if it is determined they have eligibility for any need-based programs such as Federal Perkins Loan or Federal Work-Study.

Death of the Student

If a student dies during the award year, or before the deadline date for completing verification, the school does not need to complete verification, even if an interim or initial disbursement has been made. However, the college may not disburse further Title IV aid to the student’s account at the institution or to the student’s beneficiaries, except for any already earned Federal Work-Study funds. Funds disbursed prior to death are not considered overpayments. After a student’s death, a Stafford Loan cannot be originated or certified, nor the proceeds delivered to the student’s beneficiaries.

Spouse Unavailable

Unless it has reason to believe that the reported FAFSA information is incorrect, a school is not required to verify the information of the spouse of an independent student if any of the following conditions apply:

- the spouse is deceased or mentally incapacitated. [Note: physical incapacitation is not considered a valid exclusion condition.]
- the spouse is residing in a country other than the United States and can’t be contacted by normal means.
- the spouse cannot be located because his or her contact information is unknown, and the student cannot obtain it.

This exclusion applies only to spouse’s data and does not affect any other part of the required verification. The basis for this exclusion should be documented in the student’s file.
Parents Unavailable
Unless it has reason to believe that the reported FAFSA information is incorrect, a school is not required to verify the FAFSA information of a dependent student’s parents (or obtain appropriate signature(s) for verification purposes) if any of the following conditions apply:

- student’s parents are mentally incapacitated. [Notes: physical incapacitation and death of the parents are not considered valid exclusion conditions. If the parents die after the FAFSA is filed, the student’s dependency status changes from dependent to independent and the application information must be updated and verified under the new status.]
- parents are residing in a country other than the United States and cannot be contacted by normal means.
- parents cannot be located because their contact information is unknown, and the student cannot obtain it.

The basis for this exclusion should be documented in the student’s file. If only one of the dependent student’s parents meets one of these conditions, the student and the remaining responsible parent are still subject to all verification requirements.

No Funds Disbursed
If the student won’t be receiving FSA funds (for reasons other than the student’s failure to complete verification), then verification is not required. This category includes students ineligible for aid from the FSA programs and those who withdraw without receiving aid.

Verification Completed At Another School
A student who has completed verification at another school for the current award year, and has transferred to your school, may be excluded from verification. For the student to qualify for this exclusion, the FAFSA data must be the same as it was at the previous school and the FAA must obtain the following items from the school that completed the verification:

- a statement that the student’s application data were verified, and
- the transaction number of the verified ISIR.

Records Lost or Destroyed
Periodically, ED waives certain requirements, including verification requirements, for victims of natural disasters (such as floods or hurricanes) and notifies the financial aid community via The Federal Register and/or a Dear Colleague Letter. In such cases, the FAA must document in the student’s file that the records were not available due to damage caused by a natural disaster and use the verification status code of “S” when reporting the disbursement on COD.

Post-Enrollment
If the student is first selected for verification after ceasing to be enrolled at the school for the award year and all disbursements (including any late disbursements) have already been made, he or she may be excluded from verification.
### 2017-2018 VERIFICATION TRACKING FLAG GROUPS

<table>
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<tr>
<th>TRACKING FLAG</th>
<th>TRACKING GROUP</th>
<th>INFORMATION REQUIRED TO BE VERIFIED</th>
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</table>
| V1            | STANDARD VERIFICATION | **Tax Filers:**  
- Adjusted Gross Income (AGI)  
- U.S. Income Tax Paid  
- Untaxed Portions of IRA Distributions  
- Untaxed Portions of Pensions  
- IRA Deductions & Payments  
- Tax Exempt Interest Income  
- Education Credits  
- Number in Household  
- Number in College  

**Nontax Filers:**  
- Income Earned from Work  
- Number in Household  
- Number in College |
| V4            | CUSTOM VERIFICATION |  
- High School Completion Status  
- Identity/Statement of Educational Purpose |
| V5            | AGGREGATE | **Tax Filers:**  
- Adjusted Gross Income (AGI)  
- U.S. Income Tax Paid  
- Untaxed Portions of IRA Distributions  
- Untaxed Portions of Pensions  
- IRA Deductions & Payments  
- Tax Exempt Interest Income  
- Education Credits  
- Number in Household  
- Number in College  
- High School Completion Status  
- Identity/Statement of Educational Purpose  

**Nontax Filers:**  
- Income Earned from Work  
- Number in Household  
- Number in College  
- High School Completion Status  
- Identity/Statement of Educational Purpose |

---

**Data Items To Be Verified**

For 2017-18 applicants selected for verification will be placed into one of three verification tracking groups. The minimum number of items that must be verified for a selected applicant will vary depending upon which tracking group he or she has been assigned to. The school may choose to verify application items other than those required on a student’s ISIR, and may choose which students must provide additional documentation and what that documentation might be, in accordance with consistently applied institutional policies. The school is also required to verify any information it has reason to believe is incorrect on any application, whether or not the application was selected for verification and regardless of which tracking group the applicant has been assigned to.

**Verification Tracking Groups**

The following are the three verification tracking groups into which a selected applicant may be placed and the minimum number of data items that must be verified for each tracking group.

**Tracking Flag V1: Standard Verification Group**

- Household size
- Number enrolled in college
- For tax filers:
  - Adjusted Gross Income (AGI)
OSFA

- Income tax paid
- Untaxed IRA distributions
- Untaxed pensions
- Education credits
- IRA deductions and payments
- Tax-exempt interest
  ➢ For non-filers, income earned from work

Tracking Flag V2: Reserved for future use by the Department

Tracking Flag V3: Reserved for future use by the Department

Tracking Flag V4: Custom Verification Group
  ➢ High school completion status
  ➢ Identity/Statement of Educational Purpose

Tracking Flag V5: Aggregate Verification Group
  ➢ Household size
  ➢ Number enrolled in college
  ➢ High school completion status
  ➢ Identity/Statement of Educational Purpose
  ➢ For tax filers:
    - Adjusted Gross Income (AGI)
    - Income tax paid
    - Untaxed IRA distributions
    - Untaxed pensions
    - Education credits
    - IRA deductions and payments
    - Tax-exempt interest
  ➢ For non-filers, income earned from work.

Tracking Flag V6: Reserved for future use by the Department

**Household Size (V1 or V5 Tracking Groups)**
A statement signed by the student (and at least one of the student’s parents, for dependent students), listing the names of the household members, their relationship to the student and their age fulfills the documentation requirement to verify this data item. A verification worksheet can be used to collect the statement and required signature(s).

Household size need not be verified if:
  ➢ for a dependent student, the household size reported for parents who are married, or who are unmarried and living together as 3, or for divorced, separated or widowed parents as 2.
  ➢ the household size for a married independent student is 2 or for a separated, divorced or widowed student is 1.
  ➢ the household size information was verified on an earlier transaction and hasn’t changed.

The following persons may be included in the household size of a dependent student:
- The student and his/her legal parents, even if the student is not living with them. Both legal parents (either biological or adoptive) must be included in the household if they are living together, even if their status is unmarried. This is true for divorced parents who may still be living together and legal parents in common-law or same-sex relationships. A parent who has died or is not living in the household because of separation or divorce should be excluded from the household size. An individual in a partnership with a legal parent who is not the student’s legal (biological or adoptive) parent should also be excluded from the student’s household.

- The student’s children and siblings, regardless of where they live, if they will receive more than half support from the student’s parent(s) from July 1, 2017 through June 30, 2018. This includes siblings of the student and unborn children of either the student or parent who will receive more than 50% support from the student’s parent(s) from birth to the end of the award year. It also includes siblings who would be considered dependent based on the FAFSA dependency questions (even if they are not living at home or students who have applied for aid). To include children in the household size, the “support” test is used (rather than residency) because a parent may support a child who does not live with him or her, especially in cases of divorce or separation.

- Other persons who lived with and received more than half support from the student’s parent(s) at the time of application and will continue to do so for the entire award year. Note: foster children are not included in the household size and the money the family receives for their care is not included as income on the FAFSA. The IRS defines a foster child as any child placed with a family by an authorized placement agency or by judgment, decree, or other order of any court of competent jurisdiction. Therefore, a foster child, under the IRS definition, would not qualify for nor should appear as an income tax exemption.

If the parents are divorced and the parent whose income is included has remarried, or if the parent was a widow or widower who has remarried, family members would include the parent whose information is reported on the FAFSA, the stepparent, the dependents of the parent and the stepparent who are living with the parent and the student.

The following persons are included in the household size of an independent student:

- The student and his/her spouse, unless the spouse has died or is not living in the household because of separation or divorce.

- The student’s children, regardless of where they live, if they will receive more than half of their support from the student July 1, 2017 through June 30, 2018. This includes the student’s yet unborn child(ren) who will receive more than half support from the student from birth to the end of the award year.

- Other persons who lived with and received more than half support from the student at the time of application and will continue to do so for the entire award year. Note: foster children are not included in the household size and the money the family receives for their care is not included as income on the FAFSA. The

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1 The parents’ dependent children need not be living in the parents’ residence, whereas other persons receiving more than 50% of their support from the parents must reside in the household during the course of the academic year to be included in the parents’ household size.
OSFA

IRS defines a foster child as any child placed with a family by an authorized placement agency or by judgment, decree, or other order of any court of competent jurisdiction. Therefore, a foster child, under the IRS definition, would not qualify nor should appear as an income tax exemption.

Number Enrolled In College (V1 or V5 Tracking Groups)
A statement signed by the student (and, for dependent students, at least one of the student’s parents) giving the enrollment information for each family member attending a postsecondary institution fulfills the documentation requirement to verify this data item. A verification worksheet can be used to collect the statement and required signature(s). If there is reason to doubt the college enrollment information reported, the student can be asked to obtain documentation from the other students and schools listed.

The number in college need not be verified if either of the following conditions apply:

- the number of family members enrolled in college is only 1.
- the enrollment information was verified on an earlier transaction and hasn’t changed.

The student should always be included in the # in college, but parents are not included. Other members of the household are counted if they are or will be enrolled at least half time in a degree or certificate program at a Title IV eligible institution during the 2017-2018 award year. Parents may only be included if the school, using professional judgment, documents a situation on a case by case basis where a parent attending college should be counted. Household members who are students at a U.S. military academy should not be included in the # in college because most of their primary educational expenses are paid for.

If the school has reason to believe that the information provided on the verification worksheet about the number of family members enrolled in college may be inaccurate, the school must obtain a statement from each school listed confirming the enrollment of the household member in question (unless such a statement is not available because the family member has not yet registered, or that the family member plans to register at the same institution as the applicant).
Receipt of Food Stamp (SNAP) Benefits
Consistent with the removal of Verification Tracking Group V2 (SNAP Verification Group) for 2014-2015 and Verification Tracking Group V3 (Child Support Paid Verification Group) for 2016-2017, those two items will no longer be included in Verification Tracking Groups V1, V4, or V5 because the Department of Education’s analysis shows no significant change to applicants’ expected family contributions (EFCs) due to SNAP or Child Support Paid being verified.

SNAP was removed; it was previously included in Verification Tracking Groups V1, V4, and V5.

Child Support Paid
Child Support Paid was removed; it was previously included in Verification Tracking Groups V1, V4, and V5.

High School Completion (V4 or V5 Tracking Groups)
Students selected for this item must provide one of the following documents to demonstrate their high school completion status at the beginning of the 2017-18 academic year:

- A copy of the high school diploma
- A copy of a final, official high school transcript that shows the date when the diploma was awarded
- A copy of a General Educational Development (GED) certificate or GED transcript
- An academic transcript that indicates the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor’s degree
- A copy of a secondary school completion credential for homeschool (other than a high school diploma or its recognized equivalent) if state law requires homeschooled students to obtain that credential
- A transcript or the equivalent, signed by the parent or guardian of a homeschooled student, listing the secondary school courses the student completed and documents the successful completion of a secondary school education in a home-school setting.
- A copy of the DD214 (Certificate of Release or Discharge From Active Duty) if it indicates that the individual is a high school graduate or equivalent
- A refugee, an asylee, or a victim of human trafficking unable to obtain documentation of his or her completion of secondary school education in a foreign country should follow the guidance provided in FHD-Q2/A2

If a school has already obtained during the admission process one of the documents that is acceptable for verifying high school completion, no further document is needed for this requirement. Since the high school completion documentation requirements match the high school credentials students must submit to be admitted to City University, colleges should verify the student’s high school completion status through their Admissions Offices and not require the student to re-submit this documentation to the Financial Aid Office.

Identity/Statement of Educational Purpose (V4 or V5 Tracking Groups)
OSFA

Students must appear in person at the school and present a piece of valid, government-issued photo identification (ID) such as a passport or a driver’s license or other state-issued ID. An annotated copy of that ID that includes the date it was received and the name of the FAA who was authorized to receive it must be maintained in the student’s file.

Students must also sign in person a statement of educational purpose that certifies who they are and that the federal student aid they may receive will only be used for educational purposes and for the cost of attending the school for the 2017–2018 year. ED has issued the following required language for this statement:

**Statement of Educational Purpose**

I certify that I ______________________________ am the individual signing this

(Print Student’s Name)

Statement of Educational Purpose and that the federal student financial assistance I may receive will only be used for educational purposes and to pay the cost of attending


Name of Postsecondary Institution

A student who is unable to appear at the school must submit a copy of the government-issued ID and a signed original [wet signature] statement of educational purpose signed by a notary public confirming that the student appeared before her and presented the ID confirming his identity.
**Reporting results for Verification Tracking Flags V4 and V5**

Beginning with 2014–2015, results for any student for whom an ISIR with tracking flag V4 or V5—as selected by the CPS, not your school—is received and for whom you request verification documentation must be reported to ED. This information is reported on the FAA Access to CPS Online website by selecting the Identity Verification Results option from the main menu, and entering your school identifiers, the year, the student identifiers and one of the following numeric codes that most applies to the student:

1—verification completed in person, no issues found
2—verification completed using notary, no issues found
3—verification attempted, issues found with identity*
4—verification attempted, issues found with HS completion
5—no response from applicant or unable to locate.

*If issues are found with both identity and high school completion status, use code 3

Because the FAA Access website does not store a list of these verification results for you to retrieve, it is recommended that you print and keep the confirmation page for your records. If there is a change in a result you have already submitted, you can submit the new code using the above process. In April 2014 you will be able to submit verification results by uploading a flat file instead of using this individual method.

**Tax Filers (V1 or V5 Tracking Groups)**

Students selected for verification who retrieved and transferred their income tax return information (and that of their legal parent(s) or spouse, as applicable) using the IRS Data Retrieval Process – either when initially completing the FAFSA or through the corrections process – are considered to have met the documentation requirements for verifying the FAFSA IRS information (type of tax return filed, Filing status, AGI, taxes paid, income earned from work, exemptions and the applicable untaxed income items listed in tracking groups V1 or V5) as long as the flag on the student's ISIR shows that the information was retrieved from the IRS and was not changed.

It is important to remember that successful use of the IRS Retrieval Process does not relieve a selected applicant from having to complete verification, but merely excuses them from having to submit an IRS tax transcript to the school. These students would still have to submit a signed verification worksheet and any additional documentation required to complete verification (proof of food stamps received, child support statements, etc.).

In March 2017, the IRS suspended the use of the IRS Data Retrieval Tool because of privacy and security concerns. The IRS and Federal Student Aid (FSA) have agreed to implement a solution that will re-instate the use of the IRS Data Retrieval Tool beginning with the 2018-2019 FAFSA cycle (For more information see the Electronic Announcement from May 3, 2017).

In response to the suspension of the IRS Data Retrieval Tool, institutions are now provided with flexibilities to choose as part of the verification process. In lieu of using the IRS DRT, or obtaining and IRS transcript, institutions may consider a signed paper copy of the 2015 IRS tax return that was used by the tax filer for submission to the IRS as acceptable documentation to verify FAFSA/ISIR tax return information (For more information see the Electronic Announcement from April 24, 2017).

Under certain conditions, some applicants selected for verification will need to submit an IRS
OSFA

Tax Return Transcript for the student, his or her spouse, and his or her parents, as applicable. IRS tax transcripts submitted to the school for verification do not have to be signed by the filer, unless you have reason to doubt the authenticity.

These are the conditions under which IRS tax transcripts may be required:

- When the student (or parent) did not or could not use the IRS Data Retrieval Process — either at the initial filing of the FAFSA or through a subsequent correction
- When the information included on the FAFSA using the IRS Data Retrieval Process was subsequently changed
- When the person did not indicate on the FAFSA that a tax return has been completed
- When a marriage date is January 2016 or later
When the first three digits of an SSN are 666
When the tax return was amended
When the person filed an non-U.S. tax return.
When the tax filing status of a married independent student and spouse is either “married filing separately” or “head of household”
When the tax filing status of the married parents of a dependent student is either “married filing separately” or “head of household”
When neither married parent entered a valid SSN
When a non-married parent or both married parents entered all zeroes for the SSN.

An institution may accept as documentation any IRS tax transcript that includes all of the income and tax information required to be verified: adjusted gross income (AGI), U.S. income tax paid, untaxed IRA distributions, untaxed pensions, education credits, IRA deductions and tax exempt interest. Therefore, because the Record of Account Transcript and the Return Transcript for Taxpayer (RTFTP) includes all of the above noted information, either document may be used to meet the verification requirements. However, because the Information Returns Processing Transcript Request - Wages (IRPTR-W) only provides wage information it does not satisfy the verification requirements.

For a student not selected for verification by the CPS, a school may use a signed copy of the federal income tax return to perform institutional verification or make corrections. However, should the student be selected for verification by the CPS on a subsequent transaction, the student would have to provide tax data directly from the IRS either through submitting an IRS tax transcript to the school or by using the IRS Data Retrieval Tool through the FOTW correction process.

For some filers the tax return transcript may show a “per computer” amount for some tax data that is different from what the filer reported to the IRS. The “per computer” amount should be used because it corrects mathematical errors and is more accurate than what appears on the return or was transferred via the DRT. Beginning in 2014-15 changes to the DRT process will reduce the number of discrepancies between tax transcript data and DRT data because the DRT will begin to report “per computer” values for AGI, income tax paid, and education tax credits where they differ from the tax return data originally reported.

WARNING: When tax documents are collected from a student or his or her family, the FAA must examine the tax return items used to calculate the EFC to make sure no conflicting information exists. This means looking beyond the mandatory verification items to account for missing asset information, incomplete wage information, whether or not the filer was eligible to file an IRS EZ or short form, incorrect tax filing statuses, parents and student both claiming the student as a tax exemption, etc. The school has the obligation to resolve conflicting information between application data and the tax documents it has collected, even if the application was not selected for verification, and even if the FAA never asked the student to submit the tax documents.
Filers of Joint Tax Returns Who Are No Longer Married

When an independent student or the parents of a dependent student filed a joint return but are now separated, divorced, widowed, or remarried to someone else, the school must collect copies of the W-2 forms along with the IRS tax transcript in order to meet the regulatory documentation requirement for verification. (If the individuals are self-employed, or if no W-2 forms are available, a signed statement may be accepted instead of the W-2 form.) The portion of income and taxes paid from the joint return that can be attributed to the student or parent (and the new spouse, if applicable) will be computed and verified by the school. Interest, dividends and business income received by the student or parent are added to the earned income to arrive at the computed AGI. Generally, income from jointly held businesses, accounts or investments are divided equally.

There are two ways of computing taxes paid by a separated, divorced or widowed student or parent who filed a joint return with the former spouse. In the first method, known as proportional distribution, the FAA determines what proportion of the AGI the person in question was responsible for, and applies that percentage to the tax paid. The second method has the FAA use the IRS tax table to figure the amount of tax the parent or student would have had to pay if a separate return had been filed.

Tax Filing Extensions

If a required tax return for a student, spouse or parent has not been filed by the time of verification and a filing extension has been granted by the IRS, the school must accept as alternative documentation a copy of IRS Form 4868 filed (or a copy of the IRS’s approval of an extension beyond that provided by Form 4868) and copies of the W-2 forms for each source of employment. (A self-employed individual may submit a signed statement of his or her AGI and taxes paid in place of the required W-2s.) The school must then use this documentation to compute the AGI and taxes paid amounts that should appear on the ISIR. Once this documentation is furnished and the application review completed, the student may be awarded and disbursed federal aid on the basis of this alternative documentation. If documentation of the filing extension has been provided, the school may not delay verifying a student’s FAFSA information until the tax return is actually filed.

The school is given the option, when the final tax returns are filed, to require an IRS tax transcript from each individual who was granted a filing extension. If the school does collect the IRS tax transcript, it must re-verify the IRS tax data. If corrections to the previous data are necessary, the student’s eligibility must be reviewed and award amounts recalculated on the basis of any change in EFC.

When a Tax Return Transcript is Not Available

In limited circumstances, the school may accept a signed copy of a 2015 income tax return if it determines that obtaining an IRS tax transcript is not possible. The school must document the reason for allowing a student to do so. Currently, the Department of Education only permits three instances where a preparer copy of a tax return is acceptable:

- Tax returns from foreign countries and other specific locations

If the student, parent or spouse, as applicable, filed a foreign or Puerto Rican tax return, a preparer copy of the tax return may be accepted in lieu of an IRS tax transcript. The income information on a non-IRS form should be taken from the lines of the form that corresponds most closely to the AGI and taxes paid lines on a U.S. income tax return and converted to U.S. dollars.
Students or parents who filed an amended tax return cannot use the IRS Data Retrieval Tool, and, if they filed an amended tax return after initially using the IRS Data Retrieval Tool, they must submit the following documents to complete verification: 1) an IRS tax transcript (or other IRS-produced tax return record such as an RTFTP that contains the line item information required for verification) and 2) a signed copy of the IRS Form 1040X that was filed with the IRS.

**Victims of Identity Theft**

Victims of identity theft who cannot get a return transcript or use the DRT must call the IRS’s Identity Protection Specialized Unit (IPSU) toll-free number at 800-908-4490. After the IPSU authenticates the tax filer’s identify, she can ask the IRS to mail her an alternate paper tax return transcript known as the TRDBV (Transcript DataBase View) that will look different from regular transcript but that is official and can be used for verification. Unless you doubt the TRDBV’s authenticity, you don’t need to get an IRS signature or stamp or any other validation. In Dear Colleague Letter GEN-14-05 issued 3-25-14, ED rescinded the guidance previously in effect for 2012-1 and 2013-14 on what constitutes acceptable income documentation for identity theft cases.

**CPS System-Generated Transactions**

Beginning with the 2016-2017 processing cycle, the CPS may generate new transactions for records meeting suspect identity or fraud patterns. A new Transaction Source/Type, 5Y (Identity Verification), is now assigned to the transaction when the CPS finds a previously processed record subsequently meets the criteria for suspect identity or fraud patterns.

You can find the Transaction Source/Type in Student Inquiry on the Match Found, Transactions, FAA Information, and ISIR Compare pages and on the eSAR (PDF and HTML).

When a new transaction is system-generated, students and parents, if applicable, receive a SAR Processing Notification.

**Non-Filers (V1, V5 Tracking Groups)**

A student, spouse or parent who had income earned from work, but did not file and was not required under IRS rules to file a federal income tax return, must submit a copy of Form W-2 or 1099 for each source of employment income received for tax year 2015. In addition, each person reporting income earned from work must sign a statement certifying that he or she has not filed, and is not required to file, an income tax return for tax year 2015. Finally, each person must list the sources of income earned from work and the amounts of income for tax year 2015 that is not reported on a Form W-2. The signed statement and the list of earned income not reported on a W-2 can be part of a verification worksheet.

Nontax filers are no longer required to provide documentation obtained from the IRS or other tax authorities verifying that the application, the applicant’s spouse or the applicant’s parents did not file a 2015 tax return (often referred to as a verification of non-filing) due to the suspension of the IRS DRT (For more information see the electronic announcement dated April 24, 2017)

An AGI figure is not available for persons not required to file a tax return. A non-filer reports all income earned from work (whether or not it appears on a W-2 form) on the
appropriate “income earned from work” lines of the FAFSA. Income earned from work should never be reported as “untaxed income” on the FAFSA, even if taxes are neither owed nor paid on this earned income. If someone whose income data was required on the FAFSA indicates non-filer status on a Verification Worksheet, but the administrator has reason to believe that this person would have been required to file a U.S. tax return, this constitutes conflicting information and must be resolved before aid can be disbursed. One frequently encountered situation occurs when the parents of a dependent student who are neither citizens or permanent residents of the U.S. report foreign income on the FAFSA.

When a non-filer reports income from work on the FAFSA that is above the IRS filing requirements, the FAFSA is rejected with reason code 20. The applicant can only resolve the reject by furnishing an appropriate tax-filing status or amending the amount of income reported. On the other hand, a FAA can override the reject without changing the responses to the data items, but should do so only after documenting both the correctness of the non-filer status and the dollar amounts of the income earned from work.

### 2015 “Who Must File” Chart (for most taxpayers)

<table>
<thead>
<tr>
<th>If your filing status is...</th>
<th>AND at the end of 2015 you were*...</th>
<th>THEN file a return if your gross income** was at least...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>under 65</td>
<td>$10,300</td>
</tr>
<tr>
<td></td>
<td>65 or older</td>
<td>$11,850</td>
</tr>
<tr>
<td>Married filing jointly***</td>
<td>under 65 (both spouses)</td>
<td>$20,600</td>
</tr>
<tr>
<td></td>
<td>65 or older (one spouse)</td>
<td>$21,850</td>
</tr>
<tr>
<td></td>
<td>65 or older (both spouses)</td>
<td>$23,100</td>
</tr>
<tr>
<td>Married filing separately</td>
<td>any age</td>
<td>$4,000</td>
</tr>
<tr>
<td>Head of household</td>
<td>under 65</td>
<td>$13,250</td>
</tr>
<tr>
<td></td>
<td>65 or older</td>
<td>$14,800</td>
</tr>
<tr>
<td>Qualifying widow(er) with</td>
<td>under 65</td>
<td>$16,600</td>
</tr>
<tr>
<td>dependent child</td>
<td>65 or older</td>
<td>$17,850</td>
</tr>
</tbody>
</table>

*If born on January 1, 1951, you are considered to be age 65 at the end of 2015.

**Gross income** means all income received in the form of money, goods, property, and services that is not exempt from tax, including any income from sources outside the U.S. or from the sale of your main home (even if you may exclude part or all of it). **Do not** include social security benefits unless (a) you are married, filing a separate return and you lived with your spouse at any time in 2015 or (b) ½ of your social security benefits plus your other gross income is more than $25,000 ($32,000 if married filing jointly).

***If you did not live with your spouse at the end of 2015 (or on the date your spouse died) and your gross income was at least $4,000, you must file a return regardless of age.

NOTE: If a parent (or someone else) can claim you as a dependent, you must file a tax return if you are under age 65, either single or married, and had earned income over $6,300 or unearned income over $1,050. If an individual has earnings from self-employment exceeding $400, he or she would also be required to file a tax return.

**“Zero” Income**
Occasionally, a student or the student’s family may report zero income for the base year. If a student’s sole source of family income was from public assistance or social security, the reported income on the FAFSA would be ‘zero’ because these income sources are not required to be reported on the application. There may be tax write-offs that produce a negative AGI or the student may have failed to report untaxed income.

If the individual had no income earned from work, and did not (and was not required to) file a tax return, he or she would complete the signed statements on the verification worksheet (or the equivalent) to verify non-filer status and zero earned income. Applications with ‘zero’ income are noted in the CPS edits and may be one of the factors that lead the CPS to select that application for verification. Even if not selected for verification, it may be appropriate to ask for further information regarding support. Such inquiries should focus on unreported untaxed income, in-kind support or money paid by someone else on the student’s behalf.

Any cash support for the student, other than support from a parent for a dependent student, counts as untaxed income and should be reported on the application. In-kind help from a friend or relative – such as using a room at an aunt’s house or eating meals with her family – would not be considered untaxed income or reported on the FAFSA. Professional judgment may be used to adjust income line items to reflect unreported sources of income when the tax return(s) have a zero or negative AGI or to account for the value of in-kind support (e.g., excluding the housing allowance from the COA budget).

**Tax Filing Requirements for Non-Citizens Without SSNs**

Noncitizens must file a U.S. federal income tax return for wages earned while working in the U.S. regardless of whether that income comes from U.S. or non-U.S. sources, unless the only income received from a U.S. source is less than the personal exemption amount. Not having a Social Security Number (SSN) does not prevent an individual from filing a federal tax return when otherwise required by the IRS to do so. If a resident or non-resident alien is required to file a federal tax return but does not have and is not eligible for a SSN, the IRS will instead issue an Individual Taxpayer Identification Number (ITIN) so he or she may file the necessary tax return. Individuals with ITINs enter it on their tax returns wherever a SSN is required.

If any individual (with an ITIN or SSN) was required to file a federal tax return (e.g., his or her wages meet the IRS threshold for filing), but did not file one, this constitutes conflicting information which must be fully resolved before you may continue processing the student's federal aid application.

A tax filer without an SSN whose information is reported on a FAFSA will not pass the IRS Data Retrieval Process because the ID number for the individual is reported as all zeroes on the FAFSA. IRS tax transcripts would have to be obtained for these individuals.
### Signature Requirements Chart

<table>
<thead>
<tr>
<th><strong>Document</strong></th>
<th><strong>Required Signature</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s IRS Tax Return Transcript</td>
<td>Filer’s signature encouraged but not required*</td>
</tr>
<tr>
<td>Parent’s IRS Tax Return Transcript</td>
<td>Filer’s signature encouraged but not required*</td>
</tr>
<tr>
<td>Student’s IRS Record of Account Transcript</td>
<td>Filer’s signature encouraged but not required*</td>
</tr>
<tr>
<td>Parent’s IRS Record of Account Transcript</td>
<td>Filer’s signature encouraged but not required*</td>
</tr>
</tbody>
</table>
| Student’s U.S. Tax Return (if collected) | Any one of the following:  
Student  
Student’s spouse (if married)*  
Tax preparer, including Social Security Number (SSN) or Employer Identification Number (EIN) or Preparer Tax ID Number (PTIN);  
Tax preparer’s stamp, including SSN, EIN or PTIN;  
Tax preparer’s name, plus the SSN, EIN or PTIN printed or typed |
| Parent’s U.S. Tax Return (if collected) | Any one of the following:  
Parent whose income is on the form;  
Tax preparer, including SSN, EIN or PTIN;  
Tax preparer’s stamp, including SSN, EIN or PTIN;  
Tax preparer’s name, plus the SSN, EIN or PTIN printed or typed  
For joint returns, only one parent’s signature is required. |
| Dependent Student Verification Worksheet | Student and at least one parent |
| Independent Student Verification Worksheet | Student |
| Child Support Statement | Student, Spouse or Parent who pays the child support |
| Third Party Documentation – e.g., court documents, letters from postsecondary institutions | At the discretion of the school |

Note: Faxed or photocopied signatures on verification documents are acceptable assuming that they are legible. Any required signatures must be collected at the time of verification and cannot be collected after the verification deadline for that award year.

* Required if doubt the authenticity
The chart from irs.gov indicates the type of transcripts available:

<table>
<thead>
<tr>
<th>Transcript Types</th>
<th>4506-T</th>
<th>Get Transcript Online</th>
<th>Get Transcript by Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tax Return Transcript</strong> - shows most line items from your tax return (Form 1040, 1040A or 1040EZ) as it was originally filed, including any accompanying forms and schedules. This transcript doesn't show account changes made after the return is processed. A return transcript usually meets the requirements of lending institutions offering mortgages and student loans.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Tax Account Transcript</strong> - shows basic data including return type, marital status, adjusted gross income, taxable income, credits and payments. It also shows adjustments made by you or the IRS after you filed the return. <strong>Note:</strong> If you made estimated tax payments and/or applied your overpayment from a prior year tax return to your current year tax return, you can use this transcript to confirm these payments or credits a few weeks after the beginning of the calendar year prior to filing your current year return.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Record of Account Transcript</strong> - combines the information from both the tax account and tax return transcripts.</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Wage and Income Transcript</strong> - shows data from information returns reported to the IRS, such as W-2s, 1099s and 1098s. Current tax year information may not be complete until July.</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Verification of Non-filing Letter</strong> - proof from the IRS that you didn’t file a return this year. Current year requests aren't available until after June 15. This letter doesn't address whether you, the taxpayer, are required to file a tax return for a given tax year. A taxpayer may fail to file a tax return even though he/she is required to do so.</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Completing the Verification Process

When all necessary verification documents have been obtained from a student, they should be compared with the information reported on the SAR/ISIR. If verification shows that all the information provided on the SAR/SIR is correct, and there is no conflicting information, aid for which the student is eligible may be awarded and disbursed.

Possible Conflicting Information

The 2016-2017 and 2017-2018 FAFSA should be completed using the same 2015 tax information due to prior-prior year. There is a possibility that there will be conflicting information between the two FAFSAs. The regulations at 34 CFR 668.16(f) address the issue of conflicting information, and, of course, Federal student aid must be provided based on correct information. In an effort to limit burden on institutions and applicants, the Department of Education has carefully considered how to minimize the number of instances in which institutional resolution of possible conflicting information will be required.

For the one-year transition during which the same 2015 income and tax information should be reported on two FAFSAs the Department has developed a process where CPS will perform a comparison between the 2016-2017 ISIR data and the 2017-2018 ISIR data. If there is conflicting information, CPS will flag the applicant’s 2017-2018 ISIR as requiring institutional resolution of the conflicting information. The student’s ISIR will be flagged with a ‘C’ code and a special new comment code 399 informing the institution that it must resolve the possible conflicting information.

If the comment code 399 is not included on the student’s 2017-2018 ISIR, the institution is not required to determine if there are any differences in income or tax information between the two ISIRs. The institution must resolve other conflicting information if it is present.

The chart below describes the conditions that require an institution to resolve the conflicting information where the ISIR is flagged with comment code 399:
<table>
<thead>
<tr>
<th>Condition</th>
<th>Resolution Required?</th>
<th>Note</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution never received a 2016-2017 ISIR.</td>
<td>No</td>
<td>This can happen if, for example, the student did not include the institution on the 2016-2017 FAFSA.</td>
<td>The institution has no conflicting information to resolve.</td>
</tr>
<tr>
<td>Institution received a 2016-2017 ISIR but the institution did not and will not disburse Title IV aid based on either of the ISIRs.</td>
<td>No</td>
<td>Institution must ensure that the conflicting information is resolved before it disburses any Title IV aid for either year.</td>
<td>Regardless of the resolution, no incorrect Title IV aid was or will be disbursed for either year.</td>
</tr>
<tr>
<td>Institution received a 2016-2017 ISIR and disbursed, or may disburse, aid based on that 2016-2017 ISIR.</td>
<td>Yes</td>
<td>Institution must resolve the conflicting information, even if the institution will not be awarding Title IV aid based on the 2017-2018 ISIR because, for example, the student will not attend in 2017-2018.</td>
<td>Resolution might result in a change to the student's 2016-2017 Title IV eligibility.</td>
</tr>
<tr>
<td>Institution received a 2016-2017 ISIR but did not review or process that ISIR.</td>
<td>Yes</td>
<td>Institution must resolve the conflicting information even if, for example, the student never attended during 2016-2017.</td>
<td>Resolution might result in a change to the student's 2017-2018 Title IV eligibility.</td>
</tr>
</tbody>
</table>
When resolving possible conflicting information between a 2016-2017 and 2017-2018 ISIR, based on the special new Comment Code of 399 included on a student’s ISIR, the institution must comply with the following:

The institution must compare all of the 2015 income and tax related FAFSA/ISIR items from both years’ ISIRs to determine which income or tax item or items are in conflict.

If, for either year, the institution had verified the conflicting information item(s), or the student or parent had transferred information into the FAFSA using the IRS DRT and had not changed any of the transferred information (ISIR Fields #177- student and #178 parent with a value of ‘02’), the institution can assume that the verified or IRS DRT transferred values are correct and must, therefore, submit corrections to the other ISIRs year’s values.

**Exception:** If the institution is aware that, subsequent to verification or subsequent to the use of the IRS DRT, an amended 2015 tax return was filed with the IRS, the institution must ensure that both years’ EFCs were calculated using amounts from the amended tax return, regardless of whether verification was completed or the IRS DRT was used.

Conflicts must be resolved if the information, for either award year, was not verified, was not transferred using the IRS DRT or was transferred using the IRS DRT and then changed (ISIR Fields #177 student and #178 parent with a value of other than ‘02’), or if the institution is aware that an amended 2015 tax return was filed with the IRS.

In some instances the institution likely will need to contact the student to determine why information that was reported on one FAFSA differs from what was supposed to be the same (tax/calendar year 2015 information) on the other FAFSA. It is likely that corrections will need to be submitted for at least one of the years.

**Graduate Students** – if the institution determines that the student was, or will be, a graduate student for all of 2016-2017 and will continue to be a graduate student for all of 2017-2018; and the student did not and will not, receive Federal Work-Study for either the 2016-2017 or 2017-2018 award years, the institution is not required to resolve the reported comment code 399.


**Reconciliation of Conflicting Information**

If, after collecting the information and documentation required for verification, it is discovered that the information submitted conflicts with the information reported on the aid application, the school must reconcile all information received and submit the corrections to the CPS for reprocessing. There is one exception to this requirement: if the student dies during the award year.

During the process of reviewing the submitted documents, it may become apparent that some FAFSA data items – both required data items and others that that were not required (or
weren’t selected) for verification – are questionable or erroneous. For example, the IRS tax transcript can reveal assets that were not reported on the FAFSA, income earned from work that was not correctly reported, or unusual differences between tax exemptions and the FAFSA household size. Schools may develop their own criteria for uncovering which additional data items seem to be most error prone.
If the school has any reason to believe a FAFSA data item is in error, even if it is not a required verification item, the discrepancy must be verified as correct prior to awarding or disbursing any Pell or campus-based funds, employing a student in the FWS program, originating a Federal Direct Loan or disbursing a previously certified Direct Loan.

The requirement to resolve inaccurate and conflicting information is separate and distinct from the verification requirements and supersedes all verification rules. Federal student aid cannot be disbursed to a student for whom conflicting information has not been resolved. Further, if you discover discrepancies after disbursing federal student aid, you must reconcile the conflicting information and require the student to repay aid received in excess of his or her eligibility.

**Subsequent ISIRs**
Whenever a change to FAFSA information is submitted to the Department, the applicant’s FAFSA record is reevaluated under the verification selection model. While the change may not, in itself, result in the applicant being selected, in some instances the review of the entire record could result in the applicant being selected for verification. All subsequent transactions for a student must be reviewed, even if verification was completed on an earlier transaction. Any changes to the EFC, “C” flags, comments or NSLDS information should be reviewed and evaluated along with any updates or corrections that may have been made to the application data.

If the EFC has not changed and there are no changes in the “C” flags or NSLDS information, or if the data elements that changed were previously verified, then no action is required beyond a notation in the file.

If on a subsequent transaction a previously unverified student is selected for verification or new data elements are flagged that were not previously verified, the school must require the student to verify the information, except that the student does not have to resubmit documentation for the FAFSA information previously verified, if the verified information remains unchanged.

If the EFC has changed, or if there are changes in the “C” flags or NSLDS information, then these matters must be investigated and any conflicts resolved. A conflict is considered resolved when the administrator has determined which data are correct, has collected any required additional documentation, submitted any necessary changes to the CPS for reprocessing, and made the appropriate notation in the student’s file.

If the resolution involves confirming that a determination for a previous transaction was the correct one, it is possible that no further action need be taken, except to document the finding in the student’s file.

**Internal Controls and Quality Assurance**
The FSA Participation Agreement signed by each college president requires that a school demonstrate the capacity to properly and efficiently administer the Title IV and HEA programs. Part of a school’s demonstration of administrative capability is the presence of an adequate system of internal checks and balances. Furthermore, New York State’s Internal Control Act of 1987 requires that all state agencies, including City University of New York, have a formal internal control program that involves assessing the risks associated with its critical administrative functions. Each agency must conduct periodic reviews of its internal...
control mechanisms to determine whether adequate and effective control measures have been implemented. It should be noted that over the past several years ED has conducted numerous program reviews focused on verification compliance. Verification violations make up a significant percentage of federal audit and program review findings.

To better assure compliance with these regulations, each CUNY financial aid office must review its internal controls to ensure the accuracy of its verification process. Each college should provide their personnel with extensive training on verification and file review along with periodic refresher training as needed. When a counselor or staff member first begins doing verification, his/her work should be reviewed by a more experienced professional or senior staff member until proficiency is assured. Subsequently, the work of each counselor or staff member doing verification should be periodically spot checked for accuracy and completeness. Finally, each college must establish and maintain a formal process to check its verification files on an ongoing basis to make sure that federal requirements are being met.

Changes in Application Data

**Corrections** For students not selected for verification, any processing errors that would affect the student’s eligibility for federal student aid or would change the EFC must be submitted to the CPS for reprocessing. If the school has reason to believe that any of a student’s FAFSA information is inaccurate, the information in question must be verified and the necessary corrections submitted for reprocessing before awarding and disbursing from the subsidized (that is, need-based) federal student assistance programs.

For students selected for verification and receiving subsidized student aid, changes that result to any non-dollar item and to any dollar item of $25 or more must be submitted to the CPS for re-processing. If a disbursement has been made to a student based on information that is later found to be incorrect, the corrected/updated information must be used to determine the correct award, and either prior or future disbursements adjusted so that the student receives the correct amount.

**Updates** Although students and schools can correct items that were incorrectly reported on the original FAFSA, only a few answers from the FAFSA can be updated to reflect changes after the FAFSA was signed. In general, information that is correct as of the date the FAFSA was filed cannot be changed; but there are 3 items – dependency status, household size, and number enrolled in postsecondary education – that under certain circumstances must be updated. If a student’s dependency status changes at any time during the award year, the application data must be updated, whether or not the application was selected for verification, except when the update was due to a change in the student’s marital status. The updated information has to be reprocessed through the CPS, even if there is no change in eligibility. The school, at its own discretion, may update dependency status due to a change in the student’s marital status if the school determines that the update is necessary to address an inequity or more accurately reflect the student’s ability to pay. If the school chooses to update the student’s marital status, all updated information must be consistent with the status change, including household size, number enrolled in college and spousal income.

For students selected for verification, household size and number enrolled in college must be updated to be correct at the time of verification unless the change is the result of a change in the student’s marital status. This information also has to be reprocessed through the CPS before awarding and disbursing aid even if there is no change in eligibility. The school, at its own discretion, may update household size and number in college due to a change in the
student’s marital status if the school determines that the update is necessary to address an inequity or more accurately reflect the student’s ability to pay. [See Chapter 1 of this manual for more information on updating student marital status.]

If the parent of a dependent student remarries after completing the FAFSA but before completing verification, the household size must be updated to include the new stepparent. However, the income and assets of the new stepparent would not be counted in the calculation, though the administrator may use professional judgment to do so.

**Valid ISIR Required** A valid ISIR is defined as an output document with an official EFC that is based on application information that is correct and complete on the date the application or correction was signed. If a student’s FAFSA information changes as a result of verification, all corrections or updates to any non-financial item or to any single dollar item of $25 or more must be submitted to the CPS for reprocessing. The valid ISIR reflecting these corrections and containing a final and correct EFC must be received by the school and used as the basis for determining the student’s eligibility for all need-based federal assistance programs. The school must also recalculate the student’s eligibility for Federal Pell Grant and adjust his or her awards package on the basis of the corrected EFC on the valid ISIR.

*Note: In prior award years, schools were not always required to obtain a “valid” ISIR in order to make disbursements of federal student aid funds. If the school determined through its own calculations that a student’s award amounts or EFC did not change, it did not have to submit the changes through the CPS. However, the revised verification regulations stipulate that the school must receive a valid ISIR and use it as the basis for awarding and disbursing federal student aid. By definition, a valid ISIR can only be created after the corrected information has been processed through the CPS.*

To make changes to a student’s record, the school must have signed documentation from the student and parent (if dependent). This could include a signed corrections statement on a SAR (or equivalent statement on a corrections worksheet), tax transcript (or other tax documents) from student or parent, or other signed documentation as appropriate to the nature of the corrections being submitted.

**Adjustments** These occur when a financial aid administrator changes application data in the exercise of his or her professional judgment. If an application has been selected for verification, the school must perform verification on all the required FAFSA data items, collect the necessary worksheets and documentation, submit any changes to the CPS and wait for the corrected ISIR before using PJ to perform an income or expense adjustment. The school must then submit the PJ adjustments to the CPS on a new transaction. Changes to a student’s information as a result of verification, and PJ adjustments to that information, may not be submitted on the same transaction. The school may not submit PJ changes to the CPS until it has received an ISIR confirming the processing of any corrections resulting from verification.

All adjustments made from an administrator’s exercise of professional judgment must be submitted to the federal processor using the appropriate processing flag designating the change as a PJ adjustment, and not as a simple data correction.
Note: if a student applicant has not been selected for verification, the school is not required to complete verification before performing a PJ adjustment, unless the school has a policy to select for institutional verification all students who request PJ adjustments. If a PJ causes a previously unselected record to be selected for verification, the verification would be performed from the ISIR transaction on which the PJ was based.

**Tolerance Option**
Any changes to an individual dollar item on an applicant’s FAFSA that is $25 or more must be submitted for reprocessing. For example, if the difference reported for the AGI = $24 and taxes paid = $5, the institution would not be required to submit changes for reprocessing. However, if the difference for the AGI = $25 and taxes paid = $5, the institution would be required to update all changes, not just the change that exceeded the tolerance. Note that all corrections to non-dollar items must be submitted to the CPS for reprocessing.

**Selected For Verification After Disbursement**
If as a result of a correction or update, an application which was not originally selected for verification becomes selected, and the student has already been awarded and disbursed aid based on the previous unselected output document, the student must complete verification before any additional disbursements are made.

If the student does not complete verification, no further aid may be disbursed and the student must repay any Pell, FSEOG, or Perkins disbursed under the unverified application. The student would not be required to repay any FWS wages earned or any Stafford loan funds disbursed. If the completion of verification reveals a change of information, the data must be reprocessed through the CPS and, if there is a change in eligibility, prior and future disbursements adjusted so that the student receives the correct amount.

If the student is selected for verification after ceasing to be enrolled for the award period (with no plans to re-enroll) and all aid for the enrollment period has been disbursed (including any late disbursements), the student may be excused from completing verification and would owe no repayment on any federal aid disbursed on the unselected ISIR.

**Verification Extension Deadline**
If a SAR or ISIR with an official EFC has been processed while the student is enrolled and eligible for payment, and that student aid record has been selected for verification, the student is given a 120 day grace period after his or her last day of enrollment (but no later than September 22, 2018) to complete the verification process.

Note: an ISIR with an “official” EFC is not necessarily the same as a “valid” ISIR. An official EFC is an EFC that has been calculated by the CPS based on the FAFSA information submitted (whether that information is correct or not) and appears on the output document produced by the CPS. A “valid” ISIR is an output document with an official EFC that is based on application information that is correct and complete on the date the application or correction was signed.

The revised regulations allow schools to submit all corrections or updates resulting from a student completing verification after they are no longer enrolled, but within the 120 day grace period, and then use the valid ISIR with the corrected EFC to award and disburse Federal Pell Grant (subject to the late disbursement rules and R2T4 requirements, if applicable).
OSFA

Note: in prior years, students could not be awarded a late disbursement of Pell based on the corrected ISIR if the corrections resulted in an EFC that was lower than the EFC the student had on the last day of enrollment. In these cases, they would have had to have been paid on the higher of the two EFCs even if incorrect. The revised regulations now require that Pell eligibility for these students be determined from the corrected EFC on the final valid ISIR.

See Chapter 11 of this manual for information on the R2T4 and late disbursement requirements.

Failure to Submit Documentation
A student must provide all information or documents requested by either the Department of Education or the school to satisfy verification requirements or to resolve instances of conflicting or discrepant information. If a student fails to provide the required documentation by the established deadline, or the school fails to obtain a final valid ISIR, he or she:

- Forfeits Federal Pell Grant for the award year;
- May not receive disbursements of additional Federal Pell, FSEOG or Federal Perkins Loan funds;
- May not continue in an FWS job;
- May not have a Federal Direct Loan originated or receive further disbursements of loan funds; and
- Must repay any disbursements of Federal Pell Grant, FSEOG or Federal Perkins Loan already received.

If the school has received any proceeds for a Direct Subsidized Loan on behalf of the student, the school must return all or a portion of the funds to the program under the excess cash tolerance regulation [34 CFR 668.166(b)]. If the student received any interim disbursement of FSA funds before the student completed verification, the school is responsible for returning the money to the programs.

FAFSA Verification Documents

The chart below identifies four types of documents that are used for FAFSA verification:

1. Tax Return Transcript
2. Record of Account

As a reminder a Tax Return Transcript and the Record of Account can be used to verify the following income and tax information of IRS tax filers:

- Adjusted Gross Income (AGI)
- Taxes paid
- Education credits
- IRA deductions
- Tax-exempt interest income
- Untaxed IRA distributions, and
- Untaxed pension
3. Tax Account Transcript
   The Tax Account Transcript provides “basic data” from the tax return, as well as amended tax return data, but it may not include all of the information that is on a Tax Return Transcript or a Record of Account. Thus, for tax filers who filed an amended tax return, one way that verification may be completed is with both a Tax Return Transcript and a Tax Account Transcript. It is also possible to complete verification for such a tax filer with only their Record of Account. However, the Record of Account may be complicated to read and difficult to interpret.

4. Wage & Income Transcript (IRS Form W-2 documentation)
   A Wage & Income Transcript may need to be requested if a nontax filer is unable to provide copies of IRS Form W-2. IRS Form W-2 or Wage & Income Transcripts can be used to verify income earned from work for nontax filers. Nontax filers selected for verification must also provide supporting documentation for verification of nonfiling.

**Verification of Nonfiling**

IRS documents that clearly indicate that the IRS does not have a tax return record on file for the tax year are acceptable for verification of nonfiling. This includes a Tax Return Transcript or a Tax Account Transcript that includes a message such as “no record of return filed” or “no transcript on file”. See below for more information on “messaging”.

Some IRS documents may state that the request cannot be completed because there is a tax return on file. In these cases, the individual should request a Tax Return Transcript.

**Messaging**

As previously stated, a Tax Return Transcript and a Tax Account Transcript that includes a message such as “no record of return filed” or “no transcript on file” is acceptable documentation for verification of nonfiling because these IRS documents clearly indicate that the IRS does not have a tax return record for the requesting individual for the relevant tax year.

Important: Some IRS documents, including tax transcripts, may include a message that indicates that the request “could not be processed”, or the “request could not be honored”. Any IRS document with such unclear messages is not acceptable documentation for verification of nonfiling. The individual should follow the instructions provided by the IRS to obtain further documentation that provides a clear and precise message.

**IRS Form 13873**

In some instances, instead of providing the requested document, the IRS may provide the taxfiler an IRS Form 13873. There are several versions of IRS Form 13873 (e.g. 13873-T, 13873-V, etc.). Any version of IRS Form 13873 that clearly states that the form is provided to the individual as verification of nonfiling or that states that the IRS has no record of a tax return is acceptable documentation of nonfiling.

IRS Form 13873 may also be provided by the IRS for a number of other reasons and may contain messaging that is nonspecific to the IRS document request. We have been told by the IRS that Form 13873 may also be used to communicate to the individual that the IRS is unable to fulfill the document request because the request itself was incomplete or included inaccurate information. In these cases, the individual should follow the instructions provided by the IRS to obtain further documentation that includes a clear and precise message.
Institutions should thoroughly review any IRS Form 13873 to ensure that the messaging and information provides a clear response to the documentation request and satisfies documentation requirements for verification.
<table>
<thead>
<tr>
<th>IRS Request Type Submitted</th>
<th>IRS Document Requested</th>
<th>Applicable tax year record on file with the IRS?</th>
<th>Request for document to be sent to a 3rd party*?</th>
<th>IRS will send...</th>
<th>Where mailed to?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 4506-T</td>
<td>Tax Return Transcript</td>
<td>Yes</td>
<td>No</td>
<td>Transcript or Record</td>
<td>To tax filer address on Line 3 of Form 4506-T</td>
<td>Within 10 business days from when the IRS receives Form 4506-T.</td>
</tr>
<tr>
<td></td>
<td>Tax Account Transcript</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record of Account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wage &amp; Income Transcript</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tax Return Transcript</td>
<td>Yes</td>
<td>Yes</td>
<td>Transcript or Record</td>
<td>To 3rd party address on Line 5 of Form 4506-T</td>
<td>Within 10 business days from when the IRS receives Form 4506-T.</td>
</tr>
<tr>
<td></td>
<td>Tax Account Transcript</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record of Account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wage &amp; Income Transcript</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tax Return Transcript</td>
<td>No</td>
<td>No</td>
<td>Transcript with indication that no record is found (this is acceptable documentation to verify nonfiling)</td>
<td>To tax filer address on Line 3 of Form 4506-T</td>
<td>Within 10 business days from when the IRS receives Form 4506-T.</td>
</tr>
<tr>
<td></td>
<td>Tax Account Transcript</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record of Account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wage &amp; Income Transcript</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verification of Nonfiling</td>
<td>No</td>
<td>No</td>
<td>Verification of Nonfiling Letter</td>
<td>To tax filer address on Line 3 of Form 4506-T</td>
<td>Within 10 business days from when the IRS receives Form 4506-T.</td>
</tr>
<tr>
<td></td>
<td>Verification of Nonfiling</td>
<td>No</td>
<td>Yes</td>
<td>Verification of Nonfiling Letter</td>
<td>To 3rd party address on Line 5 of Form 4506-T</td>
<td>Within 10 business days from when the IRS receives Form 4506-T.</td>
</tr>
<tr>
<td></td>
<td>Verification of Nonfiling</td>
<td>Yes</td>
<td>No</td>
<td>Document indicating a tax return is on file (see February 23, 2017 Electronic Announcement)</td>
<td>To tax filer address on Line 3 of Form 4506-T</td>
<td>Within 10 business days from when the IRS receives Form 4506-T.</td>
</tr>
<tr>
<td></td>
<td>Verification of Nonfiling</td>
<td>Yes</td>
<td>Yes</td>
<td>Document indicating a tax return is on file (see February 23, 2017 Electronic Announcement) &amp; to 3rd party to contact the taxpayer</td>
<td>To tax filer address on Line 3 of Form 4506-T &amp; to 3rd party using address on Line 5 of Form 4506-T</td>
<td>Within 10 business days from when the IRS receives Form 4506-T.</td>
</tr>
</tbody>
</table>

*A postsecondary institution is considered a 3rd party for IRS documentation request purposes.
## OSFA

<table>
<thead>
<tr>
<th>IRS Request Type Submitted</th>
<th>IRS Document Requested</th>
<th>Applicable tax year record on file with the IRS?</th>
<th>Request for document to be sent to a 3rd party?</th>
<th>IRS will send...</th>
<th>Where mailed to?</th>
<th>When?</th>
</tr>
</thead>
</table>
| Transcript Toll-free 1-800-908-9945 | ● Tax Return Transcript  
● Tax Account Transcript  
● Tax Return Transcript  
● Tax Account Transcript | Yes | N/A | Transcript | IRS Address of Record – usually the address from the latest filed tax return | Within 10 business days from when the IRS receives Form 4506-T. |
| Note: A Record of Account, a Wage & Income Transcript, or Verification of Nonfiling are not available for request using the toll-free phone number. | | | | | | |
| Get Transcript By Mail www.irs.gov/transcript | ● Tax Return Transcript  
● Tax Account Transcript  
● Tax Return Transcript  
● Tax Account Transcript | Yes | N/A | Transcript | IRS Address of Record – usually the address from the latest filed tax return | Within 10 business days from when the IRS receives Form 4506-T. |
| Note: A Record of Account, a Wage & Income Transcript, or Verification of Nonfiling are not available for request using this process. | | | | | | |
| Get Transcript Online www.irs.gov/transcript | ● Tax Return Transcript  
● Tax Account Transcript  
● Record of Account  
● Wage & Income Transcript  
● Verification of Nonfiling  
● Tax Return Transcript  
● Tax Account Transcript | Yes, if 2015 tax year was presented as an option on previous screen. | N/A | PDF of the requested document will be presented online for saving or printing | Browser | Immediately |
### 2017–2018 FAFSA Information Requiring Verification

<table>
<thead>
<tr>
<th>2017–2018 FAFSA QFI (Student and Parent)</th>
<th>2017–2018 IRS Fiduciary (Student and Parent)</th>
<th>2015 IRS Tax Return Transcript Item</th>
<th>2015 IRS 1040 Line #</th>
<th>2015 IRS 1040A Line #</th>
<th>2015 IRS 1040EZ Line #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted Gross Income</td>
<td>36 and 45</td>
<td>43 and 108</td>
<td>Adjusted Gross Income Per Computer</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td>Income Tax Paid</td>
<td>37 and 46</td>
<td>44 and 109</td>
<td>56 minus 46</td>
<td>28 minus 26</td>
<td>10</td>
</tr>
<tr>
<td>Education Credits</td>
<td>44a and 92a</td>
<td>51 and 116</td>
<td>Education Credit Per Computer</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>IRA Deductions and Payments</td>
<td>45b and 54b</td>
<td>58 and 128</td>
<td>KEOGH/401K Contribution Deduction – IRA Deduction Per Computer</td>
<td>28 plus 32</td>
<td>17</td>
</tr>
<tr>
<td>Tax Exempt Interest Income</td>
<td>45d and 54d</td>
<td>60 and 125</td>
<td>Tax-Exempt Interest</td>
<td>8b</td>
<td>8b</td>
</tr>
<tr>
<td>Untaxed Portions of IRA Distributions</td>
<td>45e and 54e</td>
<td>61 and 126</td>
<td>Total IRA Distributions – Taxable IRA Distributions</td>
<td>15a minus 15b</td>
<td>11a minus 11b</td>
</tr>
<tr>
<td>Untaxed Portions of Pensions</td>
<td>45f and 54f</td>
<td>62 and 127</td>
<td>Total Pensions and Annuities – Taxable Pension/Annuity Amount</td>
<td>16a minus 16b</td>
<td>12a minus 12b</td>
</tr>
</tbody>
</table>

### Notes

The 2017–2018 FAFSA Verification IRS Tax Return Transcript Matrix is applicable only for U.S. IRS tax return filers (IRS Form 1040, 1040A, and 1040EZ) and includes only the tax return items required by the Department to be verified for 2017–2018.

IRS Tax Return Transcript—Shows most line items from a tax filer’s original tax return (Form 1040, 1040A or 1040EZ). An IRS Tax Return Transcript does not include information from an amended tax return.

PER COMPUTER—A value calculated by the IRS that sometimes displays for certain items on an IRS Tax Return Transcript. The Per Computer amount must be used for verification even if it is different than what was reported by the tax filer to the IRS.

COMPUTED—Tax return item name PER COMPUTER or “VERIFIED AMOUNT” – This amount should be ignored for purposes of verification.

Married Filing Separately—an applicant or an applicant’s parent(s) who filed or will file his or her income tax return as “Married Filing Separately” or who is married to someone other than the individual included on a joint tax return must provide separate IRS Tax Return Transcripts for each person whose information is included on the FAFSA.
Recipients of state and federal financial aid are required to be making Satisfactory Academic Progress in accordance with appropriate guidelines. Students who fail to meet the progress requirements due to unusual circumstances that can be documented may apply for a waiver. The minimum satisfactory academic progress and waiver requirements for both federal and state programs are outlined in this chapter. Individual colleges may apply stricter standards to their student body and these standards must be published and available to students. Auditors will hold Colleges responsible for consistently applying the progress standards that appear in campus publications.
Transfer Students ........................................................................................................... 5-17
Re-admitted Students .................................................................................................... 5-18
Accelerated Study .......................................................................................................... 5-18
Regaining Award Eligibility ......................................................................................... 5-19
Waiver of Good Academic Standing Requirements ....................................................... 5-20
Placement on the Progress Chart ................................................................................. 5-21
Eligibility Related Issues .............................................................................................. 5-21
C Average Requirement ............................................................................................... 5-22
NYS Progress Charts .................................................................................................... 5-23
Federal Satisfactory Progress Standard

Regulations for satisfactory progress for FSA recipients were initially published by the U.S. Department of Education in October of 1983 and were republished in December of 1987 with some minor changes. On July 1, 1994, revised regulations went into effect changing the quantitative component of institutional standards for determining satisfactory academic progress for FSA recipients. ED published further revisions to its satisfactory academic progress regulations in October 2010 that regrouped all SAP requirements into 34 CFR 668.34, mandated the use of standardized terminology, and made more explicit the conditions under which students could appeal loss of Title IV eligibility due to failure to meet an institution’s Title IV SAP standard.

Regulatory Overview

As part of its demonstration of administrative capability under Section 668.16(e) of the Student Assistance General Provisions, an institution must establish, publish and apply reasonable standards for measuring whether an otherwise eligible student is maintaining satisfactory progress in his or her educational program. In turn, every student applicant must meet the institution’s Title IV SAP standards in order to be considered eligible under the Student Eligibility provisions (Section 668.32(f)) to receive (or continue to receive) Title IV funding.

The institution’s Title IV SAP policy is considered reasonable if it meets the following provisions as specified in Section 668.34:

- The policy must be at least as strict as the standard of academic performance the institution applies to a student who is not receiving Title IV program assistance;
- The policy must provide for consistent application of the standard to all students within defined categories (such as full-time, part-time, undergraduate and graduate students) and educational programs;
- The policy must require students be measured under the institution’s Title IV SAP standard either at the end of each payment period or at least once annually to correspond with the end of a payment period. [Note: although the revised regulations give institutions the option of measuring SAP at the end of each payment period (semester), CUNY has opted to continue measuring SAP on an annual basis.]
- The review must include all semesters with attendance at the institution including any summer and inter-sessions whether or not Title IV assistance was received in those semesters/sessions.
- The policy must include both a qualitative and quantitative measure of progress and establish a maximum time-frame in which a student is expected to complete the program.
- The policy must describe how course incompletes, withdrawals, repetitions, non-credit remediation, and transfers of credit affect satisfactory progress; and finally,
- The policy must describe how a student who has lost eligibility due to not making SAP may re-establish eligibility for Title IV assistance.
- The policy must have an established procedure that reviews, and rechecks SAP when notification of a grade change is made. As such, notifications of a grade change for previous terms are identified and SAP is reevaluated for those students.
Qualitative Measure
The regulations require that the institution specify the minimum grade point average (GPA) a student must achieve at each SAP evaluation. The most widely used acceptable norm is the academic standard set by the college’s accrediting agency to measure good academic standing.

The CUNY Manual of General Policy sets forth the minimal academic standards for retention of full-time and part-time undergraduate students. Under this standard, undergraduates are expected to maintain a minimum cumulative GPA based on the number of credits attempted as in the following table:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 – 12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 - upward</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Only those credits used for calculating the cumulative GPA required to meet the college’s minimum retention standard are used to assess whether a student meets the qualitative component of the Title IV SAP standard. The phrase “credits attempted” is defined differently when referring to the quantitative measure of progress (see p.5-5 for more information).

The regulations also stipulate that, if enrolled in an educational program of more than two academic years, a student must have a GPA of at least “C” or the equivalent at the end of the second academic year. This means that a student must maintain a minimum 2.0 GPA after being at the school for four semesters or six quarters without regard to enrollment status and superseding the above table.

Graduate students are expected to maintain a minimum GPA of 3.0 or higher.

Quantitative Measure
To quantify academic progress, an institution must set a maximum time-frame of no more than 150% of an academic program's published length as the maximum time-frame in which the student is expected to finish the program. The college must also specify the pace at which a student must progress through his or her educational program to ensure that the student will complete the program within the maximum time-frame by establishing a minimum percentage of credits a student must successfully complete each academic year. Remedial course-work is not considered in the calculation of the progress toward completion for Title IV purposes.
CUNY’s Title IV Satisfactory Academic Progress Standard

The guidelines that follow were first published by the Office of the Vice Chancellor for Student Affairs on May 19, 1995 and have been subsequently revised to satisfy the requirements of the revised SAP regulations set forth in 34 CFR 668.34 which took effect July 1, 2011.

Undergraduate Students

In order to be making satisfactory academic progress toward a degree, for purposes of receipt of Title IV student financial assistance, an undergraduate student must meet the minimum standards specified below.

A. Minimum GPA – achieve at least the GPA required to meet the college’s minimum retention standard; if enrolled in a program of more than two years, achieve at least a “C” average, or its equivalent, at the end of the second academic year, or have an academic standing consistent with the requirements for graduation.

B. Maximum Time-frame – may not attempt more than 150% of the credits normally required for completion of the degree.

C. Pace of Progression

- for baccalaureate programs, accumulated (or earned) credits must be equal to or greater than a certain percentage of the total credits attempted according to the following (also see CUNYfirst setup tables on p. 5-11):

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>15</th>
<th>30</th>
<th>45</th>
<th>60</th>
<th>75</th>
<th>90</th>
<th>105</th>
<th>120</th>
<th>135</th>
<th>150</th>
<th>165</th>
<th>180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned Credits</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>27</td>
<td>42</td>
<td>50</td>
<td>63</td>
<td>72</td>
<td>84</td>
<td>95</td>
<td>110</td>
<td>120</td>
</tr>
</tbody>
</table>

- for associate degree programs, accumulated credits must be equal to or greater than a certain percentage of the total credits attempted according to the following (also see CUNYfirst setup tables on p. 5-12):

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>6</th>
<th>12</th>
<th>18</th>
<th>24</th>
<th>30</th>
<th>36</th>
<th>42</th>
<th>48</th>
<th>54</th>
<th>60</th>
<th>66</th>
<th>72</th>
<th>78</th>
<th>84</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>13</td>
<td>19</td>
<td>23</td>
<td>27</td>
<td>33</td>
<td>39</td>
<td>44</td>
<td>49</td>
<td>55</td>
<td>61</td>
</tr>
</tbody>
</table>

All undergraduate students (whether aid recipients or not) will be measured against each of the three SAP components at the end of the spring term to determine eligibility for receipt of Title IV student financial assistance in the upcoming year.
Graduate Students

In order to be making satisfactory academic progress toward a degree, for purposes of receipt of Title IV Federal Student Assistance, a graduate student must meet the minimum standards specified below.

A. Minimum GPA – maintain a minimum GPA of 3.0 or better, or have an academic standing consistent with the requirements for graduation.

B. Maximum Time-frame – may not attempt more than 150% of the credits normally required for completion of the degree.

C. Pace of Progression – must accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution.

All graduate students will be measured against each of the three SAP components at the end of the spring term to determine eligibility for receipt of Title IV student financial assistance in the upcoming year.

Determining Attempted Credits and Accumulated Credits

Attempted credits, as defined in this section, pertain to the courses and credits that must be included in the quantitative measure of progress to calculate pace of progression and maximum time-frame. The accumulation of attempted credits usually reflects the semester course enrollment maintained in a student’s permanent record at the college and will usually reflect a student’s enrollment as of the Form A date. Accumulated credits should reflect credits that the student has earned towards the completion of the degree program in which the student is enrolled.

In applying the Title IV SAP standard, the college must address how the following types of courses, situations, and procedures may affect a student’s GPA and pace of progression:

1. Remedial Courses

Since remedial courses and the remedial component of developmental and compensatory courses do not carry degree credit, the non-credit component of these courses is not included in the total cumulative attempted credits or accumulated credits for determining pace of progression. However, the credit-bearing portion of compensatory or developmental courses would be included in the cumulative earned and/or attempted credit totals for determining pace.

2. Withdrawals

Since the Form A date usually reflects a student’s course load for the term, net of program adjustments, withdrawals as part of the program adjustment period (i.e., “drops”) will not be included as cumulative attempted credits. Withdrawals which are recorded on a student’s permanent record will be included as cumulative attempted credits and will have an adverse effect on a student’s ability to meet the pace of progression standard.

NOTE: Retroactive “non-punitive” administrative withdrawal activity may result in the requirement for the student to repay any assistance received as a result of the student’s enrollment at the time of receipt of the student assistance funds.

3. Incomplete Grades

Courses with incomplete grades are included as cumulative attempted credits. However, these courses cannot be used as credits accumulated toward the degree since successful completion is the criterion for positive credit accumulation. If the student fails to meet the
pace of progression standard due to the lack of successful completion grades for incomplete courses, the recording of successful completion grades within a term which brings the accumulated credit level to the appropriate standard will restore eligibility for the term and subsequent terms within the academic year.

**NOTE:** Following University policy, once an Incomplete Grade reverts to a grade, the SAP evaluation is reprocessed and eligibility is reassessed.

### 4. Repeated Courses
Successfully completed courses can generally be accepted toward degree requirements once. However, each time a student attempts a course, even if that course is part of a forgiveness or amnesty policy whereby credits attempted and grades earned in prior semesters are excluded from the GPA, it must be included as part of the cumulative attempted credit record for the measuring of pace of progression. Therefore, repeated courses, regardless of the prior grade, reduce a student’s capacity to meet the pace of progression standard.

**NOTE:** the revised regulations allow students to receive Title IV aid for one-time repeat of a previously passed course as long as the student is again receiving credit for the course. Should the student subsequently fail the course, any additional attempt of that course cannot be included in the student’s enrollment status for Title IV assistance. There is no regulatory limit on the number of times a student may be paid to retake a failed course, unless the student has also previously passed that course.

### 5. Transfer of Credit
Transfer students from colleges inside and outside of CUNY shall have their pace of progression status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both cumulative attempted credits and cumulative earned credits earned.

**Financial Aid Suspension**
Undergraduate students who do not meet the minimum undergraduate standard and graduate students who do not meet the minimum graduate standard are placed on financial aid suspension and lose their eligibility to participate in federal student aid programs. Students on financial aid suspension will remain ineligible for Title IV federal student assistance until they take actions that once again bring them into compliance with the appropriate progress standard.

**Right To Appeal**
All students who have been placed on financial aid suspension may appeal through the normal institutional academic appeals process to retain eligibility for Title IV assistance. Students may appeal any component of the SAP standard they have not been able to meet including not meeting the minimum GPA and exceeding the maximum time-frame for program completion.

An appeal must be based upon mitigating circumstances resulting from events such as personal illness or injury, illness or death of a family member, loss of employment, or changes in the academic program. The student’s appeal must include: a) the reasons why the student failed to make SAP and b) what has changed in his or her situation that will allow the student to demonstrate SAP at the next evaluation.
The appeal may be granted if the school:

- Determines that the student will be able to meet the appropriate SAP standard by the end of the next payment period (semester); or

- Develops an academic plan for the student that, if followed, will ensure that the student will either be able to meet the appropriate SAP standard by a specific point in time or achieve completion of his or her academic program.

Title IV appeals should be reviewed by a college committee who can make an accurate academic assessment of the student’s capability to meet the appropriate SAP standard by the next payment period/semester. If the committee determines that the student should be able to meet the SAP standards by the end of the next semester, the student may be placed on financial aid probation without an academic plan.

If the committee determines that the student will require more than one payment period to meet SAP, it may develop an individual academic plan that outlines a detailed strategy for the student to regain SAP eligibility or attain program completion within a certain probationary time-frame. The plan can be for one payment period/semester or longer. The academic plan should specify conditions that must be met for the period covered by the appeal such as: the specific coursework that must be taken, the minimum GPA that must be attained, and the number of credits that must be successfully completed. An academic plan may take the student to program completion, rather than meeting the institution’s SAP standards at a specific point in time. Program completion, or graduation, should be always regarded as the ultimate attainment of SAP, and the possibility of a student finishing their program of study is a strong argument for a favorable appeal.

Although financial aid personnel may participate in the appeal process, the Financial Aid Office should not be the determining office responsible for considering, reviewing, or granting an appeal. Financial aid personnel also may not put together academic plans. These must be designed, maintained and tracked by an academic office (e.g., academic counseling, advisement, etc.).

**Financial Aid Probation**

A student who has been granted an appeal will be placed on financial aid probation. Students in this status have their eligibility for Title IV program assistance reinstated for one payment period (semester). At the end of the probationary semester, the institution must review the student’s academic progress to determine whether the student has met the appropriate SAP standard or has fulfilled the requirements specified in the student’s academic plan. A student who once again meets the appropriate progress standard after the probationary semester will continue to receive Title IV assistance until the next scheduled progress evaluation. Students who meet all the conditions of their academic plan at the end of the probationary semester will continue to receive Title IV assistance on a monitored, semester by semester basis until the next scheduled progress evaluation.
There is no limit on the number of times a student who is placed on financial aid suspension may follow the financial aid appeals procedure. Although a student may file only one appeal per payment period (semester), additional appeals to extend financial aid probation to subsequent semesters are allowed. As in the original appeal, the student would indicate the mitigating circumstances, the reasons why SAP was not achieved, and what has changed that will ensure the student will be able to meet SAP at the next evaluation. If a student fails to meet the conditions of an approved academic plan, he or she may submit an additional appeal to modify or adjust the plan for the subsequent payment period(s) documenting any unusual circumstances that prevented them from meeting the goals established by the original plan. The college may approve or decline the subsequent appeal and may create an updated plan based on the information submitted.

**Required Notifications and Monitoring**
Colleges must notify students when they are not achieving SAP, explain what steps they must take to regain eligibility, what the appeals process is, whether or not they are required to meet with an academic advisor, what forms need to be completed, etc. Additionally, all elements of the college’s Title IV SAP policy should be published on the college’s website and in the college bulletin.

The college is **required** to track and monitor:
- All students who do not meet SAP standards.
- All students who file an appeal and are either granted or denied that appeal.
- All students who are granted an individual specific academic plan.
- All students who are granted “probation” status.

It is recommended that an academic office such as Registrar, Academic Advisement or Counseling be responsible for monitoring the students’ progress during a probationary semester or if they are meeting the conditions of an approved academic plan(s). Documentation of the appeal, the probation and the academic plan must be retained and available for review by internal and external auditors.

**Re-establishing Eligibility**
Other than having eligibility restored through filing a successful appeal, a student on financial aid suspension may regain eligibility only by taking action that brings him or her into compliance with the appropriate progress standard. The mere passage of time is insufficient to restore Title IV eligibility to a student who has lost eligibility due to not meeting the SAP standard. Therefore, students may not re-establish eligibility solely by leaving the institution for at least one year because this action, by itself, would not bring the student into compliance for Title IV SAP.

Students who choose to remain enrolled without receiving Title IV aid may request a review of their academic record after any term in which they were on financial aid suspension to determine if they were able to re-attain the appropriate standard.
OSFA

If a student is on financial aid suspension at the beginning of the academic year for not meeting one or more components of the school’s SAP standard, but meets them at some point later in the academic year, the student may regain Title IV eligibility as follows:

**Federal Pell Grant/Campus-based Funds**
For Pell Grant and campus-based programs, the student regains eligibility retroactively to the beginning of the most recent payment period during which the student once again met the school’s satisfactory academic progress standards, unless the school’s satisfactory progress policy provides for reinstatement of eligibility at some later point.

**Federal Direct Loan and FFEL Programs**
For Federal Direct and FFEL program funds, the student regains eligibility for the entire period of enrollment. Again, this period generally coincides with the entire academic year, unless the school’s satisfactory academic progress policy provides for reinstatement of eligibility at some later point.

**Treatment of Non-Standard Situations**

1. **Readmitted Students**
A student not making SAP cannot re-establish eligibility for Title IV program assistance by re-enrolling after a one year or longer period of non-reenrollment. Upon readmission after any period of non-reenrollment, the student’s Title IV progress standing must be re-evaluated for SAP under the standard as the record stood at the end of their last term of attendance. If the student has taken any action during the period of non-reenrollment that would bring him or her into compliance with the progress standard (e.g., successfully completing transferable courses at another institution during the period of absence), this should also be factored into the reassessment. If the readmitted student has not taken any such action, or if the action taken is not sufficient to bring the student back into compliance with the progress standard, the student remains on financial aid suspension and must file a successful appeal to re-establish eligibility.

2. **Second Degree Students**
Students enrolling for a second baccalaureate, graduate or associate degree shall have their pace of progression status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students’ cumulative attempted credits and cumulative earned credits.

3. **Change of Major**
Students who change majors within the same degree or certificate program must complete the degree within the maximum time-frame, unless the institution has allowed for such changes by establishing various time-frames for different programs leading to the degree or by individually re-evaluating the time-frame for these students.

4. **Change of Degree**
If a student changes his or her objective and begins pursuing a different degree or certificate, the institution may make the student subject to the maximum time-frame it establishes for the new objective without regard to time spent pursuing the previous degree or certificate. The institution also has the flexibility to develop a policy that is more restrictive and limits the student to an overall time-frame for the completion of his or her studies.
### CUNYfirst Title IV SAP Setup Tables

#### Four year programs

**A. Minimum GPA**

<table>
<thead>
<tr>
<th>Cumulative Attempted Units From</th>
<th>Cumulative Attempted Units To</th>
<th>Minimum Cumulative GPA From</th>
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## Two Year Programs

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CUNYfirst Title IV SAP Status Codes

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KEY to the SAP Status Codes

SAP status codes are used on the CUNYfirst Student SAP page either in the “Calc SAP Status” field or in the “Override SAP Status” field.

FAIL: indicates that student has not met SAP. Its effect is to inhibit awarding/disbursement of federal student aid. Some colleges use FAIL as an override status to indicate that a student who failed SAP, filed a Title IV Appeal, and had that appeal denied. Such a student would have FAIL in both the “Calc SAP Status” field and in the “Override SAP Status” field.

OVER: used in the “Override SAP Status” field for students who have failed SAP but who have been granted a Title IV appeal. Students with this status are said to be meeting SAP.

PASS: may be used in the “Override SAP Status” field to override a FAIL status when the student has re-attained progress in a subsequent term within the school year.

UDET: used only in the “Calc SAP Status” field to indicate that the student’s SAP status is undetermined. It is a default status in CF delivered aid to indicate that SAP has not yet been run for that student. UDET is not assigned in the interface environment. Students who are in UDET status are assumed, for the moment, to be meeting SAP.

WAIV: used in the “Override SAP Status” field to waive a student who was incorrectly calculated for SAP by the software. Examples are students who have remedial units being counted in the GPA attainment calculation or for students enrolled for a second degree who are being incorrectly assessed for time-frame or pace of progression.

PRB1, 2, or 3: Used in the “Override SAP Status” field to indicate students who in a probationary semester as the result of a Title IV appeal. These statuses have not been made available for use by interface schools.

WARN: is used in the “Calc SAP Status” field to signal that a student has attempted more than 100% [but fewer than 150%] of the credits required for the degree. This is an eligible status for SAP.

The Severity Codes exist so that the proper outcome of the SAP evaluation is reached for each student. The software measures each component of SAP separately and then arranges them in a hierarchal relationship so that the final result of combining the individual components and the various override conditions yields an appropriate overall SAP status determination.
New York State Good Academic Standing Standard

Students receiving NYS awards must show evidence of good academic standing by meeting program pursuit standards and reaching specific benchmarks of academic progress. For financial aid purposes, good academic standing consists of two elements: Program Pursuit and Satisfactory Academic Progress. Program pursuit is defined as completing a certain percentage of degree-specific course work each term. Satisfactory Academic Progress has two components: students must accumulate credits toward the degree at a certain rate and maintain a minimum grade point average in each term a state award payment is received.

An award recipient who fails to maintain good academic standing by not meeting the program pursuit or the academic progress requirement loses eligibility for further NYS awards until he or she is reinstated in good standing. A NYS scholarship may be revoked if the recipient is not reinstated in good academic standing within a reasonable time.

A waiver from these requirements exists to provide qualified students experiencing temporary difficulty in maintaining eligibility with an opportunity to have uninterrupted participation in the state programs. Good academic standing requirements may be waived once.

Program Pursuit

Program pursuit is determined each time a NYS award is received whether the award is for full-time or part-time study. Half-time TAP awards for accelerated summer study are not considered part-time awards and are factored into the program pursuit calculation differently.

During each semester a NYS award is received, a student must complete a certain percentage of a minimum required course load. The percentage of course work that must be completed each semester becomes greater as a student receives additional payments until the point where a student is required complete the equivalent of 100% of the minimum required course load for any remaining payments.

Students receiving full-time TAP payments are evaluated for program pursuit using 12 semester hours as 100% of a minimum full-time course load. Students receiving APTS are evaluated using 3 semester hours as 100% of a minimum part-time course load. [Note: the State defines the minimum enrollment requirement for APTS eligibility as 3 semester hours. This definition holds at CUNY even though CUNY customarily makes no APTS awards for enrollment fewer than 6 semester hours of credit.]

More specifically, during the first and second semesters of State-supported study a student must complete 50% of the minimum credits or equated credits required for that payment. If receiving a full-time TAP payment, a student must complete at least 6 semester hours of credit to meet the 50% program pursuit requirement. For APTS purposes, 50% of the minimum part-time course load is defined as 1.5 semester hours of credit.

During the third and fourth semesters of State-supported study a student must complete 75% of the minimum credits or equated credits required for that payment. If receiving a full-time TAP payment, a student must complete at least 9 semester hours of credit to meet the 75% program pursuit requirement. For APTS purposes, 75% of the minimum part-time course load is defined as 2.25 semester hours of credit.
After the fifth semester of State-supported study, and for every semester thereafter, a student must complete 100% of the minimum credits or equated credits required for that payment.

Both degree credits and credit equivalents awarded for remedial work count toward fulfilling the pursuit requirement. In addition, all grades that indicate a student persisted throughout the semester are counted, including second and subsequent “R” grades received for the same course (which are taken to be the equivalent of an “F” grade when determining pursuit or progress). The grades at CUNY that do not count toward meeting the pursuit requirement are “W”, “WU”, “WA”, “WF” and “WN”.

Students receiving Part-Time TAP (P-TAP) are considered to be receiving a strict pro-rata of a full-time TAP award. Therefore, these students are evaluated for program pursuit using the total enrolled semester hours of credit for the term in question and applying to that number the appropriate completion percentage. For example, a student receiving P-TAP for 9 semester hours of credit would have to complete 4.5 (rounded down to 4) semester hours of credit to meet the 50% program pursuit requirement and 6.75 (rounded down to 6) semester hours of credit to meet the 75% program pursuit requirement. A student receiving P-TAP for 11 semester hours of credit would have to complete 5.5 (rounded down to 5) semester hours of credit to meet the 50% program pursuit requirement and 8.25 (rounded down to 8) semester hours of credit to meet the 75% program pursuit requirement.

Once a student receives his or her first State-aid award, he or she is “placed” on the first step of the undergraduate level progress chart. For each full-time or part-time award received, the student moves up one step on the pursuit chart. A student who fails to meet the required percentage of completed course work may not continue to receive State program funds without first re-establishing award eligibility.

The program pursuit requirements are outlined in chart form at the end of this chapter.

**Academic Progress**

To maintain award eligibility, students must meet the academic progress standard for each full-time award semester (that is, each time the student accumulates 6 payment points). This standard has two components:

1. Students must accrue a specified number of credits;
2. Students must achieve a minimum grade point average (GPA).

**Old Progress Standard – 1st NYS award received before July 1, 2006**

All students new to the program are automatically eligible for their first payment. In addition, there are no minimum credit-accumulation or GPA criteria for the second payment. In order to be eligible for the third payment, a student must have earned at least 6 degree credits with a minimum 1.00 GPA. By the fourth payment, a student must have accumulated 18 degree credits with a 1.2 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the undergraduate degree. In addition, the student must have accumulated 31 degree credits by the fifth payment, 45 degree credits for the 6th payment, 60 credits by the 7th payment, 75 degree credits by the 8th payment, 90 credits by the 9th payment and 105 credits by the 10th payment.
2006 Progress Standard
The 2006 progress standard applies to students first receiving state aid in 2007-08 through and including 2009-10 and remedial students first receiving state aid in 2007-08 and thereafter. There are separate credit-accumulation and minimum GPA criteria for state aid recipients enrolled in two year associate degree/certificate programs or four year baccalaureate degree programs.

Two-Year Standard: All students new to the program are automatically eligible for their first payment. To be eligible for the second payment, a student must have earned 3 degree credits with a minimum .5 GPA. By the third payment, a student must have earned at least 9 degree credits with a minimum .75 GPA. By the fourth payment, a student must have accumulated 18 degree credits with a 1.3 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the degree. In addition, the student must have accumulated 30 degree credits by the fifth payment, and 45 degree credits for the 6th payment.

Four-Year Standard: All students new to the program are automatically eligible for their first payment. To be eligible for the second payment, a student must have earned 3 degree credits with a minimum 1.1 GPA. By the third payment, a student must have earned at least 9 degree credits with a minimum 1.2 GPA. By the fourth payment, a student must have accumulated 21 degree credits with a 1.3 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the undergraduate degree. In addition, the student must have accumulated 33 degree credits by the fifth payment, 45 degree credits for the 6th payment, 60 credits by the 7th payment, 75 degree credits by the 8th payment, 90 credits by the 9th payment and 105 credits by the 10th payment.

2011 Progress Standard
The 2011 progress standard applies to non-remedial students first receiving state aid in 2010-11 and thereafter. There are separate credit-accumulation and minimum GPA criteria for state aid recipients enrolled in two year associate degree/certificate programs or four year baccalaureate degree programs.

Two-Year Standard: Non-remedial students new to the program are automatically eligible for their first payment. To be eligible for the second payment, a student must have earned 6 degree credits with a minimum 1.3 GPA. By the third payment, a student must have earned at least 15 degree credits with a minimum 1.5 GPA. By the fourth payment, a student must have accumulated 27 degree credits with a 1.8 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the degree. In addition, the student must have accumulated 39 degree credits by the fifth payment, and 51 degree credits for the 6th payment.

Four-Year Standard: Non-remedial students new to the program are automatically eligible for their first payment. To be eligible for the second payment, a student must have earned 6 degree credits with a minimum 1.5 GPA. By the third payment, a student must have earned at least 15 degree credits with a minimum 1.8 GPA. By the fourth payment, a student must have accumulated 27 degree credits with a 1.8 GPA. A student must maintain a 2.00 GPA (“C” average) from the fifth state payment to the completion of the undergraduate degree. In addition, the student must have accumulated 39 degree credits by the fifth payment, 51 degree credits for the 6th payment, 66 credits by the 7th payment, 81
degree credits by the 8th payment, 96 credits by the 9th payment and 111 credits by the 10th payment.

Students who first received an award prior to the 2007-08 academic year will have to continue to meet the 2006-07 academic progress requirements. The new progress requirement described above does not affect these students.

Because academic progress is based on cumulative performance, grade changes and the resolution of incomplete grades affect a student’s GPA once they are part of a student’s record. These changes do not retroactively change past payments but may affect the next payment. Also note that APTS and PTAP recipients are evaluated for academic progress only when they have accrued payments equal to a full-time award semester, that is, each time 6 payment points have been accumulated.

The undergraduate good academic standing requirements are outlined in chart form at the end of this chapter.

**Treatment of Remedial Students**

A student shall be deemed to be in a program approved by the Commissioner for remedial study if he/she:

- Indicates the need for remediation for at least two semesters through scores on a recognized college placement exam or a nationally recognized standardized exam, as certified by the college and approved by the State Education Department;
- Is enrolled in the Search for Education, Elevation and Knowledge (SEEK) program or the College Discovery (CD) program; or
- Is or was enrolled in at least six credit hours of noncredit remedial instruction the first semester they received a TAP award.

Students meeting the definition of remedial student will not be subject to the new academic standards but rather will stay on the 2006 chart.

**Transfer Students**

**Number of Previous Payments**

In assessing the financial aid record of a transfer student, a receiving college must determine the number of payments a student has previously received, and whether or not a student has used a waiver. The Higher Education Services Corporation provides payment and waiver information on the payment roster.

**Program Pursuit**

The payment points which are shown on the certification roster determine the student’s placement on the pursuit chart.

**Academic Progress – Determining Grade Point Average**

Colleges may choose one of two ways to consistently develop students’ transfer grade point averages. Whichever of the two options it elects, a college must uniformly apply it to each and every transfer student.

The first option is to have a student start from scratch, and use, for the purpose of GPA development, only those courses a student actually takes at the new college.
The second option is to calculate an incoming “transfer GPA.” This and the GPA a student develops at the new college become the student’s cumulative GPA, to be used in assessing the student’s academic progress as he or she continues in the program.

**Academic Progress – Beneficial Placement**

A college must make the determination as to where to place a transfer student on the progress chart. It can either place the student at the level of credit (defined here as the number of credits assigned by the new college) or at the level corresponding to the number of payments that the student has already received. The choice is determined according to which of the two options would most benefit an individual student.

The point where a student is placed on the Good Academic Standing chart and the actual number of payments a student has received may not line up. For a transfer student, as for a student who has received a waiver, the headings in the top row of the progress chart might more appropriately be read as next payment instead of first, second, third, etc. Once placed on the chart, either by virtue of starting at step one or higher, a student must meet the appropriate program pursuit and academic progress standards to maintain eligibility each semester.

**Re-admitted Students**

A re-admitted student is one who begins a course of study, leaves, and subsequently returns to that same college. For State aid purposes, a re-admitted student may fall into one of three categories. In each of these, a student is subject to the college’s normal re-admission procedures.

If a student left the college in good academic standing and is then re-admitted, the student is eligible for NYS aid upon returning to the college. If a student left the college after having lost good academic standing and returns to the college after an absence of at least one year, the student is eligible for NYS aid upon returning to the college.

If a student left the college after having lost good academic standing and returns to the college after an absence of less than one year, there are two ways this student can regain eligibility for the first semester of the student’s return:

- the student is granted the use of a waiver, provided that he or she has not already used the waiver; or
- the student has made up the deficiency by attending without the benefit of State support another college during the semester of absence from the college of initial enrollment.

**Placement on the Chart for Re-admits**

Re-admitted students are placed on the Good Academic Standing Chart according to the rules which govern the placement of transfer students.

**Accelerated Study**

Students can receive an additional term award for attending an additional study term beyond the regular program of study for the academic year. Students can also receive an additional award for half-time summer attendance. At CUNY, the summer term is always the accelerated term and the term evaluation process includes both full-time and part-time summer term enrollment.
Accelerated half-time study requires being enrolled for at least six but fewer than 12 credit hours (with a minimum of three real credits). Additionally, to receive an award for half-time accelerated study, the student must have been enrolled as a full-time student in an approved program of study in New York State during the preceding spring term or the next fall term.

In order to be eligible for either a full-time or a half-time award for an accelerated term beginning after January 1, 2007, the student must complete 24 credits at the college of summer attendance in the prior two semesters. These credits may be earned in any combination (i.e., 12 + 12, 6 + 18, etc.). Up to three (3) credits in each of the prior two semesters can be non-credit remedial hours.

Progress criteria for an accelerated award are based upon the same criteria as eligibility for any academic year semester. This means that for an accelerated payment, a student must have achieved in the prior semester both the academic progress and program pursuit standards stipulated on the good academic standing chart for receipt of a “next award.” Eligibility for an award for accelerated study does not increase a student’s maximum award entitlement under TAP. TAP is still limited to 4 years at the undergraduate level and/or 4 years at the graduate level.

**Half Awards**

Any accelerated course work becomes part of a student’s cumulative GPA. Work performed in the accelerated term affects a student’s academic progress standing and therefore his/her eligibility for a next payment.

A student who has a whole number (0, 1, 2, etc.) of previous payments, and who receives a half award in the accelerated term, has his/her payment number “rounded down” for the next award. This means, for example, that a student whose total number of payments at the end of the accelerated term is 3½ will be considered as having received 3 payments for placement purposes only.

If a student has received 4 ½ payments for 4 full terms plus a half accelerated award and then received a second accelerated half payment, the payments cumulate to 5 and the student would be at the 100% pursuit level for the summer semester.

**Full Awards**

Students who receive full awards in the accelerated term are governed by the standards indicated on the Good Academic Standing chart for that payment number.

**Regaining Award Eligibility**

When a student does not meet the requirements outlined on the good academic standing chart either by failing to reach program pursuit and/or academic progress standards in any given semester, further NYS awards to the student are suspended. For State aid purposes the student can be said to have lost good academic standing and is therefore ineligible for his or her next award.
OSFA

There are a number of ways a student may regain eligibility:

- A student can combine two or more semesters’ work to regain good academic standing, provided that only one of those semesters is paid for through State support.
- A student may be eligible for a waiver. If the college approves a waiver, the student may continue in the State aid program without interruption.
- A student who transfers is automatically eligible for State aid in the first semester at the new college even if the student has not met the good academic standards at the college from which he or she transferred.
- A student who is readmitted into his or her college after an absence of at least one calendar year can become eligible providing he or she meets the college’s readmission requirements.

There is no provision in the State regulations that limits the number of times a student can lose good academic standing and seek reinstatement except that a student may use the waiver provision to regain eligibility only once.

A student who has been granted a waiver for failure to meet program pursuit is not stalled on the good academic standing chart while the waiver is in effect. The student is expected to meet the pursuit standard stipulated for continued participation in the program.

Waiver of Good Academic Standing Requirements

In order to provide some allowance for cases where otherwise academically proficient students experience a “bad” semester, a waiver of the good academic standing requirements can be granted. The waiver permits a student to receive a State award the semester immediately following the one in which the student failed to meet the program pursuit and/or academic progress standard. The college must have a written policy statement about the granting of waivers. Failure of the college to adhere to its published policies concerning the waiver or to maintain the necessary documentation may result in an audit disallowance. Because a waiver is to be granted only when unusual or extraordinary circumstances are present, it is not expected that the waiver provision will be used with great frequency. Therefore the following principles are to be kept in mind when establishing policies:

- The waiver should be granted only when there is reasonable expectation that a student will meet future requirements. [A college’s published waiver policy must address student eligibility requirements.]
- A student may receive a waiver of the good academic standing requirements only once. A student may receive this one-time waiver after failing to meet program pursuit guidelines, academic progress standards or a combination of both requirements during one semester. A student who uses a waiver after failing to meet, for example, program pursuit in one semester cannot receive an additional waiver for failure to make academic progress during another semester.
- The granting of a waiver must be approached in terms of the best long-range interests of the student. Use of the waiver is an important option and should only be considered with the concurrence of the student. For example, a student who is one or two credits short of the required number of credits for the next payment might be better served by taking a summer course at their own expense to regain eligibility instead of using a waiver.
• A waiver does not increase the total number of payments a student may receive. Waiver information is reported to HESC and becomes part of the student’s history of state-aid usage. HESC reports prior use of the waiver for all students, including transfer students, as part of the payment roster information.

• A waiver is not automatic. A student must apply for a waiver according to the procedures clearly established by his or her college. A college must make an assessment of the reasons for the student’s failure to meet requirements. The college must also maintain a written record of the findings and determination of each case. In issuing waivers, the college should not use a “check-off” type form with only basic information about the student. There should be a written narrative detailing the effects of the extraordinary circumstances on the student’s academic achievement and the waiver officer’s findings and determinations for granting a waiver.

Placement on the Progress Chart
A student who has been granted a waiver for failure to make academic progress is stalled on the academic progress portion of the chart for the semester during which the waiver is being used. The student is expected to use the term to advance to the level the student could not achieve without the waiver.

A student who has been granted a waiver for failure to meet program pursuit requirements is not stalled on the good academic standing chart for the semester during which the waiver is in effect. By the end of the semester covered by the waiver, the student is expected to meet both the pursuit and progress standard stipulated for continued participation in the program.

Eligibility-Related Issues
Students who apply for State awards for the first time after having already attended college are placed on the good academic standing chart in step number one, as being certified for their first payment. Because of this, a student’s academic performance prior to applying for State aid does not enter into consideration in certifying a student for the first payment. This principle also applies to college credit earned by high school students.

Change of Curriculum
Academic Progress is assessed based on accumulated credits and GPA earned toward the program of study that student is enrolled in for that term. Therefore, a change of program would exclude credits and grades for courses that no longer count towards the new program and could throw the student out of progress. In moving from one program to another, the basis for calculating both accumulated credits and cumulative GPA is changed and may differ from the cum credits and GPA showing on the transcript. State guidance does specifically prohibit using change of program as a way of circumventing the C average requirement.

A student who changes his or her major while receiving State aid may experience some difficulty in making the adjustment during the transition semester. Although a student’s continuation in the program will be governed by the same guidelines which pertain to all students in that program, the student who has been succeeding academically prior to switching majors, but loses good academic standing for State awards because of a “bad” transition semester is a likely candidate for a waiver. (Always keep in mind that there
should never be an automatic reason for a waiver to be granted; each student’s situation should be reviewed and documented individually.)  Also note that all work attempted at the institution becomes part of a student’s cumulative GPA.

**Unresolved (Incomplete) Grades at Time of Certification**
In the case where a student has met program pursuit and academic progress standards, but has received an incomplete grade, the student can be certified as eligible for the following semester.  If the incomplete grade is subsequently changed to a failure and the student’s GPA falls below the minimum level required for eligibility, the student retains the current award but would be ineligible for continued payments unless work completed during the State-supported semester is sufficient to raise the student’s GPA to at least the required minimum.

**C Average Requirement**
A student who has received the equivalent of two or more full years of NYS student financial aid payments [24 or more payment points] must have a cumulative C (2.0) GPA to be eligible for continued State-supported assistance.  This requirement applies to all State-funded general and academic performance awards available at CUNY.  If a student fails to achieve a 2.0 GPA after receiving the equivalent of 4 full-time semester TAP payments, he or she may not receive further state aid payments until a 2.0 GPA is once again achieved.

Transfer students with 24 or more payment points are assumed to have met the C average requirement in their first term of study at the new college since only courses for which the student has earned a C or better are normally accepted in transfer. [The school can also consider the actual grades of the courses accepted in transfer, but if this approach is adopted, it must be consistently applied to all transfer students.] If a student with 24 or more payment points of assistance is a readmitted or returning student, with or without transfer credits earned elsewhere, and the GPA is still less than 2.0, the student is ineligible for State-support in the initial term upon return and must attain a 2.0 GPA to regain eligibility unless the student applies for and is granted a waiver (see below).

**C Average Requirement Waiver**
Students may apply for a waiver of the “C” average requirement based on undue hardship resulting from circumstances that have affected their ability to achieve the required C average.  If granted, this waiver and does not count as a use of the one-time only waiver of the NYS Good Academic Standing requirements [see above].  Records of the use of the waiver of the “C” average requirement are separately maintained by the college and not reported to HESC.  This waiver of the “C” average requirement may be granted more than once if circumstances warrant.

Note: there can be no waiver of the C average requirement for P-TAP students because having a cumulative GPA of at least 2.00 is in the legislation as one of defining eligibility requirements of the P-TAP program.
### NYS Progress Charts

#### PROGRAM PURSUIT

Demonstrating Program Pursuit means students must receive completion grades in a minimum percentage of course work each semester State aid is received.

<table>
<thead>
<tr>
<th>To be certified for payment #</th>
<th>1</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>student must have completed this percentage of a minimum full-time/part-time course load in the last semester TAP, PTAP or APTS was received:</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

NOTE: A student receiving PTAP and APTS must meet the appropriate Program Pursuit standard every semester an award is received. For instructions on calculating program pursuit for PTAP & APTS recipients, see pp. 5-9 – 5-10 of this chapter.

#### MINIMUM GPA REQUIREMENT [for all students]

Students who have received the equivalent of 2 years of full-time NYS financial assistance [that is, accrued 24 payment points] must maintain at least a 2.00 GPA in order to receive TAP, PTAP or APTS.

#### OLD ACADEMIC PROGRESS [for students who received their first NYS award before July 1, 2006]

Meeting the Academic Progress standard requires that students (a) accumulate at least 6 degree credits by the end of the second TAP-supported semester and between 12-15 credits each semester thereafter; and (b) attain the minimum Grade Point Average as specified in the chart for each State aid payment requested.

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<thead>
<tr>
<th>To be certified for payment #:</th>
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<tbody>
<tr>
<td>[payment points to be accrued]</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
<td>60</td>
</tr>
</tbody>
</table>

[at the end of the prior semester, student must]

<table>
<thead>
<tr>
<th>(a) have earned this # of credits:</th>
<th>0</th>
<th>0</th>
<th>6</th>
<th>18</th>
<th>31</th>
<th>45</th>
<th>60</th>
<th>75</th>
<th>90</th>
<th>105</th>
</tr>
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<tbody>
<tr>
<td>(b) with at least this GPA:</td>
<td>0</td>
<td>0</td>
<td>1.00</td>
<td>1.20</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
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<td>2.00</td>
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NOTE: A student receiving APTS or PTAP will be evaluated for the credit accrual and GPA requirements after each accrual of 6 payment points.
2006 ACADEMIC PROGRESS [for associate degree students who received their first NYS award in the 2007-08 through 2009-10 academic years or meet the NYS definition of “remedial student”]

Meeting the Academic Progress standard requires that associate degree students (a) accumulate at least 9 degree credits by the end of the second TAP-supported semester and between 9-15 credits each semester thereafter; and (b) attain the minimum Grade Point Average as specified in the chart for each State aid payment requested.

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<thead>
<tr>
<th>To be certified for payment #</th>
<th>1</th>
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<th>3</th>
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<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
</tr>
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</table>

At the end of the prior semester, student must

(a) have earned this # of credits: 0 3 9 18 30 45
(b) with at least this GPA: 0 .5 .75 1.30 2.00 2.00

NOTE: A student receiving APTS or PTAP will be evaluated for the credit accrual and GPA requirements after each accrual of 6 payment points.

2006 ACADEMIC PROGRESS [for baccalaureate degree students who received their first NYS award in the 2007-08 through 2009-10 academic years or meet the NYS definition of “remedial student”]

Meeting the Academic Progress standard requires that baccalaureate degree students (a) accumulate at least 9 degree credits by the end of the second TAP-supported semester and between 12-15 credits each semester thereafter; and (b) attain the minimum Grade Point Average as specified in the chart for each State aid payment requested.

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<th>To be certified for payment #</th>
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<tr>
<td>[payment points to be accrued]</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
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<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
<td>60</td>
</tr>
</tbody>
</table>

At the end of the prior semester, student must

(a) have earned this # of credits: 0 3 9 21 33 45 60 75 90 105
(b) with at least this GPA: 0 1.10 1.20 1.30 2.00 2.00 2.00 2.00 2.00 2.00

NOTE: A student receiving APTS or PTAP will be evaluated for the credit accrual and GPA requirements after each accrual of 6 payment points.
### 2011 ACADEMIC PROGRESS [for associate degree students who received their first NYS award in the 2010-11 academic year or thereafter and do not meet the NYS definition of “remedial student”]

Meeting the Academic Progress standard requires that associate degree students (a) accumulate at least 15 degree credits by the end of the second TAP-supported semester and at least 12 credits each semester thereafter; and (b) attain the minimum Grade Point Average as specified in the chart for each State aid payment requested.

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<td>at the end of the prior semester, student must</td>
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<tr>
<td>(a) have earned this # of credits:</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>(b) with at least this GPA:</td>
<td>0</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
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</table>

**NOTE:** A student receiving APTS or PTAP will be evaluated for the credit accrual and GPA requirements after each accrual of 6 payment points.

### 2011 ACADEMIC PROGRESS [for baccalaureate degree students who received their first NYS award in the 2010-11 academic year or thereafter and do not meet the NYS definition of “remedial student”]

Meeting the Academic Progress standard requires that baccalaureate degree students (a) accumulate at least 15 degree credits by the end of the second TAP-supported semester and between 12-15 credits each semester thereafter; and (b) attain the minimum Grade Point Average as specified in the chart for each State aid payment requested.

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<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>61</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>111</td>
</tr>
<tr>
<td>(b) with at least this GPA:</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**NOTE:** A student receiving APTS or PTAP will be evaluated for the credit accrual and GPA requirements after each accrual of 6 payment points.

**ADA (AMERICAN WITH DISABILITY ACT)**
Beginning with the 2015-16 academic year, for ADA students who received their first state award during the 2010-11 academic year and thereafter and who are enrolled less than full-time, good academic standing will be determined using new SAP standards which does not modify the requirements for disabled students, but aligns them to be equivalent with those required of full-time students.

**Program: Baccalaureate Program**  
**Calendar: Semester 2015-16 and Thereafter (ADA Part-Time Students)**

<table>
<thead>
<tr>
<th>Before Being Certified for This Payment</th>
<th>1ST</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
<th>5TH</th>
<th>6TH</th>
<th>7TH</th>
<th>8TH</th>
<th>9TH</th>
<th>10TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Must Have Accrued at Least This Many Credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>With At Least This Grade Point Average</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Program: Associate Program**  
**Calendar: Semester 2015-16 and Thereafter (ADA Part-Time Students)**

<table>
<thead>
<tr>
<th>Before Being Certified for This Payment</th>
<th>1ST</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
<th>5TH</th>
<th>6TH</th>
<th>7TH</th>
<th>8TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Must Have Accrued at Least This Many Credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>42</td>
<td>51</td>
<td>60</td>
</tr>
<tr>
<td>With at Least This Grade Point Average</td>
<td>0</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Note:** This sample standard of satisfactory progress is referred to throughout the preceding guidelines. Generally it would be used to determine continuing eligibility for State support of students who have no "special circumstances." The progress of students with special circumstances, such as those who have transferred from another institution or have used their waiver, must be monitored on an adjusted schedule.
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**Introduction**

This chapter is being divided into three sections for clarity. The first section will deal with policies and procedures that apply to both the “legacy” colleges and the CUNYfirst colleges. The second section will explain the budget calculations for the CUNYfirst colleges and the third section explains the basic budget categories for the Graduate Center and the School of Journalism.

**General Policies**

### 2017-2018 Budget Calculations

CUNY’s student expense budgets represent an estimate of the maximum expenses allowed for awarding need-based financial aid to a student pursuing his or her education at CUNY. The types of costs that may be included in the cost of attendance budget are prescribed by Section 472 of the Higher Education Act. While the cost categories are the same for all federal student aid programs, the appropriate amounts to include for each category are determined for CUNY students each academic year by the Office of Student Financial Assistance. Budgets are adjusted every year based on the changes in selected budget elements in the Bureau of Labor Statistics Consumer Price Index for all Urban Consumers available at: [http://www.bls.gov](http://www.bls.gov). The CPI shows the yearly changes in the elements that are used to create CUNY’s student expense budget.

The following charts explain the data used to create the 2017-2018 CUNY Student Expense budgets. These budgets were derived using the 2016-17 budget components and adding the percentage increase from the Bureau of Labor Statistics (BLS) CPI data to that component. Rather than using the national CPI data, the NY/NE NJ data was used. In addition, we used our own figures for housing and lunch.

Since the budgets are derived in December/January of the prior academic year, data from the prior year are used to create the budgets. Therefore, 2016 expenditures are used to create the 2017-2018 budgets.

### 2017-2018 Tuition Rates

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>New York State Residents</th>
<th>Out-of-State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,530 per year (full-time)</td>
<td>$17,400 per year (full-time)*</td>
<td></td>
</tr>
<tr>
<td>$285 per credit (part-time)</td>
<td>$580 per credit (part-time)</td>
<td></td>
</tr>
<tr>
<td>$4,800 per year (full-time)</td>
<td>$9,600 per year (full-time)*</td>
<td></td>
</tr>
<tr>
<td>$210 per credit (part-time)</td>
<td>$320 per credit (part-time)</td>
<td></td>
</tr>
</tbody>
</table>

*Full-time tuition is based on students taking 15 credits per semester.*
2016 expenditures
Source: http://www.bls.gov 10/12/16

This chart shows the basic calculations using the BLS data although several of the line items are then adjusted for CUNY’s use.

Please note the following changes:

*Use CUNY Housing Budget Calculation:
Review of 1 bedroom apartments on Craigslist from 12/26/12
Average cost = $1,098/month for individual share of apartment
Use $1,098/mo rent plus $56 utilities = $1,154/mo for housing ($10,386 for 9 months)
Use 2012 figure due to average apartment rent going down for 2016

**Use CUNY Lunch Calculation: $7.25/day x 5 days x 17 weeks/term x 2 terms

<table>
<thead>
<tr>
<th></th>
<th>12months</th>
<th>9 months</th>
<th>yearly change</th>
<th>12 months</th>
<th>9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>housing*</td>
<td>14,830</td>
<td>11,490</td>
<td>2.2%</td>
<td>15,157</td>
<td>11,743</td>
</tr>
<tr>
<td>apparel</td>
<td>1,090</td>
<td>831</td>
<td>-1.3%</td>
<td>1,076</td>
<td>820</td>
</tr>
<tr>
<td>personal</td>
<td>344</td>
<td>261</td>
<td>-0.1%</td>
<td>343</td>
<td>261</td>
</tr>
<tr>
<td>entertainment</td>
<td>1,429</td>
<td>1,078</td>
<td>0.8%</td>
<td>1,440</td>
<td>1,087</td>
</tr>
<tr>
<td>medical</td>
<td>2,402</td>
<td>1,847</td>
<td>5.8%</td>
<td>2,541</td>
<td>1,954</td>
</tr>
<tr>
<td>food</td>
<td>4,022</td>
<td>3,023</td>
<td>0.2%</td>
<td>4,030</td>
<td>3,029</td>
</tr>
<tr>
<td>at home</td>
<td>1,926</td>
<td>1,442</td>
<td>-2.2%</td>
<td>1,884</td>
<td>1,410</td>
</tr>
<tr>
<td>lunch**</td>
<td>2,183</td>
<td>1,651</td>
<td>3.5%</td>
<td>2,260</td>
<td>1,708</td>
</tr>
<tr>
<td>books</td>
<td>1,364</td>
<td>None</td>
<td></td>
<td>1,364</td>
<td></td>
</tr>
</tbody>
</table>

Regional adjustment

<table>
<thead>
<tr>
<th></th>
<th>NYC adjustment</th>
<th>Personal Totals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LWP</td>
<td>LAP</td>
<td></td>
</tr>
<tr>
<td>apparel</td>
<td>820</td>
<td>902</td>
<td></td>
</tr>
<tr>
<td>personal</td>
<td>261</td>
<td>286</td>
<td></td>
</tr>
<tr>
<td>entertainment (LAP)</td>
<td>1,087</td>
<td>1,200</td>
<td></td>
</tr>
<tr>
<td>food</td>
<td>3,029</td>
<td>3332</td>
<td></td>
</tr>
</tbody>
</table>

*LWP gets ½ of an LAP entertainment budget
CUNY has created separate block budgets for students based on whether they live with or away from their parents as reported on the FAFSA. The following charts show how the separate dollar amounts for each budget category are derived. Not included in the charts on this page are the appropriate tuition and fee charges which are essential components of every student’s budget but are student, school and program specific. These budget calculations are the average costs of attendance estimated for students attending CUNY in each category used for the purposes of packaging aid awards and are not meant to represent exact dollar for dollar costs.

### Living with Parents

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>books &amp; supplies</td>
<td>1,364</td>
<td>use 2014 figure</td>
</tr>
<tr>
<td>transportation</td>
<td>1,088</td>
<td>use weekly metrocard ($32) x 17 weeks/term x 2 terms</td>
</tr>
<tr>
<td>apparel</td>
<td>902</td>
<td>use NYC adjusted figure</td>
</tr>
<tr>
<td>other</td>
<td>286</td>
<td>use NYC adjusted figure</td>
</tr>
<tr>
<td>entertainment</td>
<td>600</td>
<td>use NYC adjusted figure / 2</td>
</tr>
<tr>
<td>personal (total)</td>
<td>1,788</td>
<td></td>
</tr>
<tr>
<td>room &amp; board</td>
<td>4,290</td>
<td>Use Table A3: Income Protection Allowance from The EFC Formula, 2015-2016</td>
</tr>
<tr>
<td>lunch at school</td>
<td>1,232</td>
<td>use $6.75/day x 17 weeks/term x 2 terms</td>
</tr>
<tr>
<td>loan fees</td>
<td>58</td>
<td>Use average loan fee</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>9,820</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Living Away from Parents*

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>books &amp; supplies</td>
<td>1,364</td>
<td>use 2014 figure</td>
</tr>
<tr>
<td>transportation</td>
<td>1,088</td>
<td>use weekly metrocard ($32) x 17 weeks/term x 2 terms</td>
</tr>
<tr>
<td>medical</td>
<td>1,954</td>
<td>use 2015 figure adjusted to 9 months</td>
</tr>
<tr>
<td>apparel</td>
<td>902</td>
<td>use NYC adjusted figure</td>
</tr>
<tr>
<td>other</td>
<td>286</td>
<td>use NYC adjusted figure</td>
</tr>
<tr>
<td>entertainment</td>
<td>1,200</td>
<td>use NYC adjusted figure</td>
</tr>
<tr>
<td>personal (total)</td>
<td>4,342</td>
<td></td>
</tr>
<tr>
<td>housing</td>
<td>10,386</td>
<td>use CUNY housing calculation</td>
</tr>
<tr>
<td>lunch at school</td>
<td>1,232</td>
<td>use $6.75/day x 17 weeks/term x 2 terms</td>
</tr>
<tr>
<td>food at home</td>
<td>2,100</td>
<td>use NYC adjusted figure minus calculated lunch</td>
</tr>
<tr>
<td>loan fees</td>
<td>58</td>
<td>Use average loan fee</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>20,570</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Budgets for The CUNY Law School, the CUNY Graduate Center, the CUNY School of Journalism and the CUNY Med School may differ from these calculations based on higher living expenses, books, and additional medical expenses. Contact those colleges for their specific numbers.*
Budget Adjustments for Students with Special Circumstances

Certain special circumstances may call for adjustments either to raise or lower $ amounts in students’ block budgets as appropriate:

Child Care/Elder Care – Students with dependent care expenses for children under 13 years of age (that is, 12 years + 12 months – 1 day) or for an elderly family member (or members) are eligible for a dependent care allowance. This allowance should not be given to families who receive day care services or funds from the HRA or free daycare services from the college.

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hours/week per course with travel time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use $10.50/hour x 6 hours per course x 2 courses</td>
<td>$126</td>
<td></td>
</tr>
<tr>
<td>Multiply 17 weeks/term for 2 terms</td>
<td>$4284</td>
<td></td>
</tr>
<tr>
<td>Adjust result to make it divisible by 9 months</td>
<td></td>
<td>$4284</td>
</tr>
</tbody>
</table>

Disabled/Handicapped – Students who can document additional expenses as a result of a disability and who are not sponsored by the Office of Vocational Rehabilitation (OVR) and/or the Commission for the Blind and Visually Handicapped may receive a budget adjustment for these expenses. Students not presently supported by these agencies, and not previously rejected by these agencies, must be referred to them prior to making such an adjustment.

If the student indicates they need additional supplies/equipment, the FAA should inquire from the student’s counselor at the appropriate agency whether the requested items will be provided by the organization. If not, the student’s budget may be increased to reflect the reasonable cost of the items needed.

Out-of-State Tuition – Students attending CUNY charged out-of-state tuition have their budget adjusted by that amount.

Students Enrolled in ASAP – The Accelerated Study for Associate Programs (ASAP) program provides its students with Metrocards. Since ASAP students incur no costs for transportation, this budget component is adjusted to 0 for ASAP students.

Professional Judgment – The FAA may, on a case by case basis, use professional judgment to adjust elements of the cost of attendance based upon individual student requests for such consideration. Such adjustments must be for a compelling unusual circumstance that can be fully supported by documentation in the student’s file. Adjustments should be limited to expenses that relate directly to the student and his or her academic program. (Costs related to the student’s family are addressed by the EFC formula.) Documented costs for book or supplies related to the student’s curriculum in excess of the budget maximums, reasonable costs for the rental or purchase of a personal computer, unusual medical or transportation expenses exceeding the allowances in CUNY’s block budgets might justify the use of a PJ cost of attendance adjustment.

Remember that 1) the law prohibits the use of professional judgment to create a new cost of attendance category or categories; 2) the FAA is under no obligation to use professional judgments to make COA adjustments; its use by financial aid administrators is optional; and 3) the school must complete the verification process for any applicant selected by the CPS before making a COA adjustment. Note that CUNY has a standard dependent care allowance that is included in the budgets of students with dependents. This situation would not be an exercise of professional judgment. On the other hand, if a student is requesting dependent care expenses in an amount which exceeds a standard allowance, increasing the allowance on an applicant selected for verification would be a use of PJ authority that should be exercised only after verification was completed.
Less than ½ Time Budget for Self-Help and Campus-based Aid

Only the costs for tuition & fees and allowances for books & supplies, transportation and dependent care expenses (where applicable) may be included as part of the COA for students who are enrolled less than half-time. Use the following budget for packaging campus-based aid:

- Transportation: 467.50 ((5 trips @ $2.75 per week) x 34 weeks)
- Books & Supplies: 341.00 ($1,364/4)
  + $808.50
  + Tuition /fees
  + Dependent care expenses [where applicable]

[Note: The types of costs in the Pell Grant budget for students enrolled for less than half time are the same as for the other Title IV programs but the Pell budget does not pro-rate the budget components and always uses the costs for a full academic year.]

Summer Budgets

Use the appropriate block budget that reflects either living with parents or living away from parents status and the period of attendance. When students who are not enrolled in a summer session use FWS in the summer, 62.5% of the actual earnings will be treated as a resource and subtracted from the student’s academic year financial need.

Cooperative Education Budget Adjustment

Students with a “living with parents” budget enrolled in cooperative education programs for at least 4.5 months duration may have their academic year budgets increased to reflect the additional costs incurred by going to work. The maximum allowable costs are:

- Lunch: $390.00 ($32.50 per week x 12 weeks)
- Transportation: 0 (weekly Metrocard included in standard budget)
- Personal: 780.00 ($65 x 12 weeks)
- Total: $1170.00

Students who have 2 Co-op assignments during the award year will have the following budget:

1st Co-op budget: $1170.00

- Personal: 520.00
- Total: $1690.00
**CUNYfirst College Budgets**

The following budget chart is used for students who are enrolled at CUNYfirst colleges. In 2017-2018 these schools are Baruch College, Bronx CC, Brooklyn College, BMCC, College of Staten Island, City College, Guttman CC, Hostos CC, Hunter College, John Jay College, Kingsborough CC, LaGuardia CC, CUNY Law School, Lehman College, Medgar Evers College, NYCCT, CUNY School of Professional Studies, Queensborough CC, Queens College, and York College.

### LIVING AWAY FROM PARENTS - AY 2017-2018

<table>
<thead>
<tr>
<th>Category</th>
<th>SUMMER</th>
<th>ONE TERM</th>
<th>SUMMER + ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
<th>SUMMER + FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies *</td>
<td>$455</td>
<td>$682</td>
<td>$1,137</td>
<td>$1,364</td>
<td>$1,819</td>
</tr>
<tr>
<td>Transportation</td>
<td>$384</td>
<td>$544</td>
<td>$928</td>
<td>$1,088</td>
<td>$1,472</td>
</tr>
<tr>
<td>Personal</td>
<td>1,447</td>
<td>2,171</td>
<td>3,618</td>
<td>4,342</td>
<td>5,790</td>
</tr>
<tr>
<td>Housing **</td>
<td>3,462</td>
<td>5,193</td>
<td>8,655</td>
<td>10,386</td>
<td>13,848</td>
</tr>
<tr>
<td>Food (At Home)</td>
<td>700</td>
<td>1,050</td>
<td>1,750</td>
<td>2,100</td>
<td>2,800</td>
</tr>
<tr>
<td>Lunch</td>
<td>411</td>
<td>616</td>
<td>1,027</td>
<td>1,232</td>
<td>1,643</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$29</td>
<td>$29</td>
<td>$58</td>
<td>$58</td>
<td>$87</td>
</tr>
<tr>
<td>**Total Block Budget ***</td>
<td>$6,888</td>
<td>$10,285</td>
<td>$17,173</td>
<td>$20,570</td>
<td>$27,458</td>
</tr>
<tr>
<td>Child/Elder Care</td>
<td>$1,428</td>
<td>$2,142</td>
<td>$3,570</td>
<td>$4,284</td>
<td>$5,712</td>
</tr>
<tr>
<td>Housing Exclusion</td>
<td>($3,462)</td>
<td>($5,193)</td>
<td>($8,655)</td>
<td>($10,386)</td>
<td>($13,848)</td>
</tr>
<tr>
<td>Medicaid</td>
<td>($651)</td>
<td>($977)</td>
<td>($1,628)</td>
<td>($1,954)</td>
<td>($2,606)</td>
</tr>
<tr>
<td><strong>Budget w/Child Care</strong></td>
<td>$8,316</td>
<td>$12,427</td>
<td>$20,743</td>
<td>$24,854</td>
<td>$33,170</td>
</tr>
<tr>
<td><strong>Budget w/Housing Exclusion</strong></td>
<td>$3,426</td>
<td>$5,092</td>
<td>$8,518</td>
<td>$10,184</td>
<td>$13,610</td>
</tr>
<tr>
<td><strong>Budget w/Medicaid Exclusion</strong></td>
<td>$6,237</td>
<td>$9,308</td>
<td>$15,545</td>
<td>$18,616</td>
<td>$24,852</td>
</tr>
</tbody>
</table>

### Tuition + Fees

<table>
<thead>
<tr>
<th>Category</th>
<th>SUMMER</th>
<th>ONE TERM</th>
<th>SUMMER + ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
<th>SUMMER + FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Care</strong></td>
<td>$714</td>
<td>$1,071</td>
<td>$1,785</td>
<td>$2,142</td>
<td>$2,856</td>
</tr>
<tr>
<td><strong>Total w/Child Care</strong></td>
<td>$984</td>
<td>$1,475</td>
<td>$2,456</td>
<td>$2,951</td>
<td>$3,934</td>
</tr>
</tbody>
</table>

*If a student's curriculum requires books and supply costs in excess of this standard maximum, such costs must be documented.*

**The amount allocated for housing assumes that students share housing costs.**

***Students' college costs, excluding tuition and fees, are expected to be the total block budget. The category breakouts are a general guide and the amounts can be reallocated between categories.*

For LaGuardia students, see text for appropriate co-op adjustments.

Any differences between these budgets and the budgets calculated on FAP15 and CUNYfirst are due to rounding.
The following budget chart is used for students who are enrolled at CUNYfirst colleges. In 2016-2017 these school are Baruch College, Bronx CC, Brooklyn College, BMCC, College of Staten Island, City College, Guttman CC, Hostos CC, Hunter College, John Jay College, Kingsborough CC, LaGuardia CC, CUNY Law School, Lehman College, Medgar Evers College, NYCCT, CUNY School of Professional Studies, Queensborough CC, Queens College, and York College.

### LIVING WITH PARENTS - AY 2017-2018

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>ONE TERM</th>
<th>SUMMER + ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
<th>SUMMER + FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books and Supplies</strong></td>
<td>$455</td>
<td>$682</td>
<td>$1,137</td>
<td>$1,364</td>
<td>$1,819</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>$384</td>
<td>$544</td>
<td>$928</td>
<td>$1,088</td>
<td>$1,472</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>$411</td>
<td>$616</td>
<td>$1,027</td>
<td>$1,232</td>
<td>$1,643</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td>$596</td>
<td>$894</td>
<td>$1,490</td>
<td>$1,788</td>
<td>$2,384</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td>$1,430</td>
<td>$2,145</td>
<td>$3,575</td>
<td>$4,290</td>
<td>$5,720</td>
</tr>
<tr>
<td><strong>Loan Fees</strong></td>
<td>$29</td>
<td>$29</td>
<td>$58</td>
<td>$58</td>
<td>$87</td>
</tr>
<tr>
<td><strong>Total Block Budget</strong> **</td>
<td>$3,305</td>
<td>$4,910</td>
<td>$8,215</td>
<td>$9,820</td>
<td>$13,125</td>
</tr>
<tr>
<td><strong>Child Care</strong></td>
<td>$1,428</td>
<td>$2,142</td>
<td>$3,570</td>
<td>$4,284</td>
<td>$5,712</td>
</tr>
<tr>
<td><strong>Housing Exclusion</strong></td>
<td>($1,430)</td>
<td>($2,145)</td>
<td>($3,575)</td>
<td>($4,290)</td>
<td>($5,720)</td>
</tr>
<tr>
<td><strong>Budget w/Child Care</strong></td>
<td>$4,733</td>
<td>$7,052</td>
<td>$11,785</td>
<td>$14,104</td>
<td>$18,837</td>
</tr>
<tr>
<td><strong>Budget w/Housing Exclusion</strong></td>
<td>$1,875</td>
<td>$2,765</td>
<td>$4,640</td>
<td>$5,530</td>
<td>$7,405</td>
</tr>
<tr>
<td><strong>Budget w/Child Care &amp; Housing Exclusion</strong></td>
<td>$3,303</td>
<td>$4,907</td>
<td>$8,210</td>
<td>$9,814</td>
<td>$13,117</td>
</tr>
</tbody>
</table>

**Tuition + Fees**

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>ONE TERM</th>
<th>SUMMER + ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
<th>SUMMER + FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$270</td>
<td>$404</td>
<td>$674</td>
<td>$809</td>
<td>$1,078</td>
</tr>
<tr>
<td><strong>Child Care</strong></td>
<td>$714</td>
<td>$1,071</td>
<td>$1,785</td>
<td>$2,142</td>
<td>$2,856</td>
</tr>
<tr>
<td><strong>Total w/Child Care</strong></td>
<td>$984</td>
<td>$1,475</td>
<td>$2,459</td>
<td>$2,951</td>
<td>$3,934</td>
</tr>
</tbody>
</table>

*If a student’s curriculum requires books and supply costs in excess of this standard maximum, such costs must be documented.

**The amount allocated for housing expects that students share housing costs.

***Students’ college costs, excluding tuition and fees, are expected to be the total block budget. The category breakouts are a general guide and the amounts can be reallocated between categories.
# 2017/18 CUNY Budgets

## 2016 Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>2015 12 months</th>
<th>2015 9 months</th>
<th>2016 12 months</th>
<th>2016 9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>housing</td>
<td>14,830</td>
<td>11,490</td>
<td>15,157</td>
<td>11,743</td>
</tr>
<tr>
<td>apparel</td>
<td>1,090</td>
<td>831</td>
<td>1,076</td>
<td>820</td>
</tr>
<tr>
<td>personal</td>
<td>344</td>
<td>261</td>
<td>343</td>
<td>261</td>
</tr>
<tr>
<td>entertainment</td>
<td>1,429</td>
<td>1,078</td>
<td>1,440</td>
<td>1,087</td>
</tr>
<tr>
<td>medical</td>
<td>2,402</td>
<td>1,847</td>
<td>2,514</td>
<td>1,954</td>
</tr>
<tr>
<td>food</td>
<td>4,022</td>
<td>3,023</td>
<td>4,030</td>
<td>3,029</td>
</tr>
<tr>
<td>at home</td>
<td>1,926</td>
<td>1,442</td>
<td>1,884</td>
<td>1,410</td>
</tr>
<tr>
<td>lunch</td>
<td>2,183</td>
<td>1,651</td>
<td>2,260</td>
<td>1,708</td>
</tr>
</tbody>
</table>

## Regional Adjustment

<table>
<thead>
<tr>
<th>Item</th>
<th>LWP 12 months</th>
<th>LWP 9 months</th>
<th>LAP 12 months</th>
<th>LAP 9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>apparel</td>
<td>820</td>
<td>10%</td>
<td>902</td>
<td></td>
</tr>
<tr>
<td>personal</td>
<td>261</td>
<td>10%</td>
<td>286</td>
<td></td>
</tr>
<tr>
<td>entertainment (LAP)</td>
<td>1,087</td>
<td>10%</td>
<td>1200</td>
<td></td>
</tr>
<tr>
<td>food</td>
<td>3,029</td>
<td>10%</td>
<td>3332</td>
<td></td>
</tr>
</tbody>
</table>

## Personal Totals

<table>
<thead>
<tr>
<th>Item</th>
<th>LWP</th>
<th>LAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>apparel</td>
<td>902</td>
<td>902</td>
</tr>
<tr>
<td>personal</td>
<td>286</td>
<td>286</td>
</tr>
<tr>
<td>entertainment</td>
<td>600</td>
<td>1,200</td>
</tr>
<tr>
<td>food</td>
<td>1,788</td>
<td>2,388</td>
</tr>
</tbody>
</table>

* Housing budget: Review of 1 bedroom apartments on Craigslist from 12/26/12 average cost = $1098/month for individual share of apartment
  Use $1098 rent + $56 utilities = $1154/month for housing ($10,386 for 9 months)
  Use 2012 figure due to average apartment rent going down for 2016

** Lunch: $7.25/day * 5 days * 17 weeks/term * 2 terms

Living with Parents

<table>
<thead>
<tr>
<th>books &amp; supplies</th>
<th>use 2016 amount</th>
<th>1364</th>
</tr>
</thead>
<tbody>
<tr>
<td>transportation</td>
<td>use weekly metrocard ($32) * 17 weeks/term * 2 terms</td>
<td>1088</td>
</tr>
<tr>
<td>personal</td>
<td>apparel adjusted figure</td>
<td>902</td>
</tr>
<tr>
<td>Category</td>
<td>Details</td>
<td>Amount</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>OSFA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal</td>
<td>use NYC adjusted figure</td>
<td>286</td>
</tr>
<tr>
<td>entertainment</td>
<td>use NYC adjusted figure / 2</td>
<td>600</td>
</tr>
<tr>
<td>lunch</td>
<td>use $7.25/day * 5 days * 17 weeks/term * 2 terms</td>
<td>1788</td>
</tr>
<tr>
<td>room &amp; board</td>
<td>use $4,290 (derived from income protection allowance)</td>
<td>1232</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>9762</td>
</tr>
<tr>
<td><strong>Living away from Parents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>books &amp; supplies</td>
<td>use 2016 amount</td>
<td>1,364</td>
</tr>
<tr>
<td>transportation</td>
<td>use weekly metrocard ($32) * 17 weeks/term * 2 terms</td>
<td>1,088</td>
</tr>
<tr>
<td>personal</td>
<td>medical</td>
<td>1,95</td>
</tr>
<tr>
<td></td>
<td>use 2016 figure adjusted to 9 months</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>apparel</td>
<td>902</td>
</tr>
<tr>
<td></td>
<td>use NYC adjusted figure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>personal</td>
<td>286</td>
</tr>
<tr>
<td></td>
<td>use NYC adjusted figure</td>
<td>1,20</td>
</tr>
<tr>
<td></td>
<td>entertainment</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>4,342</td>
</tr>
<tr>
<td>housing</td>
<td>use 2012 calculation for housing</td>
<td>10,386</td>
</tr>
<tr>
<td>food - lunch</td>
<td>use $7.25/day * 5 days * 17 weeks/term * 2 terms</td>
<td>1232</td>
</tr>
<tr>
<td>at home</td>
<td>use NYC adjusted food minus calculated lunch</td>
<td>2,100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>20,512</td>
</tr>
<tr>
<td>Child care</td>
<td>Assume 6 hours/week per course with travel time</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>use $10.50/hour * 6 hours per course * 2 courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>multiply by 17 weeks/term for 2 terms</td>
<td>4284</td>
</tr>
<tr>
<td></td>
<td>--adjust result (if needed) to make it divisible by 9 months--</td>
<td>4284</td>
</tr>
<tr>
<td>&lt; Half-time</td>
<td>Transportation ((5 trips @ $2.75) per week) x 34 weeks)</td>
<td>468</td>
</tr>
<tr>
<td></td>
<td>Books &amp; Supplies ($1364/4)</td>
<td>341</td>
</tr>
<tr>
<td></td>
<td></td>
<td>809</td>
</tr>
</tbody>
</table>
# SAM 2017-2018

## Budgets for LaGuardia, Kingsborough and Guttman Community Colleges

Living With Parent  
**Kingsborough, LaGuardia, Guttman**

### >= HALF TIME

<table>
<thead>
<tr>
<th></th>
<th>ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies *</td>
<td>$758</td>
<td>$1,516</td>
</tr>
<tr>
<td>Transportation</td>
<td>$640</td>
<td>$1,280</td>
</tr>
<tr>
<td>Lunch</td>
<td>$725</td>
<td>$1,450</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$993</td>
<td>$1,987</td>
</tr>
<tr>
<td>Housing</td>
<td>$2,383</td>
<td>$4,766</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$29</td>
<td>$58</td>
</tr>
<tr>
<td><strong>Total Block Budget</strong> **</td>
<td><strong>$5,528</strong></td>
<td><strong>$11,057</strong></td>
</tr>
<tr>
<td><strong>Child Care</strong></td>
<td><strong>$2,520</strong></td>
<td><strong>$5,040</strong></td>
</tr>
<tr>
<td><strong>Housing Exclusion</strong></td>
<td><strong>($2,383)</strong></td>
<td><strong>($4,766)</strong></td>
</tr>
</tbody>
</table>

**Budget w/Child Care**  
$8,048  $16,096

**Budget w/Housing Exclusion**  
$3,125  $6,250

**BUDGET w/CHILD CARE & HOUSING EXCLUSION**  
$5,665  $11,330

+ Tuition + Fees

### < HALF TIME

<table>
<thead>
<tr>
<th></th>
<th>ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$467</td>
<td>$841</td>
</tr>
<tr>
<td>Child Care</td>
<td>$1,260</td>
<td>$2,520</td>
</tr>
</tbody>
</table>

**TOTAL w/CHILD CARE**  
$1,727  $3,361

+ Tuition + Fees

---

* If a student's curriculum requires books and supply costs in excess of this standard maximum, such costs must be documented.

** Student college costs, excluding tuition and fees, are expected to be the total block budget. The category breakouts are a general guide and the amounts can be reallocated between categories.

Any differences between these budgets and the budgets calculated on CUNYfirst are due to rounding.
## Budgets for LaGuardia, Kingsborough and Guttman Community Colleges

### Living Away From Parent

<table>
<thead>
<tr>
<th></th>
<th>&gt;= HALF TIME</th>
<th>ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies *</td>
<td>758</td>
<td>1,516</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>640</td>
<td>1,280</td>
<td></td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>2,412</td>
<td>4,825</td>
<td></td>
</tr>
<tr>
<td>Housing **</td>
<td>5,770</td>
<td>11,540</td>
<td></td>
</tr>
<tr>
<td>Food (At Home)</td>
<td>1,126</td>
<td>2,252</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>725</td>
<td>1,450</td>
<td></td>
</tr>
<tr>
<td>Loan Fees</td>
<td>29</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>**Total Block Budget *****</td>
<td><strong>$11,460</strong></td>
<td><strong>$22,920</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care</td>
<td>$2,520</td>
<td>$5,040</td>
</tr>
<tr>
<td>Housing Exclusion</td>
<td>($5,770)</td>
<td>($11,540)</td>
</tr>
<tr>
<td>Medicaid</td>
<td>($1,086)</td>
<td>($2,171)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget w/Child Care</td>
<td>$13,960</td>
<td>$27,920</td>
</tr>
<tr>
<td>Budget w/Housing Exclusion</td>
<td>$5,690</td>
<td>$11,380</td>
</tr>
<tr>
<td>Budget w/Medicaid Exclusion</td>
<td>$10,374</td>
<td>$20,749</td>
</tr>
</tbody>
</table>

* + Tuition + Fees
** + Tuition + Fees
*** + Tuition + Fees

### < HALF TIME

<table>
<thead>
<tr>
<th></th>
<th>ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$446</td>
<td>$891</td>
</tr>
<tr>
<td>Child Care</td>
<td>$1,260</td>
<td>$2,520</td>
</tr>
</tbody>
</table>

**TOTAL W/CHILD CARE**

<table>
<thead>
<tr>
<th></th>
<th>ONE TERM</th>
<th>2 TERMS - FALL/SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Tuition + Fees</td>
<td>$1,706</td>
<td>$3,411</td>
</tr>
</tbody>
</table>

---

* If a student's curriculum requires books and supply costs in excess of this standard maximum, such costs must be documented.
** The amount allocated for housing expects that students share housing costs.
*** Student college costs, excluding tuition and fees, are expected to be the total block budget. The category breakouts are a general guide and the amounts can be reallocated between categories.

Any differences between these budgets and the budgets calculated on CUNYfirst are due to rounding.
## 2017/18 CUNY Budgets

### Source: www.bls.gov

<table>
<thead>
<tr>
<th></th>
<th>2015 12 months</th>
<th>2015 9 months</th>
<th>2016 12 months</th>
<th>2016 9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing</strong></td>
<td>14,830</td>
<td>11,490 2.2%</td>
<td>15,157</td>
<td>11,743</td>
</tr>
<tr>
<td><strong>Apparel</strong></td>
<td>1,090</td>
<td>831 1.3%</td>
<td>1,076</td>
<td>820</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td>344</td>
<td>261 0.1%</td>
<td>343</td>
<td>261</td>
</tr>
<tr>
<td><strong>Entertainment</strong></td>
<td>1,429</td>
<td>1,078 0.8%</td>
<td>1,440</td>
<td>1,087</td>
</tr>
<tr>
<td><strong>Medical</strong></td>
<td>2,402</td>
<td>1,847 5.8%</td>
<td>2,541</td>
<td>1,954</td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td>4,022</td>
<td>3,023 0.2%</td>
<td>4,030</td>
<td>3,029</td>
</tr>
<tr>
<td><strong>At Home</strong></td>
<td>1,926</td>
<td>1,442 2.2%</td>
<td>1,884</td>
<td>1,410</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>2,183</td>
<td>1,651 3.5%</td>
<td>2,260</td>
<td>1,708</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>1,364</td>
<td></td>
<td>1,364</td>
<td></td>
</tr>
</tbody>
</table>

### Regional Adjustment

<table>
<thead>
<tr>
<th></th>
<th>LWP 10%</th>
<th>LAP 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apparel</strong></td>
<td>820</td>
<td>902</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td>261</td>
<td>286</td>
</tr>
<tr>
<td><strong>Entertainment (LAP)</strong></td>
<td>1,087</td>
<td>1,200</td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td>3,029</td>
<td>3,332</td>
</tr>
</tbody>
</table>

### Personal Totals

<table>
<thead>
<tr>
<th></th>
<th>LWP 902</th>
<th>LAP 902</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apparel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entertainment (LAP)</strong></td>
<td>600</td>
<td>1,200</td>
</tr>
</tbody>
</table>

**LWP gets 1/2 of an entertainment budget**

**Housing Budget:** Review of 1 bedroom apartments on Craigslist from 12/26/12
- Average cost = $1098/month for individual share of apartment
- Use $1098 rent + $56 utilities = $1154/month for housing ($10,386 for 9 months)
- Use 2012 figure due to average apartment rent going down for 2015

**Lunch:** $7.25/day * 5 days * 17 weeks/term * 2 terms

## Living with Parents

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books &amp; Supplies</strong></td>
<td>use 2016 amount for 10 months</td>
<td>1516</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>use weekly metrocard ($32) * 20 weeks/term * 2 terms</td>
<td>1280</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td>use 9 month calculation converted to 10 month ($1800/9 x 10 months)</td>
<td>1987</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>use $7.25/day * 5 days * 20 weeks/term * 2 terms</td>
<td>1450</td>
</tr>
<tr>
<td><strong>Room &amp; Board</strong></td>
<td>use $4,766 (derived from income protection allowance $4290/9x10)</td>
<td>4766</td>
</tr>
<tr>
<td><strong>Loan Fee</strong></td>
<td></td>
<td>58</td>
</tr>
</tbody>
</table>

**TOTAL:** 11056
Living away from Parents

<table>
<thead>
<tr>
<th>Item</th>
<th>Use 2016 amount for 10 months</th>
<th>Use use weekly metrocard ($32) * 20 weeks/term</th>
<th>Use 2016 figure adjusted to 10 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>books &amp; supplies</td>
<td>1516</td>
<td></td>
<td></td>
</tr>
<tr>
<td>transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal medical</td>
<td>2,171</td>
<td></td>
<td></td>
</tr>
<tr>
<td>apparel personal</td>
<td>1,002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>entertainment</td>
<td>1,333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>housing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>food - lunch at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,825</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child care

<table>
<thead>
<tr>
<th>Item</th>
<th>Use 6 hours/week per course with travel time</th>
<th>Use $10.50/hour * 6 hours per course * 2 courses</th>
<th>Multiply by 20 weeks/term for 2 terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child care</td>
<td>Assume 6 hours/week per course with travel time</td>
<td>Use $10.50/hour * 6 hours per course * 2 courses</td>
<td>Multiply by 20 weeks/term for 2 terms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>126</td>
<td>5040</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-- adjust result (if needed) to make it divisible by 9 months --</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5040</td>
</tr>
</tbody>
</table>

< Half-time

<table>
<thead>
<tr>
<th>Item</th>
<th>Use 6 hours/week per course with travel time</th>
<th>Use $10.50/hour * 6 hours per course * 2 courses</th>
<th>Multiply by 20 weeks/term for 2 terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>(5 trips @ $2.75 per week) x 40 weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22,862</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2017/18 CUNY Budgets

Source: www.bls.gov

<table>
<thead>
<tr>
<th>Item</th>
<th>2015 12 months</th>
<th>2015 9 months</th>
<th>2016 12 months</th>
<th>2016 9 months</th>
<th>Use CUNY calculation below*</th>
</tr>
</thead>
<tbody>
<tr>
<td>housing</td>
<td>14,830</td>
<td>11,490</td>
<td>15,157</td>
<td>11,743</td>
<td></td>
</tr>
<tr>
<td>apparel</td>
<td>1,090</td>
<td>831</td>
<td>1,076</td>
<td>820</td>
<td></td>
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<tr>
<td>personal</td>
<td>344</td>
<td>261</td>
<td>343</td>
<td>261</td>
<td></td>
</tr>
<tr>
<td>entertainment</td>
<td>1,429</td>
<td>1,078</td>
<td>1,440</td>
<td>1,087</td>
<td></td>
</tr>
<tr>
<td>medical</td>
<td>2,402</td>
<td>1,847</td>
<td>2,541</td>
<td>1,954</td>
<td></td>
</tr>
<tr>
<td>food</td>
<td>4,022</td>
<td>3,023</td>
<td>4,030</td>
<td>3,029</td>
<td></td>
</tr>
<tr>
<td>at home</td>
<td>1,926</td>
<td>1,442</td>
<td>1,884</td>
<td>1,410</td>
<td></td>
</tr>
<tr>
<td>lunch</td>
<td>2,183</td>
<td>1,651</td>
<td>2,260</td>
<td>1,708</td>
<td></td>
</tr>
<tr>
<td>books</td>
<td>1,364</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regional adjustment

<table>
<thead>
<tr>
<th>Item</th>
<th>LWP</th>
<th>LAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>apparel</td>
<td>820</td>
<td>902</td>
</tr>
</tbody>
</table>
# Student Budgets 6-15

## SAM 2017-2018

<table>
<thead>
<tr>
<th>Category</th>
<th>Personal</th>
<th>Entertainment (LAP)</th>
<th>Food</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>286</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td>261</td>
<td>10%</td>
<td>286</td>
<td></td>
</tr>
<tr>
<td><strong>Entertainment (LAP)</strong></td>
<td>1,087</td>
<td>10%</td>
<td>1200</td>
<td></td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td>3,029</td>
<td>10%</td>
<td>3332</td>
<td></td>
</tr>
</tbody>
</table>

LWP gets 1/2 of an entertainment budget

| **Total** | 1,788 | 2,388 |

* Housing budget: Review of 1 bedroom apartments on Craigslist from 12/26/12
  - average cost = $1098/month for individual share of apartment
  - Use $1098 rent + $56 utilities = $1154/month for housing ($10,386 for 9 months)
  - Use 2012 figure due to average apartment rent going down for 2015

** Lunch: $7.25/day * 5 days * 17 weeks/term * 2 terms

Living with Parents:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Supplies</td>
<td>use 2016 amount</td>
</tr>
<tr>
<td>Transportation</td>
<td>use weekly metrocard ($32) * 17 weeks/term * 2 terms</td>
</tr>
<tr>
<td>Personal</td>
<td>use 9 month calculation</td>
</tr>
<tr>
<td>Lunch</td>
<td>use $7.25/day * 5 days * 17 weeks/term * 2 terms</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>Use $4290 (derived from income protection allowance)</td>
</tr>
</tbody>
</table>

** TOTAL: 9762

Living away from Parents:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Supplies</td>
<td>use 2016 amount for 10 months</td>
</tr>
<tr>
<td>Transportation</td>
<td>use weekly metrocard ($32) * 17 weeks/term * 2 terms</td>
</tr>
<tr>
<td>Personal</td>
<td>use 2016 figure adjusted to 10 months</td>
</tr>
<tr>
<td>Medical</td>
<td>use NYC figure adjusted to 10 months</td>
</tr>
<tr>
<td>Apparel</td>
<td>use NYC figure adjusted to 10 months</td>
</tr>
<tr>
<td>Personal</td>
<td>use NYC figure adjusted to 10 months</td>
</tr>
<tr>
<td>Entertainment</td>
<td>use NYC figure adjusted to 10 months</td>
</tr>
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</table>

** TOTAL: 4,825

Food, Lunch, and Housing:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>use 2012 calculation for housing * 10 months</td>
</tr>
<tr>
<td>Food - Lunch at home</td>
<td>use $7.25/day * 5 days * 20 weeks/term * 2 terms</td>
</tr>
</tbody>
</table>

** TOTAL: 22,822

Child Care:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assume 6 hours/week per course with travel time</td>
<td>use $10.50/hour * 6 hours per course * 2 courses</td>
</tr>
<tr>
<td>Multiply by 20 weeks/term for 2 terms</td>
<td>5040</td>
</tr>
</tbody>
</table>

** Adjust result (if needed) to make it divisible by 9 months: 5040

< Half-time:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>$550</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$341</td>
</tr>
</tbody>
</table>

** TOTAL: 891

---

*STUDENT BUDGETS 6-15*
The fees shown on this chart represent the average fees students are typically charged in CUNYfirst. The fee amounts an individual student actually pays may differ on occasion from the calculated fees posted to FAP.

This chart includes the U.S.S. student government fee ($1.45 per semester), the Consolidated Services Fee ($15.00 per semester), the appropriate student activities fee and the Technology Fee ($125.00 per semester for all colleges, $62.50 part time). In CUNYfirst, all fees must be whole numbers so the student government fee is rounded. All fees are rounded out.

These fees are correct as of June 1, 2017 but may be changed by the CUNY Board of Trustees at any time.

<table>
<thead>
<tr>
<th>College</th>
<th>Summer 2015</th>
<th>Academic Year 2017-2018</th>
<th>One Semester 2015-2016</th>
<th>Academic Year 2017-2018</th>
<th>One Semester 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UG</td>
<td>Grad</td>
<td>UG</td>
<td>Grad</td>
<td>UG</td>
</tr>
<tr>
<td>Community Colleges</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BMCC</td>
<td>123.00</td>
<td>-</td>
<td>370.00</td>
<td>-</td>
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</tr>
<tr>
<td>Bronx</td>
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<td>-</td>
<td>406.00</td>
<td>-</td>
<td>203.00</td>
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<tr>
<td>Hostos</td>
<td>141.00</td>
<td>-</td>
<td>408.00</td>
<td>-</td>
<td>204.00</td>
</tr>
<tr>
<td>Kingsboro</td>
<td>-</td>
<td>-</td>
<td>452.00</td>
<td>-</td>
<td>226.00</td>
</tr>
<tr>
<td>LaGuardia</td>
<td>-</td>
<td>-</td>
<td>418.00</td>
<td>-</td>
<td>209.00</td>
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<tr>
<td>NCC</td>
<td>-</td>
<td>-</td>
<td>394.00</td>
<td>-</td>
<td>197.00</td>
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<tr>
<td>Queensboro</td>
<td>94.00</td>
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<td>410.00</td>
<td>-</td>
<td>205.00</td>
</tr>
<tr>
<td>Senior Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baruch</td>
<td>158.00</td>
<td>92.00</td>
<td>532.00</td>
<td>360.00</td>
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</tr>
<tr>
<td>Brooklyn</td>
<td>156.00 D</td>
<td>140.00 E</td>
<td>420.00 D</td>
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<tr>
<td>CSI</td>
<td>178.00</td>
<td>240.00</td>
<td>560.00</td>
<td>560.00</td>
<td>280.00</td>
</tr>
<tr>
<td>City</td>
<td>153.00 P</td>
<td>91.00 P</td>
<td>145.00F</td>
<td>83.00 P</td>
<td>410.00</td>
</tr>
<tr>
<td>Hunter</td>
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<td>92.00</td>
<td>452.00</td>
<td>308.00</td>
<td>226.00</td>
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<td>John Jay</td>
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<td>540.00</td>
<td>442.00</td>
<td>270.00</td>
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<tr>
<td>Lehman</td>
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<td>152.00</td>
<td>480.00</td>
<td>480.00</td>
<td>240.00</td>
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<tr>
<td>Medgar Evers</td>
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<td>422.00</td>
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<td>211.00</td>
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<td>NYC Tech</td>
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<td>390.00</td>
<td>-</td>
<td>195.00</td>
</tr>
<tr>
<td>Professional Studies</td>
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<td>Queens</td>
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<td>135.00</td>
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<td>522.00</td>
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<td>York</td>
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<td>-</td>
<td>428.00</td>
<td>-</td>
<td>214.00</td>
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<tr>
<td>Graduate Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>-</td>
<td>128.00</td>
<td>-</td>
<td>564.00</td>
<td>-</td>
</tr>
</tbody>
</table>
Legacy College Student Fees 2017-2018

The fees shown on this chart represent the average fees students are typically charged. The fee amounts an individual student actually pays may differ on occasion from the calculated fees posted to FAP.

This chart includes the U.S.S. student government fee ($1.45 per semester), the Consolidated Services Fee ($15.00 per semester), the appropriate student activities fee and the Technology Fee ($125 per semester for all colleges).

These fees are correct as of June 1, 2016 but may be changed by the CUNY Board of Trustees.

<table>
<thead>
<tr>
<th>College</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UG Grad</td>
<td>UG Grad</td>
</tr>
<tr>
<td>Graduate Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td>– 50.00</td>
<td>– 364.00</td>
</tr>
<tr>
<td>Graduate School of Journalism</td>
<td>– 1130.00 F</td>
<td>1331.00 S</td>
</tr>
<tr>
<td></td>
<td>– 665.00 S</td>
<td>– 1231.00 S</td>
</tr>
</tbody>
</table>
DETERMINING EXPECTED FAMILY CONTRIBUTION

The completed FAFSA furnishes all the information needed to calculate the Estimated Family Contribution (EFC) for dependent and independent students. EFCs are calculated using a uniform formula approved by Congress for each student category and are used to determine a student’s need for federal student aid. This chapter outlines the three basic EFC formulae: Dependent Student, Independent Student without Dependents (other than spouse), and Independent Student with Dependents (other than spouse) and gives the worksheets and tables needed to hand-calculate an EFC for each category. Also discussed are additional special calculations that may be applied in certain circumstances: the Simplified EFC Formula, the Automatic Zero EFC, and EFCs for enrollment periods other than 9 months.

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OSFA

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The EFC Formula, 2017-2018 Guide link:
EFC Formula for Dependent Students (Regular and Simplified)

The Regular Dependent Student Formula calculates the EFC from three elements: the parents’ contribution (including a contribution from both income and assets), the student’s contribution from income and the student’s contribution from assets. The EFC is the sum of the three.

The Simplified Dependent Student Formula is basically the same as the regular formula except that the asset information isn’t included in the calculation. A dependent student qualifies for the simplified formula if:

- the student’s parents either filed or were eligible to file a 2015 IRS Form 1040A or 1040EZ, or were not required to file any tax return, OR anyone included in the household size received benefits during 2015 or 2016 from a “means-tested Federal benefit program” such as Medicaid, Supplemental Security Income, Food Stamp Program, Temporary Assistance for Needy Families (TANF), etc. OR either parent is a dislocated worker, AND
- the parents’ combined AGI (or income earned from work for non-filers) was less than $50,000.

Parents’ Contribution

The three basic steps in calculating the parents’ contribution involve 1) determining the parents’ available income, 2) calculating the parents’ contribution from assets and 3) calculating the parental contribution using the available income, contribution from assets and the number in college.

Parents’ available income is calculated by first adding all taxed and untaxed parental income and then subtracting from the total income allowances that account for certain non-discretionary expenses such as taxes paid, basic living expenses and an employment expense allowance. The amount of income remaining is assumed by the formula to be available at least in part to help pay for a post-secondary education. This amount can be a negative number. [Note: the school may assume the IPA includes 30% for food, 22% for housing, 9% for transportation, 16% for clothing and personal expenses, 11% medical expenses and 12% miscellaneous.]

In the full formula, a portion of the parents’ net worth is calculated by adding together the assets reported on the FAFSA and applying certain offsets and allowances to come up with a number that is called the parents’ discretionary net worth. The parents’ contribution from assets is calculated by multiplying the discretionary net worth by a conversion rate of 12%. If the contribution from assets is a negative number, it is set as zero. In the simplified formula, the parents’ assets are not counted in the calculation.

Finally, the parents’ available income and the contributions from assets are added together to obtain the parents’ adjusted available income. This amount can be a negative number. The parents’ total contribution is a percentage of the adjusted available income and represents the total amount parents are expected to contribute toward all of the family members’ postsecondary costs. This amount is divided by the number in college to get the parents’ contribution for the individual student. Parents are not included in the number attending college.
Student’s Contribution from Income
The student’s contribution from income is determined by first calculating the student’s available income. Like the parents’ contribution, this figure is the total taxed and untaxed student income minus the total allowances. The allowances to the student’s income include taxes paid, an income protection allowance of $6,420 and parent’s Adjusted Available Income (if it is a negative number). The student’s available income is assessed at 50% for student’s contribution from income. If this amount is a negative number, it is set to zero.

Student’s Contribution from Assets
The student’s assets are treated similarly to the parents’ assets but with a 20% conversion rate and differences in the offsets. In the simplified formula, the student’s assets are not counted in the calculation.

Final EFC Calculation
The Parents’ Contribution, the Student’s Contribution from Income and the Student’s Contribution from Assets are added together to get the EFC.

Alternate EFCs
The law specifies that the EFC of a dependent student must be modified for enrollment periods greater or lesser than 9-months. For periods of less than 9 months, the parents’ contribution is pro-rated according to the number of months of enrollment. Likewise, the student’s contribution from income is pro-rated and then added to the contribution from assets, which is not pro-rated. For periods greater than 9 months, the parents’ contribution is adjusted according to p. 3 of Worksheet A of the EFC Worksheets while the student’s contribution remains the same. A table of alternate EFCs, used when students are attending for periods of from 1 to 12 months, can be found in the “FAA Information” section of the SAR/ISIR.

Automatic Zero EFC
A zero EFC is automatically assigned to a dependent student if:
- the parents of the student was not required to file a 2015 IRS Form 1040 (long form); OR if anyone included in the household size received benefits during 2014 or 2015 from a “means-tested Federal benefit program” such as Medicaid Program, Supplemental Security Income, Food Stamp Program, Temporary Assistance for Needy Families (TANF), etc., OR if either parent is a dislocated worker, AND
- the combined parental AGI (for tax-filers) or income earned from work (for non-filers) was $25,000 or less.

Using the Dependent Student Worksheets
The following 12 pages contain Worksheets for the Regular Dependent Student EFC Formula, & the Simplified Dependent Student Formula, and Tables A-1 through A-7 needed to determine the necessary offsets and allowances. The worksheets allow hand calculations of both the 9 months EFC and the EFC for periods of enrollment other than 9 months for both categories of independent student. The simplified worksheet grays out the asset information not used in the calculation and alerts you if the student is eligible for the automatic zero EFC.
### 2017–2018 EFC Formula A: Dependent Student

#### Parents' Income in 2015

1. Parents' Adjusted Gross Income (FAFSA/SAR #85) If negative, enter zero.
2. a. Parent 1 (father/mother/stepparent) income earned from work (FAFSA/SAR #88) __________
   b. Parent 2 (father/mother/stepparent) income earned from work (FAFSA/SAR #89) __________
   Total parents' income earned from work __________
3. Parents' Taxable Income (If tax filers, enter the amount from line 1 above. If non-tax filers, enter the amount from line 2.)*
4. Total untaxed income and benefits: (Total of FAFSA/SAR #94a, through 94i) + __________
5. Taxable and untaxed income (sum of line 3 and line 4) __________
6. Total additional financial information (Total of FAFSA/SAR #93a, through 93c) __________
7. **Total Income** (line 5 minus line 6) May be a negative number. __________

#### Allowances Against Parents' Income

8. 2015 U.S. income tax paid (FAFSA/SAR #86) (tax filers only) If negative, enter zero.
9. State and other tax allowance (Table A1) If negative, enter zero. +
10. Parent 1 (father/mother/stepparent) Social Security tax allowance (Table A2) +
11. Parent 2 (father/mother/stepparent) Social Security tax allowance (Table A2) +
12. Income protection allowance (Table A3) +
13. Employment expense allowance:
   - Two working parents (Parents' Marital Status is "married" or "unmarried and both parents living together"): 35% of the lesser of the earned incomes, or $4,000, whichever is less
   - One-parent families: 35% of earned income, or $4,000, whichever is less
   - Two-parent families, one working parent: enter zero +
14. **Total Allowances** =

*STOP HERE if the following are true:
Line 3 is $25,000 or less and

- The parents are eligible to file a 2015 IRS Form 1040A or 1040EZ (they are not required to file a 2015 Form 1040) or they are not required to file any income tax return or
- Anyone included in the parents' household size (as defined on the FAFSA) received benefits during 2015 or 2016 from any of the designated means-tested federal benefit programs or
- Either of the parents is a dislocated worker.
If these circumstances are true, the Expected Family Contribution is automatically zero.

#### Available Income

- Total income (from line 7)
- Total allowances (from line 14) =
- **Available Income** (A1) May be a negative number. =

#### Parents' Contribution from Assets

- Cash, savings & checking (FAFSA/SAR #90) +
- Net worth of investments** (FAFSA/SAR #91) If negative, enter zero.
- Net worth of business and/or investment farm (FAFSA/SAR #92) +
  - If negative, enter zero.
- Adjusted net worth of business/farm (Calculate using Table A4.) +
- Net worth (sum of lines 16, 17, and 19) =
- Education savings and asset protection allowance (Table A5) =
- Discretionary net worth (line 20 minus line 21) =
- Asset conversion rate × .12
- **Contribution from Assets** =

#### Parents' Contribution

- **Available Income** (A1) (from line 15)
- Contribution from Assets (from line 24) +
- Adjusted Available Income (AAI) May be a negative number. =
- Total parents' contribution from AAI (Calculate using Table A6) If negative, enter zero.
- Number in college in 2017–2018 (Exclude parents) (FAFSA/SAR #74) +
- **Parents' Contribution** (standard contribution for nine-month enrollment)*** If negative, enter zero. =

---

**Do not include the family's home.**

***To calculate the parents' contribution for other than nine-month enrollment, see page 11.

**continued on the next page**
OSFA

REGULAR WORKSHEET
Page 2

STUDENT'S INCOME IN 2015

29. Adjusted Gross Income (FAFSA/SAR #36)
   If negative, enter zero.

30. Income earned from work (FAFSA/SAR #39)

31. Taxable Income
   (If tax filer, enter the amount from line 29 above.
   If non-tax filer, enter the amount from line 30.)

32. Total untaxed income and benefits
   (Total of FAFSA/SAR #43a. through 45j.) +

33. Taxable and untaxed income
   (sum of line 31 and line 32) =

34. Total additional financial information
   (Total of FAFSA/SAR #44a. through 44c.) -

35. TOTAL INCOME
   (line 33 minus line 34)
   May be a negative number.

ALLOWANCES AGAINST STUDENT INCOME

36. 2015 U.S. income tax paid (FAFSA/SAR #37)
   (tax filers only) If negative, enter zero.

37. State and other tax allowance
   (Table A7) If negative, enter zero. +

38. Social Security tax allowance (Table A2) +

39. Income protection allowance + 6,420

40. Allowance for parents’ negative Adjusted
    Available Income (If line 25 is negative, enter
    line 25 as a positive number in line 40.
    If line 25 is zero or positive, enter zero in
    line 40.) +

41. TOTAL ALLOWANCES =

STUDENT'S CONTRIBUTION FROM INCOME

42. Available income (AI) =

43. Assessment of AI × .50

44. STUDENT'S CONTRIBUTION FROM AI
   If negative, enter zero.

STUDENT'S CONTRIBUTION FROM ASSETS

45. Cash, savings & checking (FAFSA/SAR #41)

46. Net worth of investments*
   (FAFSA/SAR #42)
   If negative, enter zero +

47. Net worth of business and/or investment farm
   (FAFSA/SAR #43)
   If negative, enter zero. +

48. Net worth (sum of lines 45 through 47) =

49. Assessment rate × .20

50. STUDENT'S CONTRIBUTION FROM ASSETS =

EXPECTED FAMILY CONTRIBUTION

PARENTS’ CONTRIBUTION
(from line 28)

STUDENT'S CONTRIBUTION FROM AI
(from line 44) +

STUDENT'S CONTRIBUTION FROM ASSETS
(from line 50) +

51. EXPECTED FAMILY CONTRIBUTION
   (standard contribution for nine-month
   enrollment)** If negative, enter zero. =

*Do not include the student’s home.

**To calculate the EFC for other than nine-month enrollment, see the
next page.
Note: Use this additional page to prorate the EFC only if the student will be enrolled for other than nine months and only to determine the student's need for Campus-Based aid or a Federal Direct Subsidized Loan. Do not use this page to prorate the EFC for a Federal Pell Grant or TEACH Grant. The EFC for the Federal Pell Grant Program is the nine-month EFC used in conjunction with the cost of attendance to determine a Federal Pell Grant award from the Payment or Disbursement Schedule.

### Calculation of Parents' Contribution for a Student Enrolled LESS than Nine Months

<table>
<thead>
<tr>
<th>A1. Parents' contribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(standard contribution for nine-month enrollment, from line 28)</td>
<td></td>
</tr>
<tr>
<td>A2. Divide by 9</td>
<td>+</td>
</tr>
<tr>
<td>A3. Parents' contribution per month</td>
<td>=</td>
</tr>
<tr>
<td>A4. Multiply by number of months of enrollment</td>
<td>×</td>
</tr>
<tr>
<td>A5. Parents' contribution for LESS than nine-month enrollment</td>
<td>=</td>
</tr>
</tbody>
</table>

### Calculation of Parents' Contribution for a Student Enrolled MORE than Nine Months

| B1. Parents' Adjusted Available Income (AAI) (from line 25—may be a negative number) |   |
| B2. Difference between the income protection allowance for a family of four and a family of five, with one in college | + 4,950 |
| B3. Alternate parents' AAI for more than nine-month enrollment (line B1 + line B2) | = |
| B4. Total parents' contribution from alternate AAI (calculate using Table A6) | = |
| B5. Number in college (FASFA/JSAR #74) | + |
| B6. Alternate parents' contribution for student (line B4 divided by line B5) | = |
| B7. Standard parents' contribution for the student for nine-month enrollment (from line 28) | = |
| B8. Difference (line B6 minus line B7) | = |
| B9. Divide line B8 by 12 months | + 12 |
| B10. Parents' contribution per month | = |
| B11. Number of months student will be enrolled that exceed 9 | × |
| B12. Adjustment to parents' contribution for months that exceed nine (multiply line B10 by line B11) | = |
| B13. Standard parents' contribution for nine-month enrollment (from line 28) | + |
| B14. Parents' contribution for MORE than nine-month enrollment | = |

### Calculation of Student's Contribution from Available Income (AI) for a Student Enrolled LESS than Nine Months*

| C1. Student's contribution from AI |   |
| (standard contribution for nine-month enrollment, from line 44) |   |
| C2. Divide by 9 | + 9 |
| C3. Student's contribution from AI per month | = |
| C4. Multiply by number of months of enrollment | × |
| C5. Student's contribution from AI for LESS than nine-month enrollment | = |

*For students enrolled more than nine months, the standard contribution from AI is used (the amount from line 44). Use next page to calculate total EFC for enrollment periods other than nine months.
Calculation of Total Expected Family Contribution for Periods of Enrollment Other than Nine Months

Parents’ Contribution—use ONE appropriate amount from previous page:
- Enter amount from line A5 for enrollment periods less than nine months OR
- Enter amount from line B14 for enrollment periods greater than nine months

Student’s Contribution from Available Income—use ONE appropriate amount from previous page:
- Enter amount from line C5 for enrollment periods less than nine months OR
- Enter amount from line 44 for enrollment periods greater than nine months

Student’s Contribution from Assets
- Enter amount from line 50

Expected Family Contribution for periods of enrollment other than nine months

+  

-
### 2017–2018 EFC Formula A: Dependent Student

#### Parents' Income in 2015

1. **Parents' Adjusted Gross Income (AFS/SA R #85)**
   - If negative, enter zero.

2. **Parent 1 (father/mother/stepparent) income earned from work (AFS/SA R #86)**
   - Enter the amount from line 2.

3. **Parent 2 (father/mother/stepparent) income earned from work (AFS/SA R #90)**
   - Enter the amount from line 2.

   **Total parents' income earned from work**

4. **Parents' Taxable Income**
   - If tax filers, enter the amount from line 1.
   - If non-tax filers, enter the amount from line 2.

5. **Total untaxed income and benefits**
   - Total of FAFS/SA R #4a through #4k

6. **Total additional financial information**
   - Total of FAFS/SA R #9a through #9c

7. **Total Income**
   - (line 5 minus line 6) May be a negative number.

#### Allowances Against Parents' Income

8. **2015 U.S. income tax paid (AFS/SA R #86)**
   - (tax filers only) If negative, enter zero.

9. **State and other tax allowance**
   - (Table A1) If negative, enter zero.

10. **Parent 1 (father/mother/stepparent) Social Security tax allowance (Table A2)**

11. **Parent 2 (father/mother/stepparent) Social Security tax allowance (Table A2)**

12. **Income protection allowance (Table A3)**

13. **Employment expense allowance:**
   - Two working parents (Parents' Marital Status is "married" or "unmarried and both parents living together"): 35% of the lesser of the earned incomes, or $4,000, whichever is less
   - One-parent families: 35% of earned income, or $4,000, whichever is less
   - Two-parent families, one working parent: enter zero

14. **Total Allowances**

---

**STOP HERE** if the following are true:

- Line 3 is $25,000 or less and
- The parents are eligible to file a 2015 IRS Form 1040A or 1040EZ (they are not required to file 2015 Form 1040) or they are not required to file any income tax return or
- Anyone included in the parents' household size (as defined on the FAFSA) received benefits during 2015 or 2016 from any of the designated means-tested federal benefit programs or
- Either of the parents is a disabled worker.

If these circumstances are true, the Expected Family Contribution is automatically zero.

---

### Available Income

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Total income</td>
<td></td>
</tr>
<tr>
<td>Total allowances</td>
<td></td>
</tr>
<tr>
<td>Available Income (AI)</td>
<td>May be a negative number.</td>
</tr>
</tbody>
</table>

### Parents' Contribution from Assets

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash, savings &amp; checking (AFS/SA R #90)</td>
<td>+</td>
</tr>
<tr>
<td>Net worth of investments** (AFS/SA R #91)</td>
<td>If negative, enter zero.</td>
</tr>
<tr>
<td>Net worth of business and/or investment farm (AFS/SA R #92)</td>
<td>If negative, enter zero.</td>
</tr>
<tr>
<td>Adjusted net worth of business/farm (Calculate using Table A4.)</td>
<td>+</td>
</tr>
<tr>
<td>Net worth (sum of lines 16, 17, and 19)</td>
<td>=</td>
</tr>
<tr>
<td>Education savings and asset protection allowance (Table A5)</td>
<td>=</td>
</tr>
<tr>
<td>Discretionary net worth (line 20 minus line 21)</td>
<td>=</td>
</tr>
<tr>
<td>Asset conversion rate</td>
<td>x</td>
</tr>
</tbody>
</table>

### Contribution from Assets

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Available Income (AI) (from line 15)</td>
<td></td>
</tr>
<tr>
<td>Contribution from Assets (from line 24)</td>
<td>+</td>
</tr>
</tbody>
</table>

### Parents' Contribution

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted Available Income (AAI)</td>
<td>May be a negative number.</td>
</tr>
<tr>
<td>Total parents' contribution from AAI (Calculate using Table A6.)</td>
<td>If negative, enter zero.</td>
</tr>
<tr>
<td>Number in college in 2017–2018 (Exclude parents) (AFS/SA R #74)</td>
<td>+</td>
</tr>
<tr>
<td>PARENTS' CONTRIBUTION (standard contribution for nine-month enrollment)**</td>
<td>If negative, enter zero.</td>
</tr>
</tbody>
</table>

---

**Do not include the family's home.**

---

**To calculate the parents' contribution for other than nine-month enrollment, see page 15.**

**Note: Do not complete the shaded areas; asset information is not required in the simplified formula.**

*continued on the next page*
### Student's Income in 2015

29. Adjusted Gross Income (FAFSA/SAR #36)  
   If negative, enter zero.  
30. Income earned from work (FAFSA/SAR #39)  
31. Taxable Income  
   (If tax filer, enter the amount from line 29 above.  
   If non-tax filer, enter the amount from line 30.)  
32. Total untaxed income and benefits  
   (Total of FAFSA/SAR #45a, through #45j)  
33. Taxable and untaxed income  
   (sum of line 31 and line 32)  
34. Total additional financial information  
   (Total of FAFSA/SAR #44a, through #44c)  
35. TOTAL INCOME  
   (line 33 minus line 34)  
   May be a negative number.

### Allowances Against Student Income

36. 2015 U.S. income tax paid (FAFSA/SAR #37)  
   (tax filers only) If negative, enter zero.  
37. State and other tax allowance  
   (Table A7) If negative, enter zero.  
38. Social Security tax allowance (Table A2)  
39. Income protection allowance  
   + 6,420  
40. Allowance for parents' negative Adjusted  
   Available Income (If line 25 is negative, enter  
   line 25 as a positive number in line 40.  
   If line 25 is zero or positive, enter zero in  
   line 40.)  
41. TOTAL ALLOWANCES  

### Student's Contribution from Assets

45. Cash, savings & checking (FAFSA/SAR #41)  
46. Net worth of investments*  
   (FAFSA/SAR #42)  
   If negative, enter zero  
47. Net worth of business and/or investment farm  
   (FAFSA/SAR #43)  
   If negative, enter zero.  
48. Net worth (sum of lines 45 through 47)  
49. Assessment rate  
50. STUDENT'S CONTRIBUTION FROM ASSETS  

### Expected Family Contribution

#### Parents' Contribution  
(from line 28)  

#### Student's Contribution from Adjusted Income (from line 44)  

#### Student's Contribution from Assets  
(from line 50)  

51. EXPECTED FAMILY CONTRIBUTION  
   (standard contribution for nine-month enrollment)**  
   If negative, enter zero.  

*Do not include the student’s home.  

**To calculate the EFC for other than nine-month enrollment, see the next page.

Note: Do not complete the shaded areas; asset information is not required in the simplified formula.
Note: Use this additional page to prorate the EFC only if the student will be enrolled for other than nine months and only to determine the student’s need for Campus-Based aid or a Federal Direct Subsidized Loan. Do not use this page to prorate the EFC for a Federal Pell Grant or TEACH Grant. The EFC for the Federal Pell Grant Program is the nine-month EFC used in conjunction with the cost of attendance to determine a Federal Pell Grant award from the Payment or Disbursement Schedule.

**Calculation of Parents’ Contribution for a Student Enrolled LESS than Nine Months**

A1. Parents’ contribution  
(standard contribution for nine-month enrollment, from line 28)  
A2. Divide by 9  
A3. Parents’ contribution per month  
A4. Multiply by number of months of enrollment  
A5. Parents’ contribution for LESS than nine-month enrollment  

**Calculation of Parents’ Contribution for a Student Enrolled MORE than Nine Months**

B1. Parents’ Adjusted Available Income (AAI) (from line 25—may be a negative number)  
B2. Difference between the income protection allowance for a family of four and a family of five, with one in college  
B3. Alternate parents’ AAI for more than nine-month enrollment (line B1 + line B2)  
B4. Total parents’ contribution from alternate AAI (calculate using Table A6)  
B5. Number in college (FAFSA/SAR #74)  
B6. Alternate parents’ contribution for student (line B4 divided by line B5)  
B7. Standard parents’ contribution for the student for nine-month enrollment (from line 28)  
B8. Difference (line B6 minus line B7)  
B9. Divide line B8 by 12 months  
B10. Parents’ contribution per month  
B11. Number of months student will be enrolled that exceed 9  
B12. Adjustment to parents’ contribution for months that exceed nine (multiply line B10 by line B11)  
B13. Standard parents’ contribution for nine-month enrollment (from line 28)  
B14. Parents’ contribution for MORE than nine-month enrollment  

**Calculation of Student’s Contribution from Available Income (AI) for a Student Enrolled LESS than Nine Months**

C1. Student’s contribution from AI  
(standard contribution for nine-month enrollment, from line 44)  
C2. Divide by 9  
C3. Student’s contribution from AI per month  
C4. Multiply by number of months of enrollment  
C5. Student’s contribution from AI for LESS than nine-month enrollment  

*For students enrolled more than nine months, the standard contribution from AI is used (the amount from line 44). Use next page to calculate total EFC for enrollment periods other than nine months.
<table>
<thead>
<tr>
<th>Calculation of Total Expected Family Contribution for Periods of Enrollment Other than Nine Months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents' Contribution</strong>—use ONE appropriate amount from previous page:</td>
</tr>
<tr>
<td>• Enter amount from line A5 for enrollment periods less than nine months OR</td>
</tr>
<tr>
<td>• Enter amount from line B14 for enrollment periods greater than nine months</td>
</tr>
<tr>
<td><strong>Student's Contribution from Available Income</strong>—use ONE appropriate amount from previous page:</td>
</tr>
<tr>
<td>• Enter amount from line C5 for enrollment periods less than nine months OR</td>
</tr>
<tr>
<td>• Enter amount from line 44 for enrollment periods greater than nine months</td>
</tr>
<tr>
<td><strong>Expected Family Contribution for periods of enrollment other than nine months</strong></td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td>=</td>
</tr>
</tbody>
</table>
## Table A1: State and Other Tax Allowance
for EFC Formula A Worksheet (parents only)

<table>
<thead>
<tr>
<th>State</th>
<th>Percent of Total Income</th>
<th>State</th>
<th>Percent of Total Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0 - $14,999</td>
<td>$15,000 or more</td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>3%</td>
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<tr>
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<tr>
<td>Northern Mariana Islands</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>7%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Palau</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td>7%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>South Dakota</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Utah</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td>6%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Virgin Islands</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>6%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>7%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Wyoming</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Blank or Invalid State</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

To calculate the state and other tax allowance, multiply the Parents’ Total Income (EFC Formula A Worksheet, line 7) by the appropriate rate from the table above to get the “State and Other Tax Allowance” (EFC Formula A Worksheet, line 9). Use the parents’ State of Legal Residence (FAFSA/SAR #70). If this item is blank or invalid, use the student’s State of Legal Residence (FAFSA/SAR #18). If both items are blank or invalid, use the State in the Student’s Mailing Address (FAFSA/SAR #6). If all three items are blank or invalid, use the rate for a blank or invalid state above.
### Table A2: Social Security Tax

<table>
<thead>
<tr>
<th>Income Earned from Work*</th>
<th>Social Security Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 – $118,500</td>
<td>7.65% of income</td>
</tr>
<tr>
<td>$118,501 or greater</td>
<td>$9,065.25 + 1.45% of amount over $118,500</td>
</tr>
</tbody>
</table>

Calculate separately the Social Security tax of parent 1, parent 2, and the student.

*Parent 1 (father/mother/stepparent) 2015 income earned from work is FAFSA/SAR #88
Parent 2 (father/mother/stepparent) 2015 income earned from work is FAFSA/SAR #89
Student’s 2015 income earned from work is FAFSA/SAR#39
Social Security Tax will never be less than zero.

### Table A3: Income Protection Allowance

<table>
<thead>
<tr>
<th>Number in parents’ household, including student (FAFSA/SAR #73)</th>
<th>Number of college students in the household (FAFSA/SAR #74)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>$17,910</td>
</tr>
<tr>
<td>3</td>
<td>$22,300</td>
</tr>
<tr>
<td>4</td>
<td>$27,540</td>
</tr>
<tr>
<td>5</td>
<td>$32,490</td>
</tr>
<tr>
<td>6</td>
<td>$38,010</td>
</tr>
</tbody>
</table>

Note: For each additional family member, add $4,290.
For each additional college student (except parents), subtract $3,050.

### Table A4: Business/Farm Net Worth Adjustment

<table>
<thead>
<tr>
<th>If the net worth of a business or farm is—</th>
<th>Then the adjusted net worth is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $1</td>
<td>—$0</td>
</tr>
<tr>
<td>$1 to $130,000</td>
<td>40% of net worth of business/farm</td>
</tr>
<tr>
<td>$130,001 to $385,000</td>
<td>$52,000 + 50% of net worth over $130,000</td>
</tr>
<tr>
<td>$385,001 to $640,000</td>
<td>$179,500 + 60% of net worth over $385,000</td>
</tr>
<tr>
<td>$640,001 or more</td>
<td>$332,500 + 100% of net worth over $640,000</td>
</tr>
</tbody>
</table>
Table A5: Parents’ Education Savings and Asset Protection Allowance for EFC Formula A Worksheet (parents only)

<table>
<thead>
<tr>
<th>Age of older parent as of 12/31/2017*</th>
<th>Allowance if there are two parents**</th>
<th>Allowance if there is only one parent</th>
<th>Age of older parent as of 12/31/2017*</th>
<th>Allowance if there are two parents**</th>
<th>Allowance if there is only one parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or less</td>
<td>$0</td>
<td>$0</td>
<td>46</td>
<td>$19,300</td>
<td>$10,900</td>
</tr>
<tr>
<td>26</td>
<td>1,100</td>
<td>600</td>
<td>47</td>
<td>19,800</td>
<td>11,200</td>
</tr>
<tr>
<td>27</td>
<td>2,200</td>
<td>1,300</td>
<td>48</td>
<td>20,200</td>
<td>11,400</td>
</tr>
<tr>
<td>28</td>
<td>3,400</td>
<td>1,900</td>
<td>49</td>
<td>20,700</td>
<td>11,700</td>
</tr>
<tr>
<td>29</td>
<td>4,500</td>
<td>2,600</td>
<td>50</td>
<td>21,200</td>
<td>12,000</td>
</tr>
<tr>
<td>30</td>
<td>5,600</td>
<td>3,200</td>
<td>51</td>
<td>21,700</td>
<td>12,200</td>
</tr>
<tr>
<td>31</td>
<td>6,700</td>
<td>3,800</td>
<td>52</td>
<td>22,400</td>
<td>12,500</td>
</tr>
<tr>
<td>32</td>
<td>7,800</td>
<td>4,500</td>
<td>53</td>
<td>22,900</td>
<td>12,800</td>
</tr>
<tr>
<td>33</td>
<td>9,000</td>
<td>5,100</td>
<td>54</td>
<td>23,600</td>
<td>13,200</td>
</tr>
<tr>
<td>34</td>
<td>10,100</td>
<td>5,800</td>
<td>55</td>
<td>24,100</td>
<td>13,500</td>
</tr>
<tr>
<td>35</td>
<td>11,200</td>
<td>6,400</td>
<td>56</td>
<td>24,800</td>
<td>13,800</td>
</tr>
<tr>
<td>36</td>
<td>12,300</td>
<td>7,000</td>
<td>57</td>
<td>25,600</td>
<td>14,100</td>
</tr>
<tr>
<td>37</td>
<td>13,400</td>
<td>7,700</td>
<td>58</td>
<td>26,200</td>
<td>14,500</td>
</tr>
<tr>
<td>38</td>
<td>14,600</td>
<td>8,300</td>
<td>59</td>
<td>26,900</td>
<td>14,900</td>
</tr>
<tr>
<td>39</td>
<td>15,700</td>
<td>9,000</td>
<td>60</td>
<td>27,600</td>
<td>15,200</td>
</tr>
<tr>
<td>40</td>
<td>16,800</td>
<td>9,600</td>
<td>61</td>
<td>28,300</td>
<td>15,600</td>
</tr>
<tr>
<td>41</td>
<td>17,100</td>
<td>9,800</td>
<td>62</td>
<td>29,300</td>
<td>16,000</td>
</tr>
<tr>
<td>42</td>
<td>17,500</td>
<td>10,000</td>
<td>63</td>
<td>30,100</td>
<td>16,400</td>
</tr>
<tr>
<td>43</td>
<td>17,900</td>
<td>10,200</td>
<td>64</td>
<td>31,100</td>
<td>16,900</td>
</tr>
<tr>
<td>44</td>
<td>18,400</td>
<td>10,500</td>
<td>65 or older</td>
<td>31,900</td>
<td>17,300</td>
</tr>
<tr>
<td>45</td>
<td>18,800</td>
<td>10,700</td>
<td>65 or older</td>
<td>31,900</td>
<td>17,300</td>
</tr>
</tbody>
</table>

* Determine the age of the older parent listed in FAFSA/SAR #64 and #68 as of 12/31/2017. If no parent date of birth is provided, use age 45.

** Use the two parent allowance when the Parents’ Marital Status listed in FAFSA/SAR #59 is “married or remarried” or “unmarried and both parents are living together.”

Table A6: Parents’ Contribution from AAI

<table>
<thead>
<tr>
<th>If the parents’ AAI—</th>
<th>Then the parents’ contribution from AAI is—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than -$3,409</td>
<td>-$750</td>
</tr>
<tr>
<td>-$3,409 to $16,000</td>
<td>22% of AAI</td>
</tr>
<tr>
<td>$16,001 to $20,100</td>
<td>$3,520 + 25% of AAI over $16,000</td>
</tr>
<tr>
<td>$20,101 to $24,200</td>
<td>$4,545 + 29% of AAI over $20,100</td>
</tr>
<tr>
<td>$24,201 to $28,300</td>
<td>$5,734 + 34% of AAI over $24,200</td>
</tr>
<tr>
<td>$28,301 to $32,300</td>
<td>$7,128 + 40% of AAI over $28,300</td>
</tr>
<tr>
<td>$32,301 or more</td>
<td>$8,728 + 47% of AAI over $32,300</td>
</tr>
</tbody>
</table>
Table A7: State and Other Tax Allowance
for EFC Formula A Worksheet (student only)

<table>
<thead>
<tr>
<th>State</th>
<th>Percent</th>
<th>State</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>2%</td>
<td>Montana</td>
<td>3%</td>
</tr>
<tr>
<td>Alaska</td>
<td>0%</td>
<td>Nebraska</td>
<td>3%</td>
</tr>
<tr>
<td>American Samoa</td>
<td>1%</td>
<td>Nevada</td>
<td>1%</td>
</tr>
<tr>
<td>Arizona</td>
<td>2%</td>
<td>New Hampshire</td>
<td>1%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>3%</td>
<td>New Jersey</td>
<td>5%</td>
</tr>
<tr>
<td>California</td>
<td>6%</td>
<td>New Mexico</td>
<td>2%</td>
</tr>
<tr>
<td>Canada and Canadian Provinces</td>
<td>1%</td>
<td>New York</td>
<td>7%</td>
</tr>
<tr>
<td>Colorado</td>
<td>3%</td>
<td>North Carolina</td>
<td>4%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>5%</td>
<td>North Dakota</td>
<td>1%</td>
</tr>
<tr>
<td>Delaware</td>
<td>3%</td>
<td>Northern Mariana Islands</td>
<td>1%</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>6%</td>
<td>Ohio</td>
<td>3%</td>
</tr>
<tr>
<td>Federated States of Micronesia</td>
<td>1%</td>
<td>Oklahoma</td>
<td>2%</td>
</tr>
<tr>
<td>Florida</td>
<td>1%</td>
<td>Oregon</td>
<td>5%</td>
</tr>
<tr>
<td>Georgia</td>
<td>3%</td>
<td>Palau</td>
<td>1%</td>
</tr>
<tr>
<td>Guam</td>
<td>1%</td>
<td>Pennsylvania</td>
<td>3%</td>
</tr>
<tr>
<td>Hawaii</td>
<td>4%</td>
<td>Puerto Rico</td>
<td>1%</td>
</tr>
<tr>
<td>Idaho</td>
<td>3%</td>
<td>Rhode Island</td>
<td>4%</td>
</tr>
<tr>
<td>Illinois</td>
<td>3%</td>
<td>South Carolina</td>
<td>3%</td>
</tr>
<tr>
<td>Indiana</td>
<td>3%</td>
<td>South Dakota</td>
<td>1%</td>
</tr>
<tr>
<td>Iowa</td>
<td>3%</td>
<td>Tennessee</td>
<td>1%</td>
</tr>
<tr>
<td>Kansas</td>
<td>3%</td>
<td>Texas</td>
<td>1%</td>
</tr>
<tr>
<td>Kentucky</td>
<td>4%</td>
<td>Utah</td>
<td>3%</td>
</tr>
<tr>
<td>Louisiana</td>
<td>2%</td>
<td>Vermont</td>
<td>3%</td>
</tr>
<tr>
<td>Maine</td>
<td>4%</td>
<td>Virgin Islands</td>
<td>1%</td>
</tr>
<tr>
<td>Marshall Islands</td>
<td>1%</td>
<td>Virginia</td>
<td>4%</td>
</tr>
<tr>
<td>Maryland</td>
<td>6%</td>
<td>Washington</td>
<td>1%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>4%</td>
<td>West Virginia</td>
<td>2%</td>
</tr>
<tr>
<td>Mexico</td>
<td>1%</td>
<td>Wisconsin</td>
<td>4%</td>
</tr>
<tr>
<td>Michigan</td>
<td>3%</td>
<td>Wyoming</td>
<td>1%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>5%</td>
<td>Blank or Invalid State</td>
<td>1%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2%</td>
<td>Other</td>
<td>1%</td>
</tr>
<tr>
<td>Missouri</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To calculate the state and other tax allowance, multiply the Student’s Total Income (EFC Formula A Worksheet, line 35) by the appropriate rate from the table above to get the “State and Other Tax Allowance” (EFC Formula A Worksheet, line 37). Use the Student’s State of Legal Residence (FAFSA/SAR #18) reported on the FAFSA. If this item is blank or invalid, use the state in the student’s mailing address (FAFSA/SAR #6). If both items are blank or invalid, use the Parents’ State of Legal Residence (FAFSA/SAR #70). If all three items are blank or invalid, use the rate for a blank or invalid state above.
EFC Formula for Independent Students Without Dependents Other Than a Spouse (Regular and Simplified)

The **Regular Independent Student Without Dependents Formula** calculates the EFC from two elements: the student’s contribution from available income and the student’s contribution from assets. These two numbers are added together and the sum is divided by the number in college.

The **Simplified Independent Student Without Dependents Formula** is the same as the regular formula except that the asset information isn’t included in the calculation. An independent student qualifies for the simplified formula if:

- the student or spouse either filed or were eligible to file a 2015 IRS Form 1040A or 1040EZ, or were not required to file any tax return, OR if anyone included in the household size received benefits during 2015 or 2016 from a “means-tested Federal benefit program” such as Medicaid Program, Supplemental Security Income, Food Stamp Program, Temporary Assistance for Needy Families (TANF), etc., OR either student or spouse is a dislocated worker, AND
- the combined AGI (or income earned from work for non-filers) of student and spouse was less than $50,000.

**Student’s Contribution from Available Income**
The student’s available income is the total taxed and untaxed income for the student (and spouse, if married) minus the total allowances for non-discretionary expenses. These allowances include taxes paid, an income protection allowance (for basic living expenses) and an employment expense allowance. The IPA is $9,960 for unmarried students (or for married students with a spouse attending college at least half-time) and $15,960 for married students with a spouse who is not attending college. The student’s available income can be a negative number. The available income is assessed at a rate of 50% to come up with the student’s contribution from available income.

**Student’s Contribution from Assets**
In the full formula, a portion of the student’s (and spouse’s) net worth is calculated by adding together the assets reported on the FAFSA and applying certain offsets and allowances to come up with a number that is called the student’s discretionary net worth. The contribution from assets is derived from the student’s discretionary net worth by multiplying it by a 20% conversion rate. If the contribution from assets is less than zero, it is set to zero. In the simplified formula, the student’s assets are not counted in the calculation.

**Alternate EFCs**
The law specifies that the EFC of an independent student must be modified for enrollment periods greater or lesser than 9-months. For periods of less than 9 months, the EFC is simply pro-rated by dividing it by 9 and then multiplying the result by the number of months the student will be enrolled. For periods greater than 9 months, the EFC remains the same as for 9 months.

**Automatic Zero EFC**
Independent students with no dependents do not qualify for the automatic zero EFC.
### 2017-2018 EFC FORMULA B: INDEPENDENT STUDENT Without Dependent(s) Other than a Spouse

#### STUDENT/SPOUSE INCOME IN 2015

1. Student’s and spouse’s Adjusted Gross Income (FAFSA/SAR #36) If negative, enter zero.
   
2. a. Student’s income earned from work (FAFSA/SAR #39) 
   
2. b. Spouse’s income earned from work (FAFSA/SAR #40) +
   
   Total student/spouse income earned from work =
   
3. Student/spouse Taxable Income
   (If tax filers, enter the amount from line 1 above. If non-tax filers, enter the amount from line 2.)
   
4. Total untaxed income and benefits
   (sum total of FAFSA/SAR #45a. through 45j.) +
   
5. Taxable and untaxed income
   (sum of line 3 and line 4) =
   
6. Total additional financial information
   (sum total of FAFSA/SAR #44a. through 44l.) –
   
7. TOTAL INCOME
   (line 5 minus line 6) May be a negative number. =

#### CONTRIBUTION FROM AVAILABLE INCOME

15. AVAILABLE INCOME (AI) =
   
16. Assessment rate \( \times .50 \)
   
17. CONTRIBUTION FROM AI
   May be a negative number.

#### STUDENT/SPOUSE’S CONTRIBUTION FROM ASSETS

18. Cash, savings & checking (FAFSA/SAR #41) +
   
19. Net worth of investments* (FAFSA/SAR #42)
   If negative, enter zero.
   
20. Net worth of business and/or investment firm (FAFSA/SAR #43)
   If negative, enter zero.
   
21. Adjusted net worth of business/farm
   (Calculate using Table B3.) +
   
22. Net worth (sum of lines 18, 19, and 21) =
   
23. Asset protection allowance (Table B4) –
   
24. Discretionary net worth (line 22 minus line 23) =
   
25. Asset conversion rate \( \times .20 \)
   
26. CONTRIBUTION FROM ASSETS
   If negative, enter zero.

#### EXPECTED FAMILY CONTRIBUTION

27. Contribution from AI and assets =
   
28. Number in college in 2017–2018 (FAFSA/SAR #96) +
   
29. EXPECTED FAMILY CONTRIBUTION
   for nine month enrollment. If negative, enter zero,** =

---

*Do not include the student’s home.

**To calculate the EFC for less than nine-month enrollment, see the next page. If the student is enrolled for more than nine months, use the nine-month EFC (line 29 above).
Note: Use this additional page to prorate the EFC only if the student will be enrolled for other than nine months and only to determine the student’s need for Campus-Based aid or Federal Direct Subsidized Loan. Do not use this page to prorate the EFC for a Federal Pell Grant or TEACH Grant. The EFC for the Federal Pell Grant Program is the nine-month EFC used in conjunction with the cost of attendance to determine a Federal Pell Grant award from the Payment or Disbursement Schedule.

<table>
<thead>
<tr>
<th>Calculation of Expected Family Contribution for a Student Enrolled for Less than Nine Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Family Contribution (standard contribution for nine-month enrollment, from line 29)</td>
</tr>
<tr>
<td>Divide by 9</td>
</tr>
<tr>
<td>Expected Family Contribution per month</td>
</tr>
<tr>
<td>Multiply by number of months of enrollment</td>
</tr>
<tr>
<td>Expected Family Contribution for less than nine-month enrollment*</td>
</tr>
</tbody>
</table>

*Substitute the student’s EFC for less than nine-month enrollment in place of the EFC for the standard nine-month enrollment (EFC Formula B Worksheet, line 29).
### 2017–2018 EFC Formula B: Independent Student Without Dependent(s) Other than a Spouse

#### Student/Spouse Income in 2015
1. Student’s and spouse’s Adjusted Gross Income (FAFSA/SAR #36) If negative, enter zero.
2. a. Student’s income earned from work (FAFSA/SAR #39)
   b. Spouse’s income earned from work (FAFSA/SAR #40) +
   Total student/spouse income earned from work =
3. Student/spouse Taxable Income
   (If tax filers, enter the amount from line 1 above. If non-tax filers, enter the amount from line 2.)
4. Total untaxed income and benefits
   (sum total of FAFSA/SAR #45a through 45j) +
5. Taxable and untaxed income
   (sum of line 3 and line 4) =
6. Total additional financial information
   (sum total of FAFSA/SAR #44a through 44c) =
7. TOTAL INCOME
   (line 5 minus line 6) May be a negative number. =

#### Contributions from Available Income
8. TOTAL INCOME (from line 7)
9. TOTAL ALLOWANCES (from line 14) =
10. AVAILABLE INCOME (AI) × .50
11. CONTRIBUTION FROM AI May be a negative number. =

#### Student/Spouse’s Contribution from Assets
12. Cash, savings & checking (FAFSA/SAR #41) +
13. Net worth of investments* (FAFSA/SAR #42)
   If negative, enter zero.
14. Net worth of business and/or investment farm (FAFSA/SAR #43)
   If negative, enter zero.
15. Adjusted net worth of business/farm
   (Calculate using Table B3.) +
16. Net worth (sum of lines 18, 19, and 21) =
17. Asset protection allowance (Table B4) =
18. Discretionary net worth (line 22 minus line 23) =
19. Asset conversion rate ×
20. CONTRIBUTION FROM ASSETS If negative, enter zero. =

#### Expected Family Contribution
21. CONTRIBUTION FROM AI (from line 17) May be a negative number.
22. CONTRIBUTION FROM ASSETS (from line 26) +
23. Contribution from AI and assets =
24. Number in college in 2017–2018 (FAFSA/SAR #96) +
25. EXPECTED FAMILY CONTRIBUTION for nine month enrollment. If negative, enter zero.** =

*Do not include the student’s home.
**To calculate the EFC for less than nine-month enrollment, see the next page. If the student is enrolled for more than nine months, use the nine-month EFC (line 29 above).

Note: Do not complete the shaded areas; asset information is not required in the simplified formula.
Note: Use this additional page to prorate the EFC only if the student will be enrolled for other than nine months and only to determine the student's need for Campus-Based aid or a Federal Direct Subsidized Loan. Do not use this page to prorate the EFC for a Federal Pell Grant or TEACH Grant. The EFC for the Federal Pell Grant Program is the nine-month EFC used in conjunction with the cost of attendance to determine a Federal Pell Grant award from the Payment or Disbursement Schedule.

### Calculation of Expected Family Contribution for a Student Enrolled for Less than Nine Months

<table>
<thead>
<tr>
<th>Description</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Family Contribution (standard contribution for nine-month enrollment, from line 29)</td>
<td>+ 9</td>
</tr>
<tr>
<td>Divide by 9</td>
<td></td>
</tr>
<tr>
<td>Expected Family Contribution per month</td>
<td>=</td>
</tr>
<tr>
<td>Multiply by number of months of enrollment</td>
<td>×</td>
</tr>
<tr>
<td>Expected Family Contribution for less than nine-month enrollment*</td>
<td>=</td>
</tr>
</tbody>
</table>

*Substitute the student's EFC for less than nine-month enrollment in place of the EFC for the standard nine-month enrollment (EFC Formula B Worksheet, line 29.)
### Table B1: State and Other Tax Allowance

<table>
<thead>
<tr>
<th>State</th>
<th>Percent</th>
<th>State</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>2%</td>
<td>Montana</td>
<td>3%</td>
</tr>
<tr>
<td>Alaska</td>
<td>0%</td>
<td>Nebraska</td>
<td>3%</td>
</tr>
<tr>
<td>American Samoa</td>
<td>1%</td>
<td>Nevada</td>
<td>1%</td>
</tr>
<tr>
<td>Arizona</td>
<td>2%</td>
<td>New Hampshire</td>
<td>1%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>3%</td>
<td>New Jersey</td>
<td>5%</td>
</tr>
<tr>
<td>California</td>
<td>6%</td>
<td>New Mexico</td>
<td>2%</td>
</tr>
<tr>
<td>Canada and Canadian Provinces</td>
<td>1%</td>
<td>New York</td>
<td>7%</td>
</tr>
<tr>
<td>Colorado</td>
<td>3%</td>
<td>North Carolina</td>
<td>4%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>5%</td>
<td>North Dakota</td>
<td>1%</td>
</tr>
<tr>
<td>Delaware</td>
<td>3%</td>
<td>Northern Mariana Islands</td>
<td>1%</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>6%</td>
<td>Ohio</td>
<td>3%</td>
</tr>
<tr>
<td>Federated States of Micronesia</td>
<td>1%</td>
<td>Oklahoma</td>
<td>2%</td>
</tr>
<tr>
<td>Florida</td>
<td>1%</td>
<td>Oregon</td>
<td>5%</td>
</tr>
<tr>
<td>Georgia</td>
<td>3%</td>
<td>Palau</td>
<td>1%</td>
</tr>
<tr>
<td>Guam</td>
<td>1%</td>
<td>Pennsylvania</td>
<td>3%</td>
</tr>
<tr>
<td>Hawaii</td>
<td>4%</td>
<td>Puerto Rico</td>
<td>1%</td>
</tr>
<tr>
<td>Idaho</td>
<td>3%</td>
<td>Rhode Island</td>
<td>4%</td>
</tr>
<tr>
<td>Illinois</td>
<td>3%</td>
<td>South Carolina</td>
<td>3%</td>
</tr>
<tr>
<td>Indiana</td>
<td>3%</td>
<td>South Dakota</td>
<td>1%</td>
</tr>
<tr>
<td>Iowa</td>
<td>3%</td>
<td>Tennessee</td>
<td>1%</td>
</tr>
<tr>
<td>Kansas</td>
<td>3%</td>
<td>Texas</td>
<td>1%</td>
</tr>
<tr>
<td>Kentucky</td>
<td>4%</td>
<td>Utah</td>
<td>3%</td>
</tr>
<tr>
<td>Louisiana</td>
<td>2%</td>
<td>Vermont</td>
<td>3%</td>
</tr>
<tr>
<td>Maine</td>
<td>4%</td>
<td>Virgin Islands</td>
<td>1%</td>
</tr>
<tr>
<td>Marshall Islands</td>
<td>1%</td>
<td>Virginia</td>
<td>4%</td>
</tr>
<tr>
<td>Maryland</td>
<td>6%</td>
<td>Washington</td>
<td>1%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>4%</td>
<td>West Virginia</td>
<td>2%</td>
</tr>
<tr>
<td>Mexico</td>
<td>1%</td>
<td>Wisconsin</td>
<td>4%</td>
</tr>
<tr>
<td>Michigan</td>
<td>3%</td>
<td>Wyoming</td>
<td>1%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>5%</td>
<td>Blank or Invalid State</td>
<td>1%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2%</td>
<td>Other</td>
<td>1%</td>
</tr>
<tr>
<td>Missouri</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To calculate the state and other tax allowance, multiply the total income of the student and spouse (EFC Formula B Worksheet, line 7) by the appropriate rate from the table above to determine the “State and Other Tax Allowance” (EFC Formula B Worksheet, line 9). Use the Student’s State of Legal Residence (FAFSA/SAR #18) reported on the FAFSA. If this item is blank or invalid, use the state in the student’s mailing address (FAFSA/SAR #6). If both items are blank or invalid, use the rate for a blank or invalid state above.
### Table B2: Social Security Tax

<table>
<thead>
<tr>
<th>Income Earned from Work*</th>
<th>Social Security Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 – $118,500</td>
<td>7.65% of income</td>
</tr>
<tr>
<td>$118,501 or greater</td>
<td>$9,065.25 + 1.45% of amount over $118,500</td>
</tr>
</tbody>
</table>

Calculate separately the Social Security tax of the student and spouse.

*Student’s 2015 income earned from work is FAFSA/SAR #39
Spouse’s 2015 income earned from work is FAFSA/SAR #40
Social Security Tax will never be less than zero.

### Table B3: Business/Farm Net Worth Adjustment

<table>
<thead>
<tr>
<th>If the net worth of a business or farm is—</th>
<th>Then the adjusted net worth is—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $1</td>
<td>$0</td>
</tr>
<tr>
<td>$1 to $130,000</td>
<td>40% of net worth of business/farm</td>
</tr>
<tr>
<td>$130,001 to $385,000</td>
<td>$52,000 + 50% of net worth over $130,000</td>
</tr>
<tr>
<td>$385,001 to $640,000</td>
<td>$179,500 + 60% of net worth over $385,000</td>
</tr>
<tr>
<td>$640,001 or more</td>
<td>$332,500 + 100% of net worth over $640,000</td>
</tr>
</tbody>
</table>
# Table B4: Asset Protection Allowance

<table>
<thead>
<tr>
<th>Age of Student as of 12/31/2017*</th>
<th>Allowance for Married Student</th>
<th>Allowance for Unmarried Student</th>
<th>Age of Student as of 12/31/2017*</th>
<th>Allowance for Married Student</th>
<th>Allowance for Unmarried Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or less</td>
<td>$0</td>
<td>$0</td>
<td>46</td>
<td>$19,300</td>
<td>$10,900</td>
</tr>
<tr>
<td>26</td>
<td>1,100</td>
<td>600</td>
<td>47</td>
<td>19,800</td>
<td>11,200</td>
</tr>
<tr>
<td>27</td>
<td>2,200</td>
<td>1,300</td>
<td>48</td>
<td>20,200</td>
<td>11,400</td>
</tr>
<tr>
<td>28</td>
<td>3,400</td>
<td>1,900</td>
<td>49</td>
<td>20,700</td>
<td>11,700</td>
</tr>
<tr>
<td>29</td>
<td>4,500</td>
<td>2,600</td>
<td>50</td>
<td>21,200</td>
<td>12,000</td>
</tr>
<tr>
<td>30</td>
<td>5,600</td>
<td>3,200</td>
<td>51</td>
<td>21,700</td>
<td>12,200</td>
</tr>
<tr>
<td>31</td>
<td>6,700</td>
<td>3,800</td>
<td>52</td>
<td>22,400</td>
<td>12,500</td>
</tr>
<tr>
<td>32</td>
<td>7,800</td>
<td>4,500</td>
<td>53</td>
<td>22,900</td>
<td>12,800</td>
</tr>
<tr>
<td>33</td>
<td>9,000</td>
<td>5,100</td>
<td>54</td>
<td>23,600</td>
<td>13,200</td>
</tr>
<tr>
<td>34</td>
<td>10,100</td>
<td>5,800</td>
<td>55</td>
<td>24,100</td>
<td>13,500</td>
</tr>
<tr>
<td>35</td>
<td>11,200</td>
<td>6,400</td>
<td>56</td>
<td>24,800</td>
<td>13,800</td>
</tr>
<tr>
<td>36</td>
<td>12,300</td>
<td>7,000</td>
<td>57</td>
<td>25,600</td>
<td>14,100</td>
</tr>
<tr>
<td>37</td>
<td>13,400</td>
<td>7,700</td>
<td>58</td>
<td>26,200</td>
<td>14,500</td>
</tr>
<tr>
<td>38</td>
<td>14,600</td>
<td>8,300</td>
<td>59</td>
<td>26,900</td>
<td>14,900</td>
</tr>
<tr>
<td>39</td>
<td>15,700</td>
<td>9,000</td>
<td>60</td>
<td>27,700</td>
<td>15,200</td>
</tr>
<tr>
<td>40</td>
<td>16,800</td>
<td>9,600</td>
<td>61</td>
<td>28,500</td>
<td>15,600</td>
</tr>
<tr>
<td>41</td>
<td>17,100</td>
<td>9,800</td>
<td>62</td>
<td>29,300</td>
<td>16,000</td>
</tr>
<tr>
<td>42</td>
<td>17,500</td>
<td>10,000</td>
<td>63</td>
<td>30,100</td>
<td>16,400</td>
</tr>
<tr>
<td>43</td>
<td>17,900</td>
<td>10,200</td>
<td>64</td>
<td>31,100</td>
<td>16,900</td>
</tr>
<tr>
<td>44</td>
<td>18,400</td>
<td>10,500</td>
<td>65 or older</td>
<td>31,900</td>
<td>17,300</td>
</tr>
<tr>
<td>45</td>
<td>18,800</td>
<td>10,700</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Determine the student’s age as of 12/31/2017 from the student’s date of birth (FAFSA/SAR #9).
EFC Formula for Independent Students W/ Dependents Other Than a Spouse
(Regular and Simplified)

The **Regular Independent Student With Dependents Formula** calculates the EFC from two elements: the student’s contribution from available income and the student’s contribution from assets.

The **Simplified Independent Student With Dependents Formula** is the same as the regular formula except that the asset information isn’t included in the calculation. An independent student with dependents qualifies for the simplified formula if:

- the student or his or her spouse either filed or was eligible to file a 2015 IRS Form 1040A or 1040EZ, or was not required to file any tax return, **OR** if anyone included in the household size received benefits during 2015 or 2016 from a “means-tested Federal benefit program” such as Medicaid Program, Supplemental Security Income, Food Stamp Program, Temporary Assistance for Needy Families (TANF), etc., **OR** either the student or spouse was a dislocated worker, **AND**
- the combined AGI (or income earned from work for non-filers) for student and spouse was less than $50,000.

**Student’s Contribution from Available Income**
The student’s available income is the total taxed and untaxed income for the student (and spouse, if married) minus the total allowances for non-discretionary expenses. These allowances include taxes paid, the income protection allowance (for basic living expenses), and an employment expense allowance. The student’s available income can be a negative number. [Note: the school may assume the IPA includes 30% for food, 22% for housing, 9% for transportation, 16% for clothing and personal expenses, 11% medical expenses and 12% miscellaneous.]

**Student’s Contribution from Assets**
In the full formula, a portion of the student’s (and spouse’s) net worth is calculated by adding together the assets reported on the FAFSA and applying certain offsets to come up with the student’s discretionary net worth. The contribution from assets is derived from the student’s discretionary net worth by applying a 7% conversion rate. If the contribution from assets is less than zero, it is set to zero. In the simplified formula, the student’s assets are not counted in the calculation.

**Final EFC Calculation**
The student’s (and spouse’s) available income and the contributions from assets are added together to obtain the student’s adjusted available income. This amount can be a negative number. The student’s total contribution is a percentage of the adjusted available income and represents the total amount the student’s family is expected to contribute toward all of the family members’ postsecondary costs. This amount is divided by the number in college to get the EFC.

**Alternate EFCs**
The EFC of an independent student must be modified for enrollment periods greater or lesser than 9-months. For periods of less than 9 months, the EFC is simply pro-rated by dividing it by 9 and then multiplying the result by the number of months the student will be enrolled. For periods greater than 9 months, the 9 months EFC is used.
Automatic Zero EFC

A zero EFC is automatically assigned to an independent student with dependents if:

- the student or spouse was not required to file a 2015 IRS Form 1040 (long form),
- **OR** if anyone included in the household size received benefits during 2014 or 2015 from a “means-tested Federal benefit program” such as Medicaid Program, Supplemental Security Income, Food Stamp Program, Temporary Assistance for Needy Families (TANF), etc., **OR** either student or spouse was a dislocated worker, **AND**
- the combined AGI (for tax-filers) or income earned from work (for non-filers) for student and spouse was $25,000 or less.

Using the Independent Students With Dependents Worksheets

The remaining pages of this chapter contain Worksheets for the Regular Independent Student with Dependents Formula, the Simplified Independent Student With Dependents Formula and Tables C-1 through C-6 which are needed to determine the necessary offsets and allowances. The worksheets allow you to hand calculate both the 9 month EFC and the EFC for periods of enrollment other than 9 months for both categories. The simplified worksheet grays out the asset information (which is not used in the calculation) and alerts you if the student is eligible for the automatic zero EFC.
### 2017–2018 EFC FORMULA C: INDEPENDENT STUDENT With Dependent(s) Other than a Spouse

#### STUDENT/SPOUSE INCOME IN 2015

1. Student’s and spouse’s Adjusted Gross Income (FAFSA/SAR #36) If negative, enter zero.

2. a. Student’s income earned from work (FAFSA/SAR #39) 
   b. Spouse’s income earned from work (FAFSA/SAR #90) 
   Total student/spouse income earned from work

3. Student/spouse Taxable Income
   (If tax filers, enter the amount from line 1 above. If non-tax filers, enter the amount from line 2)*

4. Total unearned income and benefits (sum total of FAFSA/SAR #45a. through 45j.) +

5. Taxable and unearned income (sum of line 3 and line 4) =

6. Total additional financial information (sum total of FAFSA/SAR #44a. through 44f.) −

7. **TOTAL INCOME** (line 5 minus line 6) May be a negative number. =

#### AVAILABLE INCOME

<table>
<thead>
<tr>
<th>AVAILABLE INCOME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL INCOME (from line 7)</td>
<td></td>
</tr>
<tr>
<td>TOTAL ALLOWANCES (from line 14)</td>
<td>−</td>
</tr>
<tr>
<td>15. AVAILABLE INCOME (AI) May be a negative number.</td>
<td>−</td>
</tr>
</tbody>
</table>

#### STUDENT/SPOUSE’S CONTRIBUTION FROM ASSETS

16. Cash, savings & checking (FAFSA/SAR #41)

17. Net worth of investments**
   (FAFSA/SAR #42)
   If negative, enter zero.

18. Net worth of business and/or investment farm
   (FAFSA/SAR #43)
   If negative, enter zero.

19. Adjusted net worth of business/farm
   (Calculate using Table C4.) +

20. Net worth (sum of lines 16, 17, and 19) −

21. Asset protection allowance (Table C5) −

22. Discretionary net worth (line 20 minus line 21) −

23. Asset conversion rate × .67

24. CONTRIBUTION FROM ASSETS If negative, enter zero. −

#### ALLOWANCES AGAINST STUDENT/SPOUSE INCOME

8. 2015 U.S. income tax paid (FAFSA/SAR #37) (tax filers only) If negative, enter zero. +

9. State and other tax allowance
   (Table C1) If negative, enter zero. +

10. Student’s Social Security tax (Table C2) +

11. Spouse’s Social Security tax (Table C2) +

12. Income protection allowance (Table C3) +

13. Employment expense allowance:
   - Student and spouse both working: 35% of the lesser of the earned incomes, or $4,000, whichever is less
   - One-parent families: 35% of earned income, or $4,000, whichever is less
   - Student or spouse working (not both): zero +

14. TOTAL ALLOWANCES −

**STOP HERE if the following are true:

- Line 3 is $25,000 or less and
- The student (and the student’s spouse, if any) are eligible to file a 2015 IRS Form 1040A or 1040EZ (they are not required to file any income tax return or
- Anyone included in the student’s household size (as defined on the FAFSA) received benefits during 2015 or 2016 from any of the designated means-tested federal benefit programs or
- The student (or the student’s spouse, if any) is a dislocated worker.

If these circumstances are true, the Expected Family Contribution is automatically zero.

**Do not include the student’s home.

***To calculate the EFC for less than nine-month enrollment, see the next page. If the student is enrolled for more than nine months, use the nine-month EFC (line 28 above).
Note: Use this additional page to prorate the EFC only if the student will be enrolled for other than nine months and only to determine the student’s need for Campus-Based aid or a Federal Direct Subsidized Loan. Do not use this page to prorate the EFC for a Federal Pell Grant or TEACH Grant. The EFC for the Federal Pell Grant Program is the nine-month EFC used in conjunction with the cost of attendance to determine a Federal Pell Grant award from the Payment or Disbursement Schedule.

Calculation of Expected Family Contribution for a Student Enrolled for Less than Nine Months

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Family Contribution</td>
<td></td>
</tr>
<tr>
<td>(standard contribution for nine-month enrollment, from line 28)</td>
<td></td>
</tr>
<tr>
<td>Divide by 9</td>
<td>+ 9</td>
</tr>
<tr>
<td>Expected Family Contribution per month</td>
<td>=</td>
</tr>
<tr>
<td>Multiply by number of months of enrollment</td>
<td>×</td>
</tr>
<tr>
<td>Expected Family Contribution for less than nine-month enrollment*</td>
<td>=</td>
</tr>
</tbody>
</table>

* Substitute the student’s EFC for less than nine-month enrollment in place of the EFC for the standard nine-month enrollment (EFC Formula C Worksheet, line 28).
### 2017–2018 EFC Formula C: Independent Student With Dependent(s) Other than a Spouse

#### STUDENT/SPOUSE INCOME IN 2015

1. Student’s and spouse’s Adjusted Gross Income (FAFSA/SAR #36) If negative, enter zero.

2. a. Student’s income earned from work (FAFSA/SAR #39)  
   b. Spouse’s income earned from work (FAFSA/SAR #40)  

   Total student/spouse income earned from work

3. Student/spouse Taxable Income (If tax filers, enter the amount from line 1 above. If non-tax filers, enter the amount from line 2.)*

4. Total untaxed income and benefits (sum total of FAFSA/SAR #45a. through 45j.) +

5. Taxable and untaxed income (sum of line 3 and line 4) =

6. Total additional financial information (sum total of FAFSA/SAR #44a. through 44E) =

7. TOTAL INCOME (line 5 minus line 6) May be a negative number. =

### ALLOWANCES AGAINST STUDENT/SPOUSE INCOME

8. 2015 U.S. income tax paid (FAFSA/SAR #37) (tax filers only) If negative, enter zero.

9. State and other tax allowance (Table C1) If negative, enter zero. +

10. Student’s Social Security tax (Table C2) +

11. Spouse’s Social Security tax (Table C2) +

12. Income protection allowance (Table C3) +

13. Employment expense allowance:  
   - Student and spouse both working: 35% of the lesser of the earned incomes, or $4,000, whichever is less  
   - One-parent families: 35% of earned income, or $4,000, whichever is less  
   - Student or spouse working (not both): zero +

14. TOTAL ALLOWANCES =

*STOP HERE if the following are true:

- Line 3 is $25,000 or less and
- The student (and the student’s spouse, if any) are eligible to file a 2015 IRS Form 1040A or 1040EZ (they are not required to file a 2015 Form 1040) or they are not required to file any income tax return or
- Anyone included in the student’s household size (as defined on the FAFSA) received benefits during 2015 or 2016 from any of the designated means-tested federal benefit programs  
- The student (or the student’s spouse, if any) is a dislocated worker

If these circumstances are true, the Expected Family Contribution is automatically zero.

### AVAILABLE INCOME

#### TOTAL INCOME (from line 7)

- TOTAL ALLOWANCES (from line 14) =

- AVAILABLE INCOME (AI) =
  - May be a negative number.

### STUDENTS/SPOUSES CONTRIBUTION FROM ASSETS

16. Cash, savings & checking (FAFSA/SAR #41) +

17. Net worth of investments** (FAFSA/SAR #42) If negative, enter zero.

18. Net worth of business and/or investment farm (FAFSA/SAR #43) If negative, enter zero.

19. Adjusted net worth of business/farm (Calculate using Table C4) +

20. Net worth (sum of lines 16, 17, and 19) =

21. Asset protection allowance (Table C5) =

22. Discretionary net worth (line 20 minus line 21) =

23. Asset conversion rate ×

24. CONTRIBUTION FROM ASSETS (If negative, enter zero.) =

### EXPECTED FAMILY CONTRIBUTION

25. Adjusted Available Income (AAI) May be a negative number.

26. Total contribution from AAI (Calculate using Table C6) If negative, enter zero.

27. Number in college in 2017–2018 (FAFSA/SAR #96) +

28. EXPECTED FAMILY CONTRIBUTION for nine month enrollment. If negative, enter zero.*** =

**Do not include the student’s home.  
***To calculate the EFC for less than nine-month enrollment, see the next page. If the student is enrolled for more than nine months, use the nine-month EFC (line 28 above).

**Note: Do not complete the shaded areas; asset information is not required in the simplified formula.**
Note: Use this additional page to prorate the EFC only if the student will be enrolled for other than nine months and only to determine the student’s need for Campus-Based aid or a Federal Direct Subsidized Loan. Do not use this page to prorate the EFC for a Federal Pell Grant or TEACH Grant. The EFC for the Federal Pell Grant Program is the nine-month EFC used in conjunction with the cost of attendance to determine a Federal Pell Grant award from the Payment or Disbursement Schedule.

<table>
<thead>
<tr>
<th>Calculation of Expected Family Contribution for a Student Enrolled for Less than Nine Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Family Contribution (standard contribution for nine-month enrollment, from line 28)</td>
</tr>
<tr>
<td>Divide by 9</td>
</tr>
<tr>
<td>Expected Family Contribution per month</td>
</tr>
<tr>
<td>Multiply by number of months of enrollment</td>
</tr>
<tr>
<td>Expected Family Contribution for less than nine-month enrollment*</td>
</tr>
</tbody>
</table>

*Substitute the student’s EFC for less than nine-month enrollment in place of the EFC for the standard nine-month enrollment (EFC Formula C Worksheet, line 28).
Table C1: State and Other Tax Allowance

<table>
<thead>
<tr>
<th>State</th>
<th>Percent of Total Income</th>
<th>State</th>
<th>Percent of Total Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0 - $14,999</td>
<td></td>
<td>$15,000 or more</td>
</tr>
<tr>
<td>Alabama</td>
<td>3%</td>
<td>Montana</td>
<td>5%</td>
</tr>
<tr>
<td>Alaska</td>
<td>2%</td>
<td>Nebraska</td>
<td>5%</td>
</tr>
<tr>
<td>American Samoa</td>
<td>2%</td>
<td>Nevada</td>
<td>2%</td>
</tr>
<tr>
<td>Arizona</td>
<td>4%</td>
<td>New Hampshire</td>
<td>5%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>4%</td>
<td>New Jersey</td>
<td>9%</td>
</tr>
<tr>
<td>California</td>
<td>8%</td>
<td>New Mexico</td>
<td>3%</td>
</tr>
<tr>
<td>Canada and Canadian Provinces</td>
<td>2%</td>
<td>New York</td>
<td>10%</td>
</tr>
<tr>
<td>Colorado</td>
<td>4%</td>
<td>North Carolina</td>
<td>5%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>9%</td>
<td>North Dakota</td>
<td>2%</td>
</tr>
<tr>
<td>Delaware</td>
<td>5%</td>
<td>Northern Mariana Islands</td>
<td>2%</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>8%</td>
<td>Ohio</td>
<td>5%</td>
</tr>
<tr>
<td>Federated States of Micronesia</td>
<td>2%</td>
<td>Oklahoma</td>
<td>3%</td>
</tr>
<tr>
<td>Florida</td>
<td>3%</td>
<td>Oregon</td>
<td>7%</td>
</tr>
<tr>
<td>Georgia</td>
<td>5%</td>
<td>Palau</td>
<td>2%</td>
</tr>
<tr>
<td>Guam</td>
<td>2%</td>
<td>Pennsylvania</td>
<td>5%</td>
</tr>
<tr>
<td>Hawaii</td>
<td>5%</td>
<td>Puerto Rico</td>
<td>2%</td>
</tr>
<tr>
<td>Idaho</td>
<td>5%</td>
<td>Rhode Island</td>
<td>7%</td>
</tr>
<tr>
<td>Illinois</td>
<td>6%</td>
<td>South Carolina</td>
<td>5%</td>
</tr>
<tr>
<td>Indiana</td>
<td>4%</td>
<td>South Dakota</td>
<td>2%</td>
</tr>
<tr>
<td>Iowa</td>
<td>5%</td>
<td>Tennessee</td>
<td>2%</td>
</tr>
<tr>
<td>Kansas</td>
<td>4%</td>
<td>Texas</td>
<td>3%</td>
</tr>
<tr>
<td>Kentucky</td>
<td>5%</td>
<td>Utah</td>
<td>5%</td>
</tr>
<tr>
<td>Louisiana</td>
<td>3%</td>
<td>Vermont</td>
<td>6%</td>
</tr>
<tr>
<td>Maine</td>
<td>6%</td>
<td>Virgin Islands</td>
<td>2%</td>
</tr>
<tr>
<td>Marshall Islands</td>
<td>2%</td>
<td>Virginia</td>
<td>6%</td>
</tr>
<tr>
<td>Maryland</td>
<td>8%</td>
<td>Washington</td>
<td>3%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>7%</td>
<td>West Virginia</td>
<td>3%</td>
</tr>
<tr>
<td>Mexico</td>
<td>2%</td>
<td>Wisconsin</td>
<td>7%</td>
</tr>
<tr>
<td>Michigan</td>
<td>5%</td>
<td>Wyoming</td>
<td>2%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>6%</td>
<td>Blank or Invalid State</td>
<td>2%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>3%</td>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>Missouri</td>
<td>5%</td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>

To calculate the state and other tax allowance, multiply the total income of the student and spouse (EFC Formula C Worksheet, line 7) by the appropriate rate from the table above to get the “State and Other Tax Allowance” (EFC Formula C Worksheet, line 9). Use the student’s State of Legal Residence (FAFSA/SAR #18) reported on the FAFSA. If this item is blank or invalid, use the State in the Student’s Mailing Address (FAFSA/SAR #6). If both items are blank or invalid, use the rate for a blank or invalid state above.
### Table C2: Social Security Tax

<table>
<thead>
<tr>
<th>Income Earned from Work*</th>
<th>Social Security Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 – $118,500</td>
<td>7.65% of income</td>
</tr>
<tr>
<td>$118,501 or greater</td>
<td>$9,065.25 + 1.45% of amount over $118,500</td>
</tr>
</tbody>
</table>

Calculate separately the Social Security tax of the student and spouse.

*Student’s 2015 income earned from work is FAFSA/SAR #39
Spouse’s 2015 income earned from work is FAFSA/SAR #40
Social Security Tax will never be less than zero.

### Table C3: Income Protection Allowance

<table>
<thead>
<tr>
<th>Number in student’s household, including student (FAFSA/SAR #95)</th>
<th>Number of college students in the household (FAFSA/SAR #96)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>$25,280</td>
<td>$20,960</td>
<td>not applicable</td>
<td>not applicable</td>
<td>not applicable</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>$31,480</td>
<td>$27,180</td>
<td>$22,860</td>
<td>not applicable</td>
<td>not applicable</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>$38,870</td>
<td>$34,560</td>
<td>$30,260</td>
<td>$25,930</td>
<td>not applicable</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>$45,870</td>
<td>$41,540</td>
<td>$37,240</td>
<td>$32,920</td>
<td>$28,620</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>$53,640</td>
<td>$49,330</td>
<td>$45,040</td>
<td>$40,690</td>
<td>$36,400</td>
</tr>
</tbody>
</table>

Note: For each additional family member, add $6,060.
For each additional college student, subtract $4,300.

### Table C4: Business/Farm Net Worth Adjustment

<table>
<thead>
<tr>
<th>If the net worth of a business or farm is—</th>
<th>Then the adjusted net worth is—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $1</td>
<td>$0</td>
</tr>
<tr>
<td>$1 to $130,000</td>
<td>40% of net worth of business/farm</td>
</tr>
<tr>
<td>$130,001 to $385,000</td>
<td>$52,000 + 50% of net worth over $130,000</td>
</tr>
<tr>
<td>$385,001 to $640,000</td>
<td>$179,500 + 60% of net worth over $385,000</td>
</tr>
<tr>
<td>$640,001 or more</td>
<td>$332,500 + 100% of net worth over $640,000</td>
</tr>
</tbody>
</table>
### Table C5: Asset Protection Allowance

<table>
<thead>
<tr>
<th>Age of Student as of 12/31/2017*</th>
<th>Allowance for Married Student</th>
<th>Allowance for Unmarried Student</th>
<th>Age of Student as of 12/31/2017*</th>
<th>Allowance for Married Student</th>
<th>Allowance for Unmarried Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or less</td>
<td>$0</td>
<td>$0</td>
<td>46</td>
<td>$19,300</td>
<td>$10,900</td>
</tr>
<tr>
<td>26</td>
<td>1,100</td>
<td>600</td>
<td>47</td>
<td>19,800</td>
<td>11,200</td>
</tr>
<tr>
<td>27</td>
<td>2,200</td>
<td>1,300</td>
<td>48</td>
<td>20,200</td>
<td>11,400</td>
</tr>
<tr>
<td>28</td>
<td>3,400</td>
<td>1,900</td>
<td>49</td>
<td>20,700</td>
<td>11,700</td>
</tr>
<tr>
<td>29</td>
<td>4,500</td>
<td>2,600</td>
<td>50</td>
<td>21,200</td>
<td>12,000</td>
</tr>
<tr>
<td>30</td>
<td>5,600</td>
<td>3,200</td>
<td>51</td>
<td>21,700</td>
<td>12,200</td>
</tr>
<tr>
<td>31</td>
<td>6,700</td>
<td>3,800</td>
<td>52</td>
<td>22,400</td>
<td>12,500</td>
</tr>
<tr>
<td>32</td>
<td>7,800</td>
<td>4,500</td>
<td>53</td>
<td>22,900</td>
<td>12,800</td>
</tr>
<tr>
<td>33</td>
<td>9,000</td>
<td>5,100</td>
<td>54</td>
<td>23,600</td>
<td>13,200</td>
</tr>
<tr>
<td>34</td>
<td>10,100</td>
<td>5,800</td>
<td>55</td>
<td>24,100</td>
<td>13,500</td>
</tr>
<tr>
<td>35</td>
<td>11,200</td>
<td>6,400</td>
<td>56</td>
<td>24,800</td>
<td>13,800</td>
</tr>
<tr>
<td>36</td>
<td>12,300</td>
<td>7,000</td>
<td>57</td>
<td>25,600</td>
<td>14,100</td>
</tr>
<tr>
<td>37</td>
<td>13,400</td>
<td>7,700</td>
<td>58</td>
<td>26,200</td>
<td>14,500</td>
</tr>
<tr>
<td>38</td>
<td>14,600</td>
<td>8,300</td>
<td>59</td>
<td>26,900</td>
<td>14,900</td>
</tr>
<tr>
<td>39</td>
<td>15,700</td>
<td>9,000</td>
<td>60</td>
<td>27,700</td>
<td>15,200</td>
</tr>
<tr>
<td>40</td>
<td>16,800</td>
<td>9,600</td>
<td>61</td>
<td>28,500</td>
<td>15,600</td>
</tr>
<tr>
<td>41</td>
<td>17,100</td>
<td>9,800</td>
<td>62</td>
<td>29,300</td>
<td>16,000</td>
</tr>
<tr>
<td>42</td>
<td>17,500</td>
<td>10,000</td>
<td>63</td>
<td>30,100</td>
<td>16,400</td>
</tr>
<tr>
<td>43</td>
<td>17,900</td>
<td>10,200</td>
<td>64</td>
<td>31,100</td>
<td>16,900</td>
</tr>
<tr>
<td>44</td>
<td>18,400</td>
<td>10,500</td>
<td>65 or older</td>
<td>31,900</td>
<td>17,300</td>
</tr>
<tr>
<td>45</td>
<td>18,800</td>
<td>10,700</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Determine the student’s age as of 12/31/2017 from the student’s date of birth (FAFSA/SAR #9)

### Table C6: Student’s Contribution from AAI

<table>
<thead>
<tr>
<th>If the student’s AAI—</th>
<th>Then the student’s contribution from AAI is—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than -$3,409</td>
<td>-$750</td>
</tr>
<tr>
<td>-$3,409 to $16,000</td>
<td>22% of AAI</td>
</tr>
<tr>
<td>$16,001 to $20,100</td>
<td>$3,520 + 25% of AAI over $16,000</td>
</tr>
<tr>
<td>$20,101 to $24,200</td>
<td>$4,545 + 29% of AAI over $20,100</td>
</tr>
<tr>
<td>$24,201 to $28,300</td>
<td>$5,734 + 34% of AAI over $24,200</td>
</tr>
<tr>
<td>$28,301 to $32,300</td>
<td>$7,128 + 40% of AAI over $28,300</td>
</tr>
<tr>
<td>$32,301 or more</td>
<td>$8,728 + 47% of AAI over $32,300</td>
</tr>
</tbody>
</table>
This chapter explains the method used by CUNY to package students with available campus-based financial aid funds. All college scholarship funds are added to the package by the colleges themselves (usually after centralized packaging is done). Packaging of students begins in the Spring prior to the award year and continues until funds are exhausted. Students have an equal opportunity to receive campus-based funds whether they are packaged early or late in the packaging cycle. All data and logical edits must be resolved and the student’s record should be READY FOR PACKAGING on CUNYfirst before any campus-based funds are offered. Once a student has been packaged, the mass packaging program no longer considers him/her for additional campus-based assistance. Students may be run through the repackaging process based on change in enrollment and/or change in their TAP awards. Student records continue to be run through the packaging module until they receive campus-based aid or all funds are exhausted.

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CUNY Packaging Philosophy

In CUNYfirst, students are initially packaged in the same manner as they were in the legacy system using federal, state, city, and CUNY funds. The difference is that each college has their own funds that can only be allocated to their own students and the funds are not transportable between colleges. Each college of acceptance will award the student separately, causing them to have multiple financial aid awards. The student is permitted to only accept one college’s awards. Once the financial aid certification date is reached, the awards from the colleges not being attended will be automatically cancelled.

Timing of Packaging

CUNYfirst packaging usually begins in early April. This date is dependent upon the new aid year activation and ISIR loads. Students will receive multiple financial aid awards from the CUNY college of admittance soon after the admission file has been loaded to the college in CUNYfirst.

Students who are accepted to multiple colleges will get multiple financial aid award notifications. The students will get email notifications from all schools.

Effect of processed loans on packaging
Colleges should try to delay processing Federal Direct Loans for students until after they have been packaged with campus-based aid because the loan will be looked at as a student resource and the student’s target need, will be reduced accordingly.

Several colleges have chosen to automatically package their graduate students with loans along with their other need-based aid. For the 2017-2018 year, Baruch College, Brooklyn College, City College, Hunter College, John Jay College, Lehman College, CUNY Law, School of Public Health, School of Professional Studies, CUNY School of Medicine and York College are packaging graduate loans in their packaging plans.

Usage of Federal Work Study Awards
Once a student is packaged with Federal Work-Study, the student may secure a job and begin working even if it is during the summer prior to the 9 month academic year. The college must allocate part of the annual award to the summer in order for SFA to pay the student correctly.

In CUNYfirst, the summer FWS is a separate item type to which the college must allocate funds to in order for the student to be able to work. Additional funds are not usually made available for summer work study so a portion of the annual award must be reallocated.
How Does Packaging Work

Packaging in CUNYfirst depends on a student having satisfied/completed any checklist that was assigned based on data compiled from the admission application or the submitted ISIR. Students only run through the initial mass packaging program once but will be considered for repackaging based on changing enrollment and NYS Tuition Assistance Program award changes. Initial mass packaging runs daily to pick up new students whose ISIRs have just been received or students who have completed any outstanding checklists. Repackaging is also run daily (mid-summer) and students receive an email notification any time a change is made in their financial aid package.

Packaging Parameters

Packaging parameters change each year based on the number of students in the packaging pool, the level of funding in the campus-based programs, and Federal Pell and NYS TAP award amounts. The following are reminders of several changes made in recent years.

Ineligible for TAP

Students are initially packaged with Estimated TAP awards based on an algorithm built into CUNYfirst. Once the HESC Comprehensive file is received from Albany with an actual calculated award, the estimated award is zeroed out and an actual TAP award is added. That award will remain on the system until the certification roster is done and the student’s decertified award is sent on an updated HESC Comprehensive file.

TAP Estimates

The packaging program performs a TAP estimate based on the TAP guidelines even if the student has not filed a TAP application with HESC. This estimate is only done for packaging purposes; no TAP award amount will appear on the student’s bill as anticipated aid until application information is processed by HESC and the student’s award shows up on the HESC Comprehensive file which is received weekly from HESC. At that point the TAP award will replace the estimated award.
Perkins Awarding

Perkins Loans are manually awarded for aid year 2017-2018 following the guidelines detailed in the Dear Colleague Letter: GEN-16-05.

Per the changes in the Extension Act, effective December 18, 2015, schools participating in the Perkins Loan Program may make Perkins Loans as specified below:

**Undergraduate Students**

<table>
<thead>
<tr>
<th>A school may make Perkins Loans through—</th>
<th>To an—</th>
<th>Who, on the date of disbursement—</th>
<th>If the school has awarded the student—</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30, 2017</td>
<td>Eligible current undergraduate student</td>
<td>Has an outstanding balance on a Perkins Loan made by the school.</td>
<td>All Direct Subsidized Stafford Loan aid for which the student is eligible.</td>
</tr>
<tr>
<td>September 30, 2017</td>
<td>Eligible new undergraduate student</td>
<td>Does not have an outstanding balance on a Perkins Loan made by the school.</td>
<td>All Direct Subsidized and Unsubsidized Stafford Loan aid for which the student is eligible.</td>
</tr>
</tbody>
</table>

**Graduate Students**

<table>
<thead>
<tr>
<th>A school may continue to make Perkins Loans through—</th>
<th>To an—</th>
<th>If the graduate student—</th>
<th>And the new Perkins Loan will—</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30, 2016</td>
<td>Eligible graduate student who has received a Perkins Loan before October 1, 2015.</td>
<td>Received his or her most recent Perkins Loan from the school, for enrollment in an academic program at the school.</td>
<td>Enable the graduate student to continue or complete the academic program for which the student received his or her most recent Perkins Loan.</td>
</tr>
</tbody>
</table>
Packaging Plans

Annual Award Ranges

<table>
<thead>
<tr>
<th>Plan</th>
<th>Eligibility</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSEOG</td>
<td>All undergrads</td>
<td>$ 200 – 400</td>
</tr>
<tr>
<td>FWS</td>
<td>Dependent/ Independent</td>
<td>$ 2000 – 4000</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>$ 2000 – 4000</td>
</tr>
<tr>
<td>Special</td>
<td>SEEK Books</td>
<td>$ 0 – 1200</td>
</tr>
<tr>
<td>Programs</td>
<td>CD Books</td>
<td>$ 0 – 700</td>
</tr>
<tr>
<td></td>
<td>SEEK Fees</td>
<td>Set by college</td>
</tr>
<tr>
<td></td>
<td>CD Fees</td>
<td>Set by college</td>
</tr>
<tr>
<td>CUSTA</td>
<td>Eligible students</td>
<td>$ 100</td>
</tr>
<tr>
<td>NYC Council</td>
<td>Eligible students</td>
<td>$ 800</td>
</tr>
</tbody>
</table>

List of Packaging Plans

a) DOCT    Doctoral
b) GRAD    Graduate
c) 2NDBA   Students with Prior BA
d) CUNYPROG CUNY Programs ASAP/MHC
e) SPCLPROG Special Program SEEK/CD
f) TAP ONLY Tap Only
g) UNDERGRAD Undergraduate
h) EXCELSIOR Excelsior Scholarship Program

When a student has completed all his checklist items and is ready to package, s/he is selected for mass packaging. Each student is then evaluated for eligibility for the plan in the order listed above until s/he meets the selection criteria for that plan. At that point, the student is packaged according to the criteria of that plan. Most students are bypassed by the first six plans and are packaged in the UNDERGRAD plan.

Awards are offered in the following order:

a) DOCT    FWS and Federal Direct Unsubsidized Loans
b) GRAD    FWS
c) 2NDBA   TAP, TAP Waiver, FWS
d) CUNYPROG TAP, TAP Waiver, PELL, MHC/ASAP
e) SPCLPROG TAP, TAP Waiver, PELL, Fees, Books
f) TAP ONLY TAP, TAP Waiver
g) UNDERGRAD TAP, TAP Waiver, PELL, SEOG, FWS, EXCELSIOR
Award & Denial Letter Files

All students who are packaged in CUNYfirst receive an email that refers them to the awards page on CUNYfirst that shows them their awards. The same award notice email is used for all colleges.

Award files for entering freshmen and transfers are also produced by phase for the colleges to use in sending award notices through Hobson’s for all colleges, except CUNY School of Medicine, CUNY School of Professional Studies, CUNY Graduate School of Public Health and Health Policy, and Guttman Community College.

Discretionary Funds

From time to time during the award year, OSFA may make allocations of campus-based program funds (FSEOG and FWS) to the campuses. These monies are intended to allow financial aid officers the flexibility to make awards in the campus-based programs at their discretion.

Discretionary funds are commonly used to:

- Package students with campus-based funds who were not packaged in the regular batch packaging cycles;
- Adjust campus-based award amounts based on individual student appeals;
- Increase FWS budgets so that students may continue to perform FWS assignments;
- Award monies in situations where the financial aid officer using professional judgment determines that the making of such awards is warranted.

When awarding from discretionary funds, the financial aid officer is not constrained by CUNY’s batch packaging parameters and is free to award up to the limits set for each program by the U.S. Department of Education. However, in awarding discretionary funds, the financial aid officer must make sure that the discretionary awards, when combined with all other sources of assistance, do not exceed the student’s cost of attendance.
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SPECIAL PROGRAM GUIDELINES

The local campus is responsible for reviewing the economic eligibility of all entering Special Programs (SEEK/CD/) students. A first-time freshman can be permitted to register as a Special Programs student prior to the documentation of their economic eligibility, but cannot receive Special Programs funds until program eligibility is confirmed. Although special circumstances may warrant more time, economic eligibility should be confirmed prior to the entry semester’s census date. Special Program economic eligibility review applies only to first-time, incoming freshman. Once admitted to a SEEK/CD/ program, students may continue to receive Special Programs supportive services in subsequent years as needed, regardless of changes in the family’s income. However, to receive and to continue to receive special program funding, students must demonstrate need by filing FAFSA and NYS TAP applications appropriate to the academic year for which funding is desired. Where required by the US Department of Education, students must complete the verification process described in SAM chapter 4. Information about Special Programs fund management in CUNYfirst is not contained in this chapter but is available separately.
Economic Eligibility Criteria for Entering Freshmen

For purposes of determining a student’s economic eligibility for Special Programs, a student’s dependency status must first be determined in accordance with the federal definition.

A student is considered economically disadvantaged if he or she is a member of a household whose total annual income falls within the limits indicated on the economic guidelines chart below. A dependent student’s household consists of the student and everyone that is dependent upon the income that supports that student. All economic eligibility criteria apply to the base year (the calendar year prior to the student’s first academic year in college). For 2018-19, it is the 2017 calendar year. Income levels is based on the 2017 poverty guidelines and is 185% of poverty level.

<table>
<thead>
<tr>
<th>Persons in the 2016 household</th>
<th>2016’s Total Upper Income limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$21,978</td>
</tr>
<tr>
<td>2</td>
<td>$29,637</td>
</tr>
<tr>
<td>3</td>
<td>$37,296</td>
</tr>
<tr>
<td>4</td>
<td>$44,955</td>
</tr>
<tr>
<td>5</td>
<td>$52,614</td>
</tr>
<tr>
<td>6</td>
<td>$60,273</td>
</tr>
<tr>
<td>7</td>
<td>$67,951</td>
</tr>
<tr>
<td>8</td>
<td>$75,092</td>
</tr>
<tr>
<td>For 9 or more persons</td>
<td>Add $7,696 for each additional person.</td>
</tr>
</tbody>
</table>

Reference to the household income chart need not be made if the student falls into one of the following categories and documentation is available:

- The student’s household is the recipient of:
  1. Family Assistance Program Aid or;
  2. Safety Net Assistance through the NYS Office of Temporary & Disability Assistance, or a county department of social services; or
  3. Family day-care payments through the NYS Office of Children & Family Services or a county department of social services; or
- The student is living with foster parents who do not provide support for college, and no monies are provided from the natural parents; or
- The student is a ward of the state or a county.

Total Annual Income

Total annual income refers to all taxable and nontaxable monies that are received by the household. Such monies may be derived from various sources: wages, salary, tips, dividends, interest, Social Security disability, annuities, pensions, veteran’s benefits, and unemployment benefits. When determining income from a federal tax return, total annual income refers specifically the IRS 1040 tax return line titled “Total Income.” All untaxed income declared on a tax return must be added to the tax return’s “Total Income.”
For Special Programs eligibility purposes the following shall not constitute income:

- Monies received specifically for educational purposes from sources such as veteran’s education benefits, and education grants from the Office of Vocational Educational Services for Individuals with Disabilities (VESID);
- Social services or public assistance payments received through the Family Assistance Program, or Safety Net;
- Assistance Program and Family Day-Care Payments;
- Federal Earned Income Credit (EIC).

The applicant’s income is taken into account only when he/she meets the federal definition of independence.

**Fifteen Percent Variation**

A maximum of 15 percent of the students admitted to Special Programs may come from a household whose income exceeds the Economic Guidelines Chart. Such decisions are made on a case by case basis in response to unusual and extenuating circumstances. The determination of such special circumstances are the purview of the financial aid office. Documentation of these circumstances must be kept on file by the school at which such students are enrolled. In all cases, this documentation must include a statement from a disinterested, reliable third party, such as a member of the clergy, a legal representative or a social worker, who has direct knowledge of the student’s situation. Students accepted into Special Programs under the 15 percent rule must be so designated at the determination of initial eligibility.

Categories into which these variations may fall are limited to the following:

- Serious mismanagement of the household income with little of the funds accruing to the interest of the student. Serious mismanagement might be defined as use of a controlled substance by head of household, bankruptcy, or a history of gambling. For this category, the statement from the disinterested third party and financial aid counselor notes would be acceptable documentation.

- A one-time fluctuation in household income where there is a history of low income. Satisfactory evidence that a household’s yearly income, immediately prior to the base year, fell within the limits of the applicable household income scale shall be sufficient to establish the existence of a one-time fluctuation in household income. Documentation of both the base year’s and the year prior to the base year’s income are collected.

- Households with substantial long term, non-reimbursed medical obligations (such as maintenance of physically or mentally handicapped children). This may be documented by the appropriate medical bills or a statement from the facility if the family member is institutionalized.

- Families which must maintain two households, one for the wage earner and one for dependents, in order to maintain employment. Documentation required would be leases,
utility bills for both residences and a statement from the employer attesting to the job location.

- Families where the EFC as computed from base year financial data by a United States Education Department approved need analysis system indicates no parental contribution (from a dependent’s household or zero EFC from an independent student’s household.

If a college wishes to use the 15 percent rule to enroll a student in a Special Program, they should collect the required documentation, complete a 15 Percent Variation Request form [see p. 10-6 for sample] and submit it to the Director of CUNY’s Office of Special Programs.

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**Economic Eligibility Documentation for Entering Freshmen**

**Economic Eligibility Documentation for Entering Freshmen**
For Special Program eligibility, only the 2015 income of the dependent student’s parents or the 2015 income of the independent student/spouse need be documented. The following shall comprise acceptable documentation for determining Special Program economic eligibility:

**All Income, Earned Dividends, Interest, Pensions & Annuities**
A signed copy of the appropriate year’s Federal income tax return (IRS Form 1040, 1040A, or 1040EZ) and where appropriate, W2 forms. When the original tax returns are unavailable, applicants may request a copy of the tax return or a transcript from the IRS:

**Pension/Annuity/Unemployment Benefits**
A letter from the applicable agency showing the base year’s total disbursement/benefits (if not already reported on IRS Forms 1040, 1040A, 1040EZ or 1099).

**Social Security, Supplemental Security Income or Veterans Administration Non-Educational Benefits**
A letter from the applicable agency showing the appropriate year’s total award for each member of the household (including Medicare premiums) or IRS Form 1099 for each member of the household.

**Social Services Payments**
Verification from a branch of the State Office of Temporary and Disability Assistance, Office of Children and Family Services Assistance, or a county department of social services showing the appropriate year’s benefits received and the names of recipients.

**Child Support and/or Alimony**
A court order, affidavit or amounts reported on student’s Free Application for Federal Student Aid (FAFSA).

**Zero Household Contribution**
The student’s need analysis output document, either the SAR or ISIR.
Additional Members in Household
For persons not listed as an exemption on an IRS document or not referred to as part of the household on a Public Assistance document, the following may be appropriate birth certificates, marriage certificates, third-party verification, or similar documentation (e.g., Medicaid cards or Immigration documents) may be accepted.

No Income
If an independent student or parent declares no base year income, that/those person(s) must submit an IRS “Verification of Nonfiling Letter.” A “Verification of Non-filing Letter” can be obtained from the IRS “Get Transcript Online” tool at www.irs.gov/Individuals/Get-Transcript or by submitting, to the IRS, the IRS Form 4506-T and checking box 7. Note: base year Verification of Non-filing Letters are not available until June 15 of the following year.

Eligibility for Receiving Special Programs Financial Assistance
To receive Special Programs financial Assistance, a student must do the following each academic year:

- File a Free Application for Federal Student Aid (FAFSA) and a NYS TAP application by the deadline established by the student’s financial aid office.
- Be enrolled full-time.

Note: Special Programs students must begin attendance in each of the courses used to determine enrollment status each semester. If a student receives a WN grade in a course, that course must be excluded from the calculation of enrollment status.

If, after receiving a disbursement of Special Programs funds, a student is found to have not established a fulltime enrollment, that semester’s special program funding must be returned.

Exceptions to fulltime enrollment/attendance requirement
The Special Programs director may give written approval:

- For a student to carry only those courses needed for graduation in the student’s last semester of enrollment, even if it is less than full-time.
- For a student to carry less than a full-time load due to extenuating circumstances that are documented in the Special Programs office.
- Allowing a student to drop from full-time to 9 credit/contact hours provided the Special Programs counselor has deemed the action advisable and proper authorization is maintained in the Special Programs office under the student file.

Students are not required to enroll fulltime in order to receive summer immersion program funding or to receive summer Special Program funding.

Part-time status is granted for only one semester but can be extended through a waiver. Thus, students who are enrolled part-time for two or more semesters must receive a waiver if they are to maintain their SEEK/CD eligibility and remain in the Program. Part time waiver extensions cannot be granted at the college level but must be approved by the Office of Special Programs.

The majority of part-time Special Program students fall into the following five categories:
Period of Student Funding Eligibility

- A SEEK student is allowed ten (10) semesters of eligibility and CD students are allowed six (6) semesters, or the equivalent, of opportunity program eligibility. In addition, all special program students are allowed one Immersion and two regular summer semesters.
Five-year baccalaureate programs: a student is allowed twelve (12) semesters, or equivalent, of opportunity program eligibility if enrolled in a registered five-year baccalaureate program.

When a Special Programs student graduates upon the completion of the 11th semester for SEEK or the 7th semester for CD, that student would be eligible for an additional semester of Special Programs financial aid support.

When a Special Programs student has not been a STAP recipient but will be graduating upon the completion of the 11th semester (for SEEK) or the 7th semester (for CD), that student would be eligible for an additional semester of Special Programs financial aid support (SEEK the 11th semester – CD the 7th semester). See TAP/STAP eligibility below.

Requests for exemptions for individuals who do not fall into the first 3 categories should be submitted to the University Office of Special Programs for consideration. Special Program directors are required to maintain records for all exemptions given to students.

The maximum length of leave of absence granted to CD/SEEK students shall not exceed three (3) consecutive semesters. Where special circumstances warrant, requests for exceptions along with appropriate justification shall be transmitted by the College Special Programs Director to the University Office of Special Programs for appropriate approval.

Calculation of Semester of Eligibility
A student will use one semester of Special Programs eligibility every time he or she registers as a full-time student. To calculate the number of semesters used by students who were required to register part-time (e.g. those on academic probation or for whom part-time status was approved for exceptional reasons), add up the total number of credits or equated credits taken while enrolled on a part-time basis and divide it by fifteen.

Eligibility for Non-Citizens
There are no citizenship requirements for Special Programs eligibility. However, all Special Program students must be New York State residents. Students in diplomatic or student visa categories (J-1, F-1) are not eligible for Special Programs. Undocumented students are not eligible for Special Programs, federal or NYS financial aid funding but may receive other services associated with the program.

Continued Eligibility
Special Programs students are not required to submit financial aid applications for continued Special Programs eligibility. However, a student must file a FAFSA each year that Special
Program funding is desired.

Transfer Students
All students transferring between CUNY Special Programs or from HEOP/EOP programs into CUNY Special Programs must submit a completed Special Programs transfer request to the college of their attendance (see page 10-10). The local Financial Aid Office has the responsibility for reviewing the completed transfer form and to determine eligibility for CUNY Special Programs.

Loan Defaults
Students in active default of Title IV funds or who have other delinquent Federal Student Aid accounts are not eligible to transfer within Special Programs until all delinquent accounts are cleared.

Pre-Freshman Summer Experience
Students provisionally admitted as incoming freshmen into a SEEK, CD Program who fail one or more of the CUNY reading, writing, and/or mathematics skills assessment tests are required to attend a pre-freshmen summer session. Students who are required to, but do not, attend the summer session are not eligible for SEEK/CD admission in the fall semester.
CUNY SPECIAL PROGRAMS TRANSFER REQUEST FORM

Student's Name __________________________________________________________________________

Last First Middle

Address ________________________________________________________________________________

Tel: ____________________________________________________________________________________

Home Cell SS# ___________________________________________________________________________

(Sections below are to filled out by college/program officials)

Current College __________________________ SEEK □ CD □ HEOP/EOP □

Original College (if different) __________________________________________________________________________

Seek □ CD □ HEOP/EOP □

Requesting Transfer to __________________________ SEEK □ CD □ HEOP/EOP □

For Term: Fall 20__ □ Spring 20__ □ Currently enrolled? Yes □ No □ Last Semester Attended ________

Number of Semesters of Opportunity Programs completed as of transfer ______ Current CUM GPA ______

COUNSELOR’S STATEMENT

Student has/will receive Associates Degree: Yes □ No □ N/A □

Reason Student is requesting transfer:

______________________________________________________________________________________

Counselor’s Signature ___________________________________________________________________

Date _________________________________________________________________________________

ACADEMIC ELIGIBILITY

The above student met the entering freshman academic criteria for opportunity program eligibility at the time he/she entered the college. This documentation is on file. □

This is not the student’s original college. □

Admissions Officer’s Signature __________________________________________________________________________

Title Date _________________________________________________________________________________

ECONOMIC ELIGIBILITY

The above student met the entering freshman economic criteria for the opportunity eligibility at the time he/she entered this college. This documentation is on file. □

This is not the student’s original college. □

Financial Aid Officer’s Signature __________________________________________________________________________

Title Date _________________________________________________________________________________

DIRECTOR’S RECOMMENDATION

Student is no longer eligible for SEEK/College Discovery program services. □

Student is eligible for opportunity program transfer and I recommend approval of the transfer request. □

Student is eligible for opportunity program transfer and I DO NOT recommend approval of the transfer request for the following reason(s):

______________________________________________________________________________________

__________________________  ____________  ____________

Director’s Signature Title Date

* Please attach unofficial transcript and, where applicable, a copy of the transfer request form from the original admitting institution.*
TO:  Dr. Shelly Ast
   Office of Special Programs

FROM:  

RE:  Request to use Fifteen Percent Variation

DATE: 

______________________________, SS#_________________________ was admitted to the CD/SEEK/Bilingual program at __________________ for the academic year __________ but was found economically ineligible. After further discussion with the student/parent, I would like you to consider the student into CD/SEEK/Bilingual program under the Fifteen Percent Variation rule. The category or categories the student should be considered under are checked below:

(  ) Serious mismanagement of family income with little accruing to the interest of the student.

(  ) One-time fluctuation in the family income in a family with a history of low income.

(  ) Household with substantial long term, non-reimbursed medical obligations.

(  ) Family which must maintain two households, one for the wage earner and one for dependents, in order to maintain employment.

(  ) Family where the EFC as computed from base year financial data by a U.S. Department of Education approved need analysis system indicates no contribution, other than the minimum expectation from student income, for independent students or a zero parental contribution for dependent students.

I have attached the following documents:

______________________________

______________________________

______________________________

Notes:

______________________________

______________________________

______________________________
REQUEST FOR ADDITIONAL PART-TIME SEMESTER ENROLLMENT FOR SEEK/CD STUDENT

All requests should be sent to Dr. Shelley Ast, Director, Office of Special Programs, 535 East 80th Street, New York N.Y. 10021. A copy of the student’s transcript(s) MUST be attached.

Please print all information:

Submitted by:  
Director’s Name  
College  
Date

Student Name:  
Last Name  
First Name

Social Security #:  
Student’s Date of Admission:  

Semester for which part-time status is requested:  
month / year

Please indicate the total number of semesters for which the student has been enrolled in your SEEK/CD Program (not counting the semester in question):

Part-time semesters:  
Full-time semesters:

Student is Enrolled in (check one):
Associates Degree Program:  
Bachelors Degree Program:  

Academic Status (check one):  
Good Standing  
Probation  

Student Major/Academic Curriculum Area:

Total Credits Earned To Date:  
GPA:

For each part-time semester the student was enrolled in previously, please indicate whether a waiver was received from the Office of Special Programs and the reason(s) why the student was enrolled part-time.

(1).  
Date of Part-Time Semester  
Waiver Received ?

Reason for part-time enrollment

(2).  
Date of Part-Time Semester  
Waiver Received ?

Reason for part-time enrollment

(over)
PROGRAM DIRECTOR’S STATEMENT OF PART-TIME ENROLLMENT REQUEST:

Please indicate fully the reason(s) why the student should be enrolled part-time during the stated semester (be specific):

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Additional Comments:

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Program Director’s Signature:  

Date:
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Disbursements

Federal student aid funds are considered to have been disbursed when the school credits a student’s account or pays a student or parent directly with:

- FSA program funds received from the Department, or
- School funds labeled as FSA program funds and used in advance of receiving actual FSA program funds.

At the point FSA funds are actually disbursed, a student becomes a Title IV recipient with all of the rights and responsibilities of a recipient. When a loan borrower becomes a recipient, he or she assumes responsibility for the loan and any accrued interest, and has the right to cancel the loan. The date of disbursement determines when the college (and the university) must comply with regulatory requirements for the timely delivery of credit balances to students and other cash management issues.

Federal funds are not considered disbursed if the college simply makes a memo entry for billing purposes or credits the student’s account but does not identify it as an FSA credit (for example, “estimated” or “anticipated” Pell”). Disbursement occurs only when an actual dated check (or EFT) is issued by the Office of the University Controller (OUC) or when the posting on the student’s account is converted from an estimated or unlabeled credit to an actual FSA credit. The earliest that a school may disburse FSA funds by crediting the student’s account or by paying directly to the student or parents is 10 days before the first day of classes for that payment period.

Determining If a Student Is a Title IV Recipient

A Title IV recipient is a student or parent who has either already received FSA program funds or has met the conditions that allow for a late disbursement of FSA funds. No disbursement may be made to a student until he or she is enrolled for classes for the payment period. A student is considered enrolled upon completing the college’s registration requirements (except for the payment of tuition and fees).

If a disbursement of FSA funds occurs on or after the first day of classes, except for Direct Loans, the school must confirm that students have begun attendance in each class on which eligibility is based. If a student withdraws (officially or unofficially), is expelled before the first day of classes or does not begin attending classes, or if the college cannot document that the student ever attended the classes for which payment is being made, the student would be considered not to have completed the registration requirements and would not be considered an enrolled student. The school would be required to return any FSA funds paid to this student for the payment period. See the section later in this chapter entitled “Treatment of Overpayments” for more information.

Allowable Charges

A college may debit a student’s account only for allowable charges. These are:

- Current year tuition, fees, room and board (if contracted with the college);
- Other current year charges incurred by the student for educationally-related activities other than tuition, fees and institutionally contracted room and board if the college has obtained the student’s (or parent’s) written authorization. Note: Current charges are those assessed to the student for the current award year or for the Direct Loan period as certified by the college. A Direct Loan certified for Fall semester only may not be automatically used for Spring semester charges.

PAYMENTS 10-3
Prior year charges that are less than $200. A student/parent's permission is not required to apply the $200 unless educational charges other than tuition, fees, room and board are included in the prior year charges. According to regulation 34 CFR 668.164(d)(2) schools may not apply current year Title IV funds to settle a prior year liability in excess of $200 even with student authorization. Note: students who owe more than $200 in prior year charges may use their current year Title IV funds to settle the debt, but the college may not cash or split the check or use any other means which involves the college interceding in the disbursement process. The student must settle the debt by writing the college a separate check or presenting a money order or cash.

University policy states that students who have prior year tuition and fee liability (receivables) cannot register if they have not settled their liability with the college. However, colleges do allow students that fall into this category to complete their registration when they have reason to believe the receivable will be settled.

Required Student Authorizations

The college must obtain authorization from the student (or parent borrower) before:
- Disbursing FSA funds by EFT to a student or parent designated bank account;
- Using FSA funds to pay for allowable charges other than tuition, fees, and room and board (if the student contracts with the college);
- Holding an FSA credit balance.

The college may not require or coerce the student’s (or parents’) authorization and must explain how the authorization may be modified or canceled. A student’s or parent’s authorization may be modified or cancelled at any time. Once the authorization is canceled or modified, the college may not perform the function, or must perform the function as modified from that date forward. Two or more items may be included on one authorization statement; however, the student must be informed that s/he may refuse to authorize any item on the statement. Any authorization must clearly explain how the college will carry out the activity. Even though the college does not need to detail every aspect pertaining to the activity, a blanket authorization that only identifies the activities to be performed is not acceptable. An authorization may be effective for the entire period a student is enrolled at a college unless a shorter period of time is specified. A cancellation or modification of an authorization is not retroactive. A cancellation or modification of an authorization to pay for charges other than tuition and fees is effective from the date the college receives it.

Specific Program Disbursement Requirements

Pell Grant

The college can use its discretion in disbursing Pell Grants within a payment period (or semester) to best meet a student’s needs. In all cases, the full amount of the award due the student must be disbursed by the end of the payment period (or semester). The college may choose to pay a student at the beginning of the semester or after a financial aid census date or in several installments throughout the semester. The college must notify the student of the amount s/he will be paid and the method of payment. If the college is paying the student by check, the college must tell the student when the check will be available and where the student must go to pick it up.
A student may be paid retroactively for any completed semester within the current award year as long as the student remains eligible for payment for those semesters. For example, if the student’s ISIR is processed with an official EFC while he or she is still enrolled in the spring semester, and the student was also in attendance and eligible for payment in the fall semester, the college may pay the student funds for both the fall and spring semesters. However, the amounts of the fall payment must be calculated based only upon the credits completed.

**Perkins Loan**

A Perkins Loan is made when the borrower has signed the promissory note and the college has disbursed the first payment under that promissory note. The student must also complete entrance counseling before payment may be made. If the loan proceeds are credited to a student’s account, the school must notify the student either in written or electronic form within 30 days of his/her right to cancel all or a portion of the loan. The college must return the funds within 14 days of receiving the student’s request.

**Direct Loan**

Before any Direct Loan funds can be disbursed, the student must have returned a legally enforceable promissory note; and this note must have been accepted by the Direct Loan Servicer. In general, Direct Loans must be paid in two or more installments – no disbursement may exceed half of the loan amount and half of the loan period must have elapsed before the second disbursement may be made. A loan may be paid in one disbursement if half of the loan period has elapsed before the first payment has been made or if the schools cohort default rate is less than 15 percent for the 3 most recent years.

If a student is in the first year of undergraduate study and is a first-time Direct Stafford borrower, or if the school’s cohort default rate has been 15% or greater for the three most recent years for which data is available the schools may not disburse the first installment of the loan until 30 calendar days after the student’s program of study begins. Schools whose cohort default rate is less than 15% for the three most recent years are not required to delay the first disbursements for such students.

The borrower must have been provided with a disclosure statement at, or prior to, the first disbursement. The disclosure statement must include specific information about the loan, such as loan type, anticipated amounts and dates of disbursement, and loan cancellation instructions. The school must check the student’s eligibility at the time of disbursement (for example, checking enrollment status to see that the student has not dropped below half-time). The school must notify the student, or in the case of PLUS, the student’s parents, of the amount s/he will be paid, the method of payment and whether the loan is subsidized or unsubsidized.

When Stafford or PLUS loans are being credited to a student’s account, a written notice on paper or in electronic form must be sent no earlier than 30 days before and no later than 30 days after crediting the student’s account indicating:

- the date and amount of the disbursement;
- the borrower’s right to cancel all or part of the loan;
- the procedures and time by which the borrower must notify the school of their desire to cancel the loan.
Timely Book Allowance

The October 2010 Program Integrity Regulations require schools to ensure that certain students can obtain books and supplies by the seventh day of a payment period. Schools must comply with this provision if the following conditions are met:

- the student is eligible for a Federal Pell Grant;
- the school could disburse the student’s Title IV funds 10 days before the beginning of the payment period; and
- if all Title IV funds were disbursed, the student would have a remaining Title IV credit balance.

The student must have met all eligibility requirements for the funds and all conditions related to disbursement must have been met 10 days prior to the beginning of the payment period for this provision to apply. Therefore, schools would not have to comply with this provision for students who have not completed verification, or have an unresolved “C” code or unresolved conflicting information by this date. Likewise, if the student is subject to the 30 day disbursement rule for Stafford Loans, the school would not consider the amount of the Stafford Loan in determining the available Title IV credit balance.

The amount to be provided for books and supplies is the lesser of the anticipated Title IV credit balance or the amount the school determines the student needs as reflected in the books and supplies allowance used in the student’s cost of attendance budget for the payment period. Books and supplies are disbursed as refunds.

ED considers that a school should be able to confirm whether or not a student has actually begun attending classes within seven days of the start of the payment period and must ensure that eligible students be able to obtain or purchase books and supplies by the seventh day of the payment period. However, if a student never begins attendance in the payment period, the school would be liable for returning any Title IV funds except Direct Loan funds disbursed directly to the student. If a student withdraws from a payment period for which the institution provided a bookstore voucher, those expenses for the required course materials are considered institutional charges for R2T4 purposes.

Interim Disbursements

The school, prior to receiving the valid ISIR record, may make one disbursement from Federal Pell Grant, FSEOG and Federal Perkins Loan funds, may begin student participation in the FWS program for 60 days, and originate and disburse a subsidized Federal Direct Loan. However, if the school makes such a disbursement but does not receive the valid ISIR reflecting the corrections, it must reimburse the appropriate program account by making restitution from its own funds. The FWS student would have to be paid for all work performed but not from FWS program funds. Schools are not required to make interim disbursements and, given the potential for a high degree of institutional liability, it is not advisable for this option to be exercised.

Late Disbursements

A student who is no longer enrolled has lost Title IV eligibility and generally, may not be paid further FSA program funds for the enrollment period (semester). However, there are some cases where a late disbursement of FSA program funds may be made to an ineligible student if the student became ineligible solely because s/he is no longer
enrolled at the college for the award year.

In the case of a Direct Loan, if the student did not withdraw but ceased to be enrolled as at least half-time student the college may, but is not required to, make a late disbursement of the first disbursement of the loan to pay institutional costs. However, an institution may not make the late disbursement if the student was a first-year, first-time borrower unless the student completed the first 30 days of his/her program. This limitation does not apply if the institution is exempt from the 30-day delayed disbursement requirement.

A student who is no longer enrolled because he/she has completed the award year period of enrollment or program prior to all aid being disbursed must receive a late disbursement of funds. A student who withdrew before completing the payment period (semester) and did not receive all awarded Title IV funds must be offered a post-withdrawal disbursement to which he/she may be entitled following the rules for post-withdrawal disbursements contained in the R2T4 regulations (see the discussion on “Return to Title IV funds” later in this chapter). Though not the same as a late disbursement, a post withdrawal disbursement must meet the same conditions as a late disbursement.

In all late disbursement situations, a SAR/ISIR must have been processed with an “official” EFC while the student was still eligible (that is, before he or she withdrew or ceased to be enrolled). The official EFC on this initial ISIR needn’t be the final correct and payable EFC, but merely an EFC determined by CPS from the information on a processed ISIR. However, before making a late disbursement of FSA program funds, the school must receive a “valid” ISIR within 120 days of the student’s last day of enrollment (or by the September 2018 processing deadline, whichever is earlier). A valid ISIR is one that has been reviewed for correctness, has had all questions of incorrect, inconsistent or possibly conflicting information resolved, all Federal and CUNY edits appropriately addressed, all verification requirements (if selected) completed, and has been reprocessed (if necessary) with the final correct and payable EFC. Pell eligibility for a student whose ISIR requires reprocessing after they have ceased to be enrolled must be determined from the correct EFC on this final valid ISIR.

For purposes of determining eligibility for a late disbursement, use the processing date on the SAR/ISIR. For an ISIR, use the field labeled “Processed Date.” For a SAR, use the date above the EFC on the first page. For a SAR Acknowledgment, use the date labeled “transaction process date” in the School Use box.

An ISIR with issues that were not resolved before the student’s last day of enrollment should be selected for verification [if not already selected by the CPS] so that the 120 day grace period for completing verification and making corrections may be utilized to resolve the remaining issues.

When a SAR/ISIR has been processed for a student but the school is not listed, and then that student ceases to be enrolled, the school must be added as one of the school choices so that payment may occur. When the school receives the ISIR, it will have a processing date that postdates the student’s last day of attendance. In this circumstance, the school must obtain a copy of the SAR/ISIR processed while the student was still enrolled in order to document his/her eligibility (e.g., was the record processed with an official EFC prior to student’s last day of attendance?).
A late first disbursement of a Direct Loan must occur within 180 days after the student withdrew or otherwise became ineligible. The college may not make a second or subsequent disbursement of a Direct Loan unless the student successfully completed the period of enrollment for which the loan was intended. If a student receiving a first disbursement of a Direct Loan withdraws in the Fall semester but re-enrolls for the Spring semester, he or she may not receive the 2nd disbursement of the loan. In this case, a new loan for the Spring term would have to be originated.

The college may pay a student Federal Work-Study funds after the last day of attendance for work performed while the student was still in school; however, FWS funds may not be used to pay a student for work performed after the student ceased to be enrolled.

Federal Pell, Federal Perkins and FSEOG funds must be disbursed no later than 180 days after the student withdrew or otherwise became ineligible. Students who haven’t completely withdrawn may only be paid for courses completed. For Perkins and FSEOG funds, the college must also have awarded the aid before the student ceased to be enrolled. In the case of Perkins Loan funds, the student must sign the promissory note and complete entrance and exit counseling before receiving the disbursement.

A school may no longer request approval from the Department to make a late disbursement beyond the 180 day late disbursement period.

NOTE: Although 180 days is the maximum time allowed by ED to make a late disbursement, both CUNY pay calendar limitations and CUNYfirst processing schedules may further limit the processing window for late disbursements.

Required Disclosures Regarding College Refund Policies and Procedures
The college must provide written information to prospective and current students explaining the college’s refund and repayment policies and procedures, including the requirements for the return of FSA program funds when a student withdraws from school, information on any refund policy with which the school must comply, details on how refunds will be calculated and distributed, and other factors that determine the amount of the student’s refund. Students must be given a description of the procedures they must follow to officially withdraw from school and request a refund.

Retaking Previously Passed Coursework
Students may receive FSA funds for one repeat of a previously passed course. The credits for the retaken course may be included in the total number of credits when determining enrollment status.
Federal Financial Aid Checks

There are three regulations pertaining to Title IV financial aid funds disbursed by check.

1. **21 day rule** A school cannot hold a federal financial aid check longer than 21 days from the issue date. For checks that are not mailed centrally and are picked up by the college for in-person distribution to the student, the college may either mail the check to the student within 21 days of the check issue date [if the student fails to pick up the check at the college] or return the funds by using the "void" check option of SFA system to return the student’s net payment. Deductions are not subject to the 21 day rule. The college does not avoid the 21 day time frame by depositing the student's federal financial aid check, applying funds to the student receivable and issuing a college check for the balance due to the student. **NOTE:** where the college chooses to mail checks to students, the college must ensure that the checks are mailed within 3 business days of the check date.

2. **45 day rule** When a student’s check is returned by the U.S. Post Office as undeliverable, the college must either distribute the check to the student or return the funds within 45 days from the date the college received the check as "undeliverable mail." This rule applies to both the centrally mailed checks that OUC is returning to the college for another distribution attempt and checks that the colleges are mailing directly to students. Thus, the 45 day rule requires that checks that are mailed and could not be delivered to the addressee must be returned within 45 days if another attempt to deliver the check is not made.

3. **240 day rule** ED has established that where a Title IV check is not cashed, the funds must be returned within 240 days of the issue date. To comply with this regulation, all uncashed checks issued from the SFA disbursement system that are approaching the 240 day limit are selected for voiding. Federal funds are returned according to the requirements of the Federal Pell Grant, FSEOG, Direct and Perkins loan programs. Refund checks that colleges may issue to Title IV recipients are also subject to the 240 day rule. For example, if Pell funds are applied to the student tuition account and then reversed because TAP funds are received, the refund to the student contains Federal funds. The college will need to monitor refund checks made to Title IV recipients if they are not cashed within 240 days. The college can return the federal portion of the uncashed checks by using the “split” check option of the SFA disbursement system. In order to ensure that funds are returned to the federal programs by 240 days, it is recommended that colleges select refund checks approaching 210 days. Where a student is a recipient of multiple federal financial programs, use the return to Title IV hierarchy to return funds. The order should be:
   - Unsubsidized Direct loan (SFA program code 916)
   - Subsidized Direct loan (SFA program code 915)
   - Federal Perkins loan (SFA program code 396)
   - Direct Plus loan (SFA program code 917 & 918)
   - Pell (SFA program code 107)
   - FSEOG (SFA program code 312)
Declining or Returning Federal Pell Grant Funds by a Student

Declining a Federal Pell Grant
A student may decline all or part of a disbursement of Pell Grant funds that the student is otherwise eligible to receive. A student may wish to take this action as a strategy to conserve Pell eligibility for future semesters in light of the new 12 semester LEU limits.

To decline Pell Grant funds, a student must deliver to the school a signed, written statement clearly indicating that the student is declining Pell Grant funds for which he or she is otherwise eligible and that the student understands that those funds may not be available once the award year is over. The school must, if necessary, submit any adjustment records for the student to the Common Origination and Disbursement (COD) System.

Returning a Federal Pell Grant
A student may return all or a portion of Pell Grant funds that the student was otherwise eligible to receive, as long as this action is taken during the same award year. A student may not return any Pell Grant funds from a prior award year that the student was otherwise eligible to receive.

To return all or a portion of Pell Grant funds, the student must deliver to the school a signed, written statement clearly indicating that the student is returning Pell Grant funds for which he or she is otherwise eligible and that the student understands that those funds may not be available once the award year is over. The student must return the funds directly to the school, and the school must return those funds to its Pell Grant account. The school must then submit the required adjustment records for the student to the COD System.
## Disbursement Notification Requirements

This chart details the various disbursement notification requirements. Note that all parent references below apply only to PLUS funds borrowed by the parent on the student’s behalf.

<table>
<thead>
<tr>
<th>Notification</th>
<th>Information To Be Conveyed</th>
<th>Who Must Be Notified</th>
<th>When</th>
<th>How</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV Eligibility &amp; Payment Information</td>
<td>For each Title IV program: • Amount to be received, including PLUS • Expected disbursement date; and • Method of disbursement. For FWS, notice must include amount authorized to be earned in the award period. For Stafford Loans both subsidized and unsubsidized amounts must be indicated.</td>
<td>Institution must notify student.</td>
<td>For all Title IV programs other than FWS, notice must be sent each award year before Title IV funds are disbursed. For FWS, notice must be sent each award period before initial disbursement of FWS wages.</td>
<td>Electronic or written notice sent directly to student.</td>
<td>For each Direct Loan, amount may be either full amount of loan originated or estimated net disbursement. For FWS, award period is period of time covered by student’s FWS award (e.g., academic year if awarded for fall and spring semesters). FWS award period may consist of parts of 2 award years (i.e., summer FWS award crosses over July 1).</td>
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<tr>
<td>Crediting Title IV Loan Proceeds to Student’s School Account</td>
<td>If school credits student’s school account with Direct Loan or Federal Perkins Loan proceeds: • Anticipated disbursement date and amount of disbursement; • Borrower’s right to cancel all or portion of loan; and • Procedures and deadline by which borrower must inform school of his or her decision to cancel all or portion of loan.</td>
<td>Institution must notify student.</td>
<td>School must make notification between 30 days prior to and 30 days after crediting student’s school account, if affirmative confirmation received; otherwise, no earlier than 30 days prior to and no later than 7 days after crediting the student’s school account.</td>
<td>Electronic or written notice sent directly to student.</td>
<td>School is considered to have disbursed student’s Title IV loan proceeds by crediting student’s school account, if it: • Disburses proceeds by means of EFT to bank account designated by student or parent; and then • Withdraws all or a portion of those funds to credit student’s school account to pay tuition, fees, room, board, or other authorized charges. If borrower wants to cancel all or a portion of the loan, he or she must respond: • By the later of the first day of payment period or 14 days after date of the school’s notification, if school uses an active confirmation process; or • Within 30 days after date school sent the notification, if school does not use an active confirmation process.</td>
</tr>
<tr>
<td>Notification</td>
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<tr>
<td>Crediting TEACH Grant Proceeds to Student’s School Account</td>
<td>If school credits student’s school account with TEACH Grant funds: • Amount of TEACH Grant funds to be received; • How and when those funds will be disbursed; and • Student’s right to cancel all or a portion of TEACH Grant.</td>
<td>Institution must notify student.</td>
<td>School must make notification each award year before funds are disbursed.</td>
<td>Electronic or written notice sent directly to student/parent.</td>
<td>Institution must return TEACH Grant proceeds, cancel TEACH Grant, or do both, if: • By the later of the first day of payment period or 14 days after date of the school’s notification, if school uses an active confirmation process; or • Within 30 days after date the school sent the notification, if school does not use an active confirmation process. Institution may return TEACH Grant proceeds, cancel TEACH Grant, or both, if student requests cancellation of a TEACH Grant after the applicable time period above, but within 120 days of TEACH Grant disbursement date. If institution does not return TEACH Grant proceeds, or cancel TEACH Grant, the institution must notify the student that he or she may contact ED to request TEACH Grant be converted to a Federal Direct Unsubsidized Loan.</td>
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Overawards and Overpayments

Correcting Overawards

An overaward of Federal Student Aid funds is created when a student’s aid package combined with all other resources exceeds a student’s financial need. While care must be taken not to overaward a student in creating the initial awards package, changed circumstances after a student is packaged may cause an overaward. For example, a student may be awarded an academic scholarship late in the term; or a student’s eligibility may decrease because of updates made to the application record, or the student may wish to extend his or her work-study employment. When circumstances such as these create an overaward, the FAA must adjust the federal student aid in the package or take other actions to eliminate the overaward.

Before making any such adjustments, the student’s financial need should first be re-evaluated to determine whether he or she has increased need that was not anticipated when the school initially awarded aid to the student. If the student’s need has increased and the total packaged aid does not exceed the revised need, no further action beyond documenting the change is required. However, if the school determines that total assistance still exceeds his or her need after a re-evaluation, the school must reduce or cancel any future Title IV or institutional disbursements. Beginning with any unsubsidized loans the student is scheduled to receive, the school must first reduce a student’s level of borrowing.

Institutional Responsibility

As a condition for participation in the FSA programs, each college president signs a program participation agreement that, as one of its provisions, requires that the school demonstrate administrative capability. Part of this provision requires the designation of an official who is responsible for coordinating all financial aid information at the college. This is intended to insure that awards are made appropriately and overawards of certain forms of FSA program funds are prevented. Colleges are responsible for insuring that students who receive campus-based FWS, FSEOG and Perkins funding have all other financial resources considered so that total funding from FSA programs does not exceed the allowable costs of attendance. Similarly, colleges are responsible for knowing and considering all other financial resources when certifying a student’s eligibility for Federal Direct Loans to prevent students from borrowing unnecessarily. Colleges have the further responsibility to continually monitor the receipt of other scholarships and awards during the year to insure that excess federal funds are not disbursed to students. The flow of information about these additional sources of funding must be maintained during the year to facilitate timely adjustment of the aid package to prevent overawarding students.

Estimated Financial Assistance or Not

Colleges should take into account the nature and purpose of an institutional or outside award or scholarship before including it as estimated financial assistance. If a student receives the award because of their postsecondary enrollment, it should count as estimated financial assistance unless the award is considered wages for employment according to state or federal rules, or wages for employment based on need. Awards that take the form of wages for employment or would otherwise be reportable as taxable income on a tax return (and thus the FAFSA) would not be counted as estimated financial assistance.
Overaward Tolerance
There is no longer an over tolerance of $300 for campus-based programs the current
tolerance is now $0.

Pell Grant/Iraq & Afghanistan Service Grants
These grants are never adjusted to take into account other forms of aid, except in the case
when an IASG recipient subsequently becomes Pell eligible.

Federal Direct Loan
If the loan has not been originated or the loan proceeds have not been already completely
disbursed, the overaward must be eliminated by canceling or reducing the requested loan
amount and/or canceling or reducing other aid in the student’s package, as necessary. In
general, there is no $0 overaward tolerance for Direct Loans.

If the overaward is discovered after the school has received the funds, and a reassessment
of the student’s financial need shows no increased need for assistance, the school may:

- Use some or all of the amounts of packaged unsubsidized, PLUS, or non-federal
  loans to replace the EFC rather than using these funds as a resource (if this was
  not already done), thereby reducing or eliminating the overaward. [Remember
  that if the sum of the loan amounts exceeds the EFC, the excess must be treated
  as a resource.]
- Cancel or reduce the second or subsequent loan disbursements.
- If the overaward still exists after these adjustments have been made, withhold
  and return any loan monies that the student has not yet received to ED. [Note:
  Federal Direct Loan funds must be returned before campus-based aid is canceled
  or adjusted.]
- If the student is ineligible for only part of the disbursement, either return the
  amount of the loan for which the student has become ineligible or cancel the
  entire loan and originate a new loan for the lower amount.

If the overaward situation occurs after the entire loan has been fully disbursed, there is no
loan overaward (unless the student was ineligible for the entire loan). The borrower is
responsible for repayment of the loan according to the terms of the promissory note.
However, the school may have to adjust the aid package to prevent an overaward of
campus-based funds. The school may elect to return loan funds applied directly to the
student’s account, though this is not required. Note: if a student received more than the
annual or aggregate loan maximum due to inaccurate information provided
inadvertently, he or she may continue to receive federal student aid if the excess amount
is repaid or satisfactory arrangements to repay the excess are made.

Campus-Based Aid
If the aid package does not contain a Federal Direct Loan, or if the school has eliminated
the loan overaward, and if the student’s total resources still exceed the student’s need the
school must resolve the overaward by reducing or eliminating campus-based awards. If it
is found after reevaluating the student’s need that his or her need has increased and the
total resources do not exceed the need, then no further action is necessary.

FSEOG and Perkins Loan
If the school recalculates the student’s need and determines that the total resources still
exceed need by more than an applicable overaward tolerance, the school must try to
eliminate the overaward by reducing or canceling future disbursements. If the overaward cannot be eliminated in this manner, the amount of the loan or grant that exceeded the student’s need is an overpayment and must be repaid (see below).

**Federal Work-Study**
A student can’t be required to repay FWS wages legitimately earned; a FWS overaward can only be remedied by adjusting future payments. Students who continue to be employed after that point cannot be paid from FWS funds. If the work study earnings exceeded need then the school must reimburse the FWS program from its own funds.

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**Treatment of Overpayments**

An overpayment is created whenever a student has received federal grant or loan disbursements in excess of his or her eligibility. Overpayments may occur when a student receives additional assistance that was not considered when he or she was first packaged. Overpayments may also be caused by misreported information on the ISIR that is later corrected, miscalculated EFCs or costs of attendance, payments to an ineligible student, or payments made in excess of grant or loan maximums. An overpayment may result when a student withdraws or drops out before the end of the payment period and has received a disbursement in excess of the amount s/he was entitled to for the time period he or she was actually enrolled. *(See “Return of Title IV Funds” below for more complete discussion of this last topic.)*

A student who owes an overpayment is ineligible for additional federal student aid payments until the overpayment is satisfied. In some cases, however, it may be the school which is required to repay the overpayment.

**Federal Pell Grant/IASG**

If a student receives an overpayment of these funds that is **not** the result of an institutional error, he or she may continue to receive SFA funds if the overpayment can be eliminated by reducing later disbursements of these funds in the same award year.

*NOTE: the school cannot reduce awards from the current award year to eliminate overpayments from a previous year.*

If the overpayment cannot be eliminated by adjusting later disbursements in the award year, and the overpayment was **not** the result of the school’s error, the student may not receive additional federal student aid funds until the overpayment is repaid in full or satisfactory repayment arrangements with the school are made.

A student may not be held accountable for an overpayment of these funds due solely to an institutional error or the school’s failure to follow **regulatory requirements**. The institution must immediately restore the overpayment to the appropriate program account.
An overpayment of Pell/IASG funds for which the institution alone is liable may not be considered a Title IV debt of the student, though the institution may pursue collection of the overpayment with the student as an institutional debt. The student’s eligibility for receipt of additional Pell Grant disbursements or other federal student aid funds remains unaffected.

If returning the funds causes the student to have an open balance of institutional charges for the current award year, any subsequent disbursements for that award year may be applied to that balance, if it is for an allowable charge, or if the institution has the student’s written permission to apply aid to other charges.

A student may not receive Pell/IASG funds from more than one school for the same period of enrollment. The COD system identifies students who have been reported as recipients at multiple schools for the same enrollment period. The schools involved must coordinate their response so that the student receives these funds for attendance at only one of the schools for the period. If after 30 days the schools haven’t resolved the matter, the payments at both schools are disallowed and the matter may require ED involvement to be resolved.

**FSEOG or Perkins Loan**

If a student receives a Federal SEOG or Perkins Loan overpayment that is not the result of an institutional error, he or she may continue to receive federal student aid funds if the overpayment can be eliminated by adjusting subsequent disbursements, other than Federal Pell Grant, within the same award period. If the overpayment cannot be eliminated by adjusting later disbursements in the award year, and the overpayment was not the result of the school’s error, the student may not receive additional federal student aid funds until the overpayment is repaid in full or satisfactory repayment arrangements are made.

A student may not be held accountable for a Perkins or FSEOG overpayment which is due solely to an institutional error or the school’s failure to follow program requirements. The institution must immediately restore both the amount of the overpayment along with any administrative cost allowance claimed on that amount to the appropriate program account. The school may not correct the overpayment by reducing subsequent disbursements within the award year.

A Perkins or FSEOG overpayment for which the institution alone is liable may not be considered a Title IV debt of the student. The institution may pursue collection of the overpayment with the student as an institutional debt. The student’s eligibility for receipt of additional federal student aid funds would remain unaffected.

If returning the funds causes the student to have an open balance of institutional charges for the current award year, subsequent disbursements for that award year may be applied to that balance if the open balance is for an allowable charge, or if the institution has the student’s written permission to apply aid to other charges.

**Student Fails To Begin Attendance**

If a student never attends any classes, officially withdraws, drops out or is expelled before the first day of classes, all Federal Pell Grant, FSEOG or Perkins Loan funds must be returned by the school to the respective programs within 30 days of learning the student did not begin attendance. At a school that has a census date on which it reports its
enrollment levels to a state, local jurisdiction or outside agency, it would be reasonable to expect the school to return funds no later than 30 days following the census date. The student would not be considered a Title IV overpayment. The institution may pursue collection of the overpayment with the student as an institutional debt. The student’s eligibility for receipt of additional federal student aid funds would remain unaffected.

If a student begins attending some but not all of his or her classes, the student’s Pell Grant or IASG must be recalculated based on the student’s actual enrollment status. Any amount disbursed for a class or classes the student never attended must be returned to the program. Though the student is liable for the overpayment, the school may return the funds to ED on the student’s behalf and pursue the collection of the overpayment as an institutional debt.

If a Federal Direct Loan recipient withdraws or is expelled before the term begins, or doesn’t begin attendance, or if the school cannot document any attendance, the school must return within 30 days of learning the student did not begin attendance any Direct Loan funds that were credited to the student’s account at the institution for the payment period or period of enrollment. In addition, the school must return the amount of any tuition/fee payments made directly by or on behalf of the student to the school for the payment period or period of enrollment, up to the total amount of the loan funds disbursed. For any remaining loan funds disbursed directly to a student, the school must notify the applicable loan servicer that the student did not begin attendance, so that the lender or Department can issue a final demand letter to the student for immediate return of any loan funds that were disbursed directly to the student.

**Student Begins Attendance on a Less Than Half-Time Basis**

If a student who received a Direct Loan disbursement begins attendance for the loan period, but does so on a less than half-time basis despite having originally enrolled (registered for classes) on at least a half-time basis, neither the institution nor the student is required to return any loan proceeds. However, the institution must not make any subsequent disbursements of the loan, unless the student resumes enrollment on at least a half-time basis.

**Overpayments Due to Interim Disbursement**

When an overpayment results from interim disbursements made before verification was complete, and the verification ultimately showed the student to be ineligible, the school shares liability with the student for the repayment of the overpayment.

If an overpayment is the result of an interim disbursement, the student may continue to receive federal student aid funds if the overpayment can be eliminated by adjusting subsequent financial aid payments, or if the student repays the overpayment in full, or makes satisfactory repayment arrangements with the school.

If the student doesn’t repay the overpayment, the school must repay the overpayment from its own funds within 60 days of the student’s last day of enrollment, or by the last day of the award year, whichever comes first. Once the school satisfies the overpayment, the student regains eligibility for FSA funds. However, nothing in the regulations prohibits the college continuing to treat the amount owed by the student as an institutional debt and continuing its collection efforts.
Overpayments Due to Student Error
If a student’s error or failure to report information on a FAFSA caused the overpayment, the student is responsible for repayment. If the overpayment cannot be eliminated by adjusting later disbursements in the award year, the student cannot receive additional federal student aid payments until he or she repays the overpayment in full or makes satisfactory repayment arrangements with the school. If the student doesn’t repay the overpayment, the school is not liable for the overpayment, but must make a reasonable attempt to contact the student and collect the overpayment.

For an FSEOG or Perkins Loan overpayment, the school must promptly try to recover the overpayment by sending the student a written notice requesting payment in full and must consider and respond to any claims by the student that the overpayment is a mistake.

If the student is found to be responsible for repaying the overpayment, the school may elect to make the repayment for the student from its own funds. When the school makes the repayment on the student’s behalf, the student is no longer considered an overpayment and may once again receive federal student aid funds. Instead of being an overpayment, the amount owed becomes an institutional debt that is repaid according to the school’s normal collection procedures.

Overpayments – Minimum Thresholds
A student does not owe an overpayment if the amount is less than $25. The $25 threshold does not apply to amounts that are remaining balances of an initial larger amount, nor does it apply to amounts remaining after applying the $300 tolerance. If an overpayment results from an R2T4 calculation, the student will not owe the overpayment if the amount is less than $50. These minimum amounts are considered program specific.

Reporting Overpayments to NSLDS
Overpayments resulting from student error must be reported to NSLDS within 30 days of the date the school learned of the overpayment using the on-line NSLDS screens. Only unresolved overpayments that are the result of student error are reported to NSLDS. Overpayments that are the result of an institutional error must be repaid by the school using school funds.

Once an overpayment is reported to NSLDS, the student’s future application output documents will be flagged with an overpayment indicator. The Financial Aid History section of the SAR/ISIR record will contain information about the overpayment including whether or not the student has made satisfactory repayment arrangements.

Note: in the case of a grant overpayment resulting from an R2T4 calculation, the school will report the overpayment to NSLDS if the student fails to establish a repayment arrangement with either the school or the Department within 45 days after the student was first notified of the overpayment. If the student repays in full by the 45th day of the period of extended eligibility, there is no NSLDS reporting requirement. (See the next section of this chapter, “Return of Title IV Funds,” for more information.)
### Examples of Institutional & Student Liability

<table>
<thead>
<tr>
<th>Overpayment Scenario</th>
<th>Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student reports incorrect information on FAFSA.</td>
<td>Student liability only – student erred in reporting incorrect data.</td>
</tr>
<tr>
<td>School fails to resolve conflicting information on original or subsequent transaction before making a disbursement based on that transaction.</td>
<td>Institutional liability only – school must resolve all conflicting information before disbursing Title IV aid.</td>
</tr>
<tr>
<td>Student receives outside scholarship and is awarded FSEOG. Bursar fails to notify financial aid office of the outside scholarship and student receives overpayment of FSEOG funds.</td>
<td>Institutional liability only – school had information about the outside scholarship when FSEOG was disbursed.</td>
</tr>
<tr>
<td>School properly makes interim disbursement to student selected for verification but final verified EFC results in reduced award amount.</td>
<td>Joint institutional and student liability – student erred in reporting incorrect data and school chose to make the interim disbursement. School must try to recover overpayment from student and if unsuccessful after 60 days, must repay from its own funds.</td>
</tr>
<tr>
<td>School makes disbursement based on unselected ISIR for which it had no conflicting information. Student fails to complete verification.</td>
<td>Student liability only; as long as no further disbursements were made, school would not have violated any disbursement rules.</td>
</tr>
<tr>
<td>School makes disbursement based on unselected ISIR for which it had no conflicting information. Verification of subsequent transaction results in reduced award amount.</td>
<td>Student liability only – student erred in reporting incorrect information; school did not violate any disbursement rules. Note: overpayment may be recovered by adjusting later disbursements</td>
</tr>
<tr>
<td>School's cost of attendance is miscalculated.</td>
<td>Institutional liability only – school erred in determining the student's Scheduled Award.</td>
</tr>
<tr>
<td>School disburses Pell Grant based on incorrect Scheduled Award.</td>
<td>Institutional liability only – school erred in determining the student's Scheduled Award.</td>
</tr>
<tr>
<td>School disburses Pell Grant to transfer student without checking the student's remaining eligibility within the required time frames.</td>
<td>Institutional liability only – school is required to check a transfer student's remaining eligibility for the award year before disbursing a Pell Grant.</td>
</tr>
<tr>
<td>Student fails to begin attendance in all classes for which s/he was enrolled; school recalculates Pell award as required by regulations.</td>
<td>Student liability only – student's change in enrollment affected the enrollment status on which the amount of the Pell award was based.</td>
</tr>
<tr>
<td>Student drops classes for which s/he registered; school recalculates Pell award as required by school's policy.</td>
<td>Student liability only – student's change in enrollment affected the enrollment status on which the amount of the Pell award was based.</td>
</tr>
<tr>
<td>School disburses Title IV funds but cannot document that student attended any class.</td>
<td>Institutional liability only – school must be able to document student attended each class at least once.</td>
</tr>
<tr>
<td>Student withdraws; R2T4 calculations result in student owing a Title IV overpayment.</td>
<td>Student liability only – student received unearned Title IV funds.</td>
</tr>
</tbody>
</table>
Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which assistance was awarded. Under the Return of Title IV (R2T4) regulations, a student is considered to have withdrawn from a payment period or period of enrollment if he or she does not complete all of the days in the payment period he or she was scheduled to complete. Students “earn” the assistance they have been awarded in direct proportion to the number of days of the payment period (semester) they remain enrolled, through the 60% point in the semester. A student who withdraws after the 60% point earns 100% of the aid for that term.

If a recipient of FSA grant or loan funds withdraws from school after beginning attendance during a semester, the college must calculate the amount of assistance the student earned. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount earned, then the student is eligible to receive a post-withdrawal disbursement.

If the student has received excess funds that must be returned to ED, the college shares the responsibility of returning those excess funds with the student. The college’s portion of the excess funds to be returned is equal to the lesser of the entire amount of the excess funds, or the student’s total tuition and fee charges multiplied by the percentage of unearned funds. If the college is not required to return all of the excess funds, the student may be required to return a portion of the remaining amount. The college must return its share of unearned funds to the Department of Education through the Office of University Controller (OUC). The student may repay his or her share to the college or, if the overpayment has been referred to DCS, make arrangements to repay the Department of Education directly.

The student must be fully eligible to receive federal funds prior to the date of withdrawal, that is, the conditions that make a student eligible for a “late disbursement” of Title IV funds must be met in order for Title IV aid to be considered “aid that could have been disbursed” and included in the R2T4 calculation.

Some aspects of the R2T4 process cannot occur until the college learns that the student has withdrawn. The date the college determines the student withdrew captures the point in time when the college could reasonably have been expected to know that a student withdrew.

- For official withdrawals, this date is either date the student began the withdrawal process or the date of his or her withdrawal notification, whichever is later.
- For unofficial withdrawals, this date is the date the college becomes aware that the student is no longer in attendance (usually after the end of the semester).

[Note: For a student who withdraws without providing notification to the school, the school must determine the withdrawal date no later than 30 days after the end of the earlier of (1) the payment period or the period of enrollment (as applicable), (2) the academic year, or (3) the student’s educational program.]

At CUNY the Institutional determination date for these calculations is 21 days from the end of the term.
For approved leaves of absence, this date is the date the leave began.

In the case of a student who stops attending after rescinding a withdrawal, this date is the date the college becomes aware that the student did not or will not be able to complete the semester (usually reverts to the original withdrawal date);

The date the college determines that the student withdrew is used in the following circumstances:

- A post-withdrawal disbursement of loan funds not credited to the student’s account must be offered within 30 days of the date of determination;
- The college must disburse grant funds within 45 days of the date of determination (written acceptance by the student is no longer required for post-withdrawal disbursements of grant funds);
- The college must disburse loan funds within 180 days of the date of determination if the student or parent accepts the offer of all or a portion of a post-withdrawal disbursement of loan funds;
- The college must document a student’s withdrawal date and maintain the documentation as of the date of determination;
- The college must notify a student if a grant overpayment is due within 30 days of the date of determination;
- If the college is collecting the overpayment, it must require repayment of the full amount of the overpayment within two years of the date of determination;
- The college must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of determination; and
- The amount of aid disbursed as of the date of determination is used to determine the amount of unearned aid that must be returned.

The types of withdrawal and the corresponding withdrawal trigger date are summarized in the chart on p. 11-21.

**Official Withdrawals**

When a student officially withdraws, the college may use any one of the following dates that best represents the student’s last date of attendance:

- Date student began the withdrawal process prescribed by the college;
- Date student provided official notification;
- Last date of attendance at an academically related activity as documented by the college.

**Unofficial Withdrawals**

When a student leaves without notice, the college may use any one of the following dates that best represents the last documentable date of attendance:

- Last date of an academically related activity;
- Date provided by an instructor;
- Date college determines illness, accident, or grievous personal loss occurred;
- Mid-point of the semester.

**Administrative Withdrawals**

If a school administratively withdraws a student (e.g., expels, suspends, or cancels the student’s registration) who has not notified the school of his or her intent to withdraw, the
Approved Leaves of Absence
A college may grant a student multiple leaves of absence; but the total of all leaves of absence may not exceed 180 days within a 12 month period. The college must have a reasonable expectation that the student will be able to return and complete the course work within the semester. The student must return by the end of the leave of absence or s/he must be treated as a withdrawal. In the case of a student who fails to return from an approved leave of absence, the withdrawal date reverts to the date the leave of absence commenced. If the student has received a loan, s/he must be told that failure to return will affect the grace period of the loan. The college must have a formal published policy on leaves of absence. The school’s written policy must require that a student submit a written, signed and dated request that includes the reason for the request.

Determining the Amount of Aid the Student Earned
The semester begins on the first day of class and ends on the last day of final exams. Any scheduled breaks of five consecutive days or more should be excluded from the count of days. This includes Spring Break and the breaks between the modules in each semester at LaGuardia and Kingsborough Community Colleges. The amount of aid a student has earned is determined by dividing the number of days that the student attended by the number of days in the semester, then multiplying the result by the amount of federal aid the student “could have been disbursed”. This amount is compared to the amount of aid the student actually was disbursed to determine whether FSA funds must be returned or whether the student will receive a post-withdrawal disbursement.

Aid That Could Have Been Disbursed
The calculation of earned Title IV program assistance includes all Pell Grant, TEACH Grant, FSEOG, and FFEL/Direct/Perkins Loan funds that were disbursed or could have been disbursed to a student. Federal Work-Study (FWS) funds are not included in the calculation.

For purposes of determining earned Title IV aid, the college includes as “aid that could have been disbursed” any undisbursed Title IV aid for the period for which the return calculation is performed so long as the conditions for late disbursements in 34 CFR 668.164(g)(2) were met prior to the date the student became ineligible. This is true regardless of whether the college was prohibited from actually making the disbursement or before the day the student withdrew so long as the conditions for late disbursements listed below are met prior to withdrawal.
The conditions for a late disbursement that must be met before the date the student became ineligible are:

- the Department processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a PLUS loan);
- for a Direct Loan, the college originated the loan; and
- for a Federal Perkins Loan or FSEOG, the college made the award to the student.

Note: A promissory note must be signed for a loan to be included as aid that could have been disbursed in an R2T4 calculation. The signature may be obtained after the student withdraws but the note must have been completed before the school performs the calculation (see DCL GEN-05-16 published October 27, 2005 for more information).

Some funds included in “aid that could have been disbursed” are funds that the student may not actually be eligible to receive. Specific examples of “aid that could have been disbursed” that would not be offered as a post-withdrawal disbursement are:

- Second or subsequent disbursements of Direct Loan funds;

If a student who has withdrawn did not begin attendance in enough courses to establish a half-time enrollment status, the school may not make a first disbursement of a Direct Loan to the student after the student withdraws. However, the funds are included as aid that could have been disbursed in the Return calculation.

What should be noted, for loans with WN grades that result in less than half time enrollment is that colleges are required to return any money taken for tuition and fees and must notify the servicer that the student is not meeting the half time enrollment status but are not required to return money disbursed to the student. As noted above, R2T4 calculations should include the loan funds as “aid that could have been disbursed”.

Note: if a student was disbursed excess Pell Grant based on enrollment in classes for which non-attendance dates were subsequently reported, the school must recalculate the Pell enrollment status, return the amount the student was overpaid, and then perform the R2T4 calculation excluding this amount from either aid disbursed or aid that could have been disbursed. The school must regard the entire amount it had to return as a student liability to the college separate and beyond any additional liability that might result from the R2T4 calculation. The same holds true for any other disbursed grant based on enrollment for which non-attendance dates have been subsequently reported; that is, the overpayment must first be repaid and the R2T4 calculation is then performed on what remains.

**Crediting the Student’s Account**

The college may credit the student’s account with Title IV grant funds from a post-withdrawal disbursement without his or her authorization to satisfy current year tuition and fee or contracted room and board charges (incurred prior to withdrawal). Before crediting a student’s account with Title IV loan funds from a post-withdrawal disbursement to cover allowable charges, the college must obtain authorization from the student (or the parent in case of a PLUS loan). The college must also have written authorization from the student (or parent in case of PLUS) to credit the student’s account
with Title IV loan funds from a post-withdrawal disbursement for other than the allowable current charges.

The school no longer has to obtain confirmation from a student before making a post-withdrawal disbursement of Title IV grant funds. These may be either credited to a student’s account to pay allowable charges or disbursed directly to a student without the student’s or parent’s authorization.
**College Return of Unearned Aid**

The university must return unearned aid for which it is responsible to the Department of Education within 45 days after the college determines the date of withdrawal. The college’s portion of the excess funds to be returned is equal to either the entire amount of the excess funds disbursed, or the total tuition and fee charges multiplied by the percentage of unearned funds, whichever is less.

**Student Return of Unearned Aid**

The student is assumed to have possession of Title IV funds only if the amount of disbursed Title IV funds exceeds institutional charges. The student’s share of unearned aid that must be returned is derived by subtracting the college’s share from the total unearned amount. Any loan funds that the student must return are repaid according to the terms of the promissory note. Grant funds in excess of $50 that the student must return are regarded as an overpayment. Under the HERA, the amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment amount exceeds half the total Title IV grant funds received (or that could have been received) by the student.

The student who owes a grant overpayment due to a withdrawal retains Title IV eligibility for a maximum of 45 days from the earlier of the date the college sends the student notice of the overpayment, or the date the school was required to notify the student. If the student repays in full, or enters into a repayment agreement with either the school or ED within 45 days, the student retains eligibility. If the student fails to take action to resolve the overpayment within the 45 days, the school must report the overpayment to NSLDS immediately after the 45 days has elapsed and must refer the overpayment to ED’s Debt Collection Service (DCS) in accordance with instructions in the most recent FSA Handbook, Volume 5 “Overawards, Overpayments and Withdrawal Calculations”. Unresolved overpayments not referred to DCS ultimately become the school’s responsibility to repay.

**Order of Return of Title IV Funds**

Amounts returned to the Department of Education must be credited to the FSA programs in the following order:

1) Federal Unsubsidized Loan
2) Federal Subsidized Loan
3) Federal Perkins Loan
4) Federal PLUS
5) Federal Pell Grant
6) FSEOG
7) TEACH Grants for which a Return is required
8) Other Title IV Grants
Post-Withdrawal Disbursement
If a student has received less Title IV funds than s/he has earned, the student (or parent) must receive a post-withdrawal disbursement of any grant funds within 45 days from the date of determination. The school no longer must obtain written confirmation from the student or parent of their acceptance of a post-withdrawal disbursement of grant funds.

The college must notify in writing to the student within 30 days of the college’s determination of withdrawal prior to making a post-withdrawal disbursement of loan funds. The notification must:
- Identify the type and amount of the loan funds
- Ask whether those loan funds are to be credited to the student’s account or disbursed directly to the student (or parent)
- Include the information necessary for the student, or parent for a parent PLUS loan, to make an informed decision as to whether the student or parent would like to accept any disbursement of loan funds
- Request confirmation of any post-withdrawal disbursement that the student or parent, as applicable, wishes the school to make

The school must document the result of the notification process and the final determination made concerning the disbursement, and maintain that documentation in the student’s file. Once a school has received confirmation from a student, or parent in case of a PLUS loan, that he or she wants to receive the post-withdrawal disbursement of loan funds, a school must make the post-withdrawal disbursement of Title IV loan proceeds as soon as possible, but no later than 180 days after the date of the school’s determination that the student withdrew.

Verification Not Completed Before Withdrawal
A school must offer any post-withdrawal disbursement of loan funds within 30 days of the date of the school’s determination that the student withdrew, and return any unearned funds and make a post-withdrawal of grant funds within 45 days of that date.

Schools must disburse any Title IV grant funds within 45 days of making a withdrawal determination and disburse any loan funds the student accepted within 180 days. If verification is not completed in time for the school to meet the 45 day R2T4 deadline, the school should include in the R2T4 calculation only that Title IV aid that was not subject to verification (PLUS and unsubsidized loans).

If the student completes verification after the initial R2T4 calculation but within the 120 day verification extension deadline, the school must perform a new calculation and make the appropriate return or post-withdrawal disbursement. The post-withdrawal disbursement must be made within 180 days after the student’s last date of attendance in the semester the withdrawal occurred.

If the student fails to provide all required verification documents in time for the school to meet the 45-day return deadline, the school must return any funds disbursed on an interim basis (PELL, ACG, FSEOG, and Perkins).
R2T4 Treatment for Students Called to Active Duty

Provisions of the Higher Education Relief Opportunities for Students (HEROES) Act of 2003 now codify treatment of Title IV eligible students who must withdraw from school because of active duty service during a war or other military operation or national emergency; or, qualifying National Guard duty during a war or other military operation or national emergency; or who reside or are employed in an area that is declared a disaster area by any Federal, State or local official in connection with a national emergency; or who suffered direct economic hardship as a direct result of war or other military operation or national emergency, as determined by the Secretary. Under the HEROES Act, effective December 12, 2003, the school must perform an R2T4 calculation for students who withdraw due to their status as an affected individual. If these calculations result in the school being required to return funds to one or more of the Title IV programs, it must do so as it would for any student who completely withdraws. However, for these students, the school is to exclude from the student’s total institutional charges those amounts covered with non-Title IV sources of aid, such as tuition covered by a NYS TAP grant.

If these calculations result in an overpayment that is the student’s responsibility to repay, s/he is not required to return or repay the overpayment. Consequently, the school should not contact the student for repayment, report the student as an overpayment to NSLDS or refer the overpayment to DCS. However, the school must document in the student’s file the amount of any overpayment as part of the school’s documentation of the applicability of this waiver.

If an affected student is entitled to a post-withdrawal disbursement, he or she has up to 45 calendar days to respond to a school’s notification of their eligibility for the disbursement (the usual deadline is 14 days).

The HEROES Act encourages schools to provide a full refund of tuition, fees, and other charges for the portion of the instruction period an affected student could not complete, or for which s/he did not receive academic credit. The CUNY Tuition & Fee Manual, p. 46 prescribes that “in instances where students who are...recalled to active duty do not attend for a sufficient time to qualify for a grade, there shall be a 100% refund of tuition and all other fees except application fees.” Any refund request for military service must be documented in order for it to be processed. (No refund can be made to a student so called who has been assigned an earned grade, regardless of whether the grade is passing or failing.)

Before making a refund to these students, the school should perform the required R2T4 calculations based upon the originally assessed charges. Any reduction of institutional charges may take into account the funds the school is required to return. Therefore, the school would not return funds to the federal programs and at the same time provide a refund of those same funds to the student.

NASFAA has created a Reserve/Guard Financial Aid Resources Page at: http://www.nasfaa.org/linklists/reservistsguidance.asp to provide guidance related to the call to active duty of students who are members of the Reserves and National Guard.
Consumer Information
The college must provide information about R2T4 when a student withdraws. This information must include the requirements for withdrawing from the college as well as a summary of the requirements of 668.22 of the federal regulations.

For Further Guidance
For a more comprehensive treatment of the R2T4 regulations, readers should turn to the most recent FSA Handbook, Volume 5 “Overawards, Overpayments and Withdrawal Calculations”. Here you will find extended discussion of each element of the R2T4 calculation with definitions, examples, worksheets, case studies and regulatory citations to assist in a better understanding of this process. Additional guidance can be found in Dear Colleague Letters GEN-04-03 (February 2004); GEN-00-24 (December 2000); GEN-98-28 (November 1998). This guidance is easily referenced from http://www.ifap.ed.gov/ifap/

Detailed information about managing R2T4 in CUNYfirst is published and available separately.
## Return of Title IV Funds – Requirements and Deadlines

CUNYfirst has automated the R2T4 process and funds are no longer returned by OUC. Returns are calculated and returned by running E-033 which resides in the financial aid module of CUNYfirst (OSFA).

<table>
<thead>
<tr>
<th>Party Responsible</th>
<th>Requirement</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Determining withdrawal date for a student who withdraws without providing notification</td>
<td>30 days after the end of the earlier of either the semester, academic year, educational program (as appropriate)</td>
</tr>
<tr>
<td>College/OSFA</td>
<td>Return of unearned Title IV Funds</td>
<td>45 days from the date the college determined that the student withdrew</td>
</tr>
<tr>
<td>College/OSFA</td>
<td>Post-withdrawal disbursement to the student’s account for: tuition and fees and other allowable charges for the current year; prior year charges for less than $200 with written authorization from the student</td>
<td>180 days from the date that the college determined that the student withdrew in accordance with requirements for disbursing Title IV funds (34 CFR 668.164)</td>
</tr>
<tr>
<td>College/OSFA</td>
<td>Written notification providing the student (or parent) the opportunity to accept all or part of a loan (Perkins, Direct, or Plus) for post-withdrawal disbursement to pay institutional charges</td>
<td>Within 30 days of the disbursement of loan funds in accordance with requirements for authorizations and notifications (34 CFR 668.22(a)(4)(i)(B))</td>
</tr>
<tr>
<td>College/OSFA</td>
<td>Written notification of student’s eligibility for post withdrawal disbursement of loan funds in excess of outstanding current charges</td>
<td>Within 30 days from the date the college determined the student withdrew</td>
</tr>
<tr>
<td>College/OSFA</td>
<td>Post withdrawal disbursement to student of earned Title IV funds in excess of outstanding current charges</td>
<td>Grants: no later than 45 days from the date of determination; Loans: no later than 180 days from the date of determination</td>
</tr>
<tr>
<td>College</td>
<td>Notification to the student (parent) of the outcome of a late request for a post withdrawal disbursement</td>
<td>Not specified (but should be ASAP)</td>
</tr>
<tr>
<td>College/OSFA</td>
<td>Notice to the student of a grant overpayment</td>
<td>30 days from the date the college determined that the student withdrew</td>
</tr>
<tr>
<td>College</td>
<td>Report to NSLDS if the student does not pay the overpayment in full or does not enter into a repayment agreement within 45 day grace period after notification of grant overpayment or fails to meet the terms of the repayment agreement</td>
<td>No later than 45 days after student is notified of overpayment</td>
</tr>
<tr>
<td>College</td>
<td>Referral of the student to ED Borrower Services if the student does not pay the overpayment in full or does not enter into a repayment agreement within 45 day grace period after notification of grant overpayment or fails to meet the terms of the repayment agreement</td>
<td>ASAP after the expiration of the 45 day grace period</td>
</tr>
<tr>
<td>Party Responsible</td>
<td>Notification</td>
<td>Requirements</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| College           | Consumer Information | 1. College’s withdrawal policy  
2. College’s refund policy  
3. Office(s) where students should file withdrawal forms  
4. Requirements for the return of Title IV funds |
| College/OSFA      | Written notification of the student’s eligibility for post-withdrawal disbursement of Title IV loan funds in excess of outstanding current charges. | 5. Identify the type and the amount of Title IV loan funds that make up a post-withdrawal disbursement to the student.  
6. Explain that the student (or parent) may accept all or part of the disbursement  
7. Advise the student or parent that no post-withdrawal disbursement of loan funds will be made unless the college receives a response within time frame set by the college.  
8. Explain that the student (or parent) may cancel all or a portion of loans that may be credited to institutional charges. |
| College           | Response (may be electronic) to a late request for a post-withdrawal disbursement (that the college chooses not to make). | 9. Negative outcome of request. (If it was positive, the college would be sending payment.) |
| College           | Repayment Agreement | 10. Terms permitting the student to repay the overpayment while maintaining eligibility for Title IV funds.  
11. Repayment in full must be made within 2 years of the date the college determined that the student withdrew. |
## Return of Title IV Funds – Determining Trigger Dates

<table>
<thead>
<tr>
<th>Withdrawal Type</th>
<th>Circumstance</th>
<th>Student’s Withdrawal Date&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Date of School’s Determination that Student has Withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student began the school’s withdrawal process</td>
<td>Date the student began the school’s withdrawal process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student provides official notification to school of intent to withdraw</td>
<td>Date the student otherwise provides notification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Official notification not provided by student because of circumstances beyond student’s control</td>
<td>Date the school determines is related to the circumstance beyond the student’s control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All other instances where student withdraws without providing official notification</td>
<td>Midpoint of the payment period, or period of enrollment, as applicable</td>
<td></td>
</tr>
<tr>
<td>Leave of Absence Related</td>
<td>Student does not return from an approved leave of absence or takes an unapproved leave of absence</td>
<td>Date the student began the leave of absence</td>
<td>The earliest of the dates of the end of the leave of absence or the date student notifies school that s/he will not be returning to school (for unapproved leaves of absence, the date the leave of absence began)</td>
</tr>
<tr>
<td>Withdrawal After Rescission of Official Notification</td>
<td>Student withdraws after rescinding previous official notification of withdrawal</td>
<td>Student’s original withdrawal date from previous official notification</td>
<td>Date the school becomes aware the student did or will not complete the period of enrollment</td>
</tr>
</tbody>
</table>

<sup>1</sup>In place of the dates listed, school may always use as a student’s withdrawal date the student’s last day of attendance at an academically related activity, if this can be documented.

<sup>2</sup>For a student who withdraws without notification, the school must determine the withdrawal date no later than 30 days after the end of the earlier of the (1) payment period or period of enrollment (as appropriate), (2) academic year, or (3) the student’s educational program.
Colleges are required to retain financial aid applications and supporting awarding and payment documentation for a specified period of time after the student receives the aid. The record retention requirements differ from program to program; there are also differences between rules established by CUNY and various state and federal rules. Apart from records storage, colleges must also follow federal, state and University regulations regarding the release and dissemination of student information. In addition, the state and federal governments have implemented stringent requirements concerning the use and dissemination of personally identifying information about students. This chapter outlines the various records retention and release requirements the financial aid administrator must be aware of and follow in order to be in compliance with federal and state law and University policy.

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OSFA
Federal Records Retention Requirements for Title IV Programs

Under federal law, a school must keep comprehensive and accurate records demonstrating the proper administration of FSA program funds and must show a clear audit trail for FSA program expenditures. Records must clearly show that each recipient was eligible for the funds and that the funds were received, managed, disbursed, and returned in accordance with program regulations.

Program Records

A school must maintain records in the appropriate offices that document its eligibility to participate in the FSA programs, as well as the FSA eligibility of its educational programs, the school’s financial responsibility and standards of administrative capability. The FSA program records that must be maintained include, but are not limited to:

- Program Participation Agreement
- Application portion of the FISAP
- Accrediting and licensing agency reviews and reports
- State agency reports
- Audit and program review reports
- Self-evaluation reports

Fiscal Records

Schools must account for the receipt and expenditure of all FSA program funds in accordance with generally accepted accounting principles. A school must keep fiscal records that reflect each FSA program transaction along with general ledger control accounts and related subsidiary accounts that identify each FSA program transaction and separate those transactions from all other school financial activity.

FSA Recipient Records

A school is required to maintain, in the appropriate office, the following records pertaining to each FSA recipient, including but not limited to:

- Documentation pertaining to students’ admission, program of study and specific courses in which they were enrolled along with the data used to establish enrollment status and period of enrollment, and maintenance of satisfactory academic progress.
- Documentation directly related to each student’s (or parent’s) eligibility for Title IV funds (such as proof of high school diploma, GED or ability to benefit).
- Documentation relating to the awarding and disbursing of Title IV funds (COA information, required student certifications, SARs/ISIRs, documents used for verification of applicant data, counselor’s notes, financial aid history information for transfer students, FWS placement records, FWS job description records, FWS time sheets, loan entrance & exit counseling, professional judgment decisions, resolutions of conflicting information).
- The amounts of all FSA program grants, loans or FWS awarded; their payment period; the loan period, if appropriate; the calculations used to determine the amounts of these awards; the date and amount of each disbursement, the date and amount of each payment of FWS wages, and the repayment history for Perkins Loan borrowers.
- Information on the date, amount and basis for the calculation of any refunds/returns or overpayments due to or on behalf of the student and the payment of any return or overpayment to the FSA program fund, a lender or the Department, as appropriate.
Minimum Record Retention Periods

Student records must be organized and readily available for review by auditors. All the student records required by regulation do not have to be maintained in the financial aid office, only those directly pertaining to the awarding of financial aid.

A school is required to keep records relating to the school’s administration of a campus-based program or the Federal Pell Grant Program for three years after the end of an award year for which the program funds were awarded and disbursed. This retention period covers program records maintained by the financial aid office, as well as other records relating to the administration of FSA programs maintained by the Offices of the Registrar, Bursar and Admission. A school may be required to retain records for longer than three years if the records are involved in any loan, claim, or expenditure questioned in any FSA program review, audit, or investigation. If the three-year retention period expires before the issue in question is resolved, the school must continue to retain all records until resolution is reached.

Note: CUNY Board of Trustees Records Retention and Disposition Regulations call for a longer minimum student records retention period than stated here (see p. 12-6 of this chapter).

Records Retention Chart

<table>
<thead>
<tr>
<th>FSA Program</th>
<th>From the end of the award year in which report was submitted</th>
<th>From the end of the award year for which the aid was awarded</th>
<th>From the end of the award year in which the student last attended</th>
<th>Loan is satisfied or as long as documents are needed to satisfy the obligation</th>
<th>From the date on which a loan is assigned to ED, canceled, or repaid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-Based, Pell, ACG/SMART</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exempt:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Operations Report (FISAP) and supporting records</td>
<td>3 Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perkins repayment records (after 12/87, includes original repayment schedule, though manner of retention remains same as the promissory note)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 Years</td>
</tr>
<tr>
<td>Perkins original promissory notes (before 12/87, included original repayment schedule)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UNTIL</td>
</tr>
<tr>
<td>FFEL&amp; Direct Loans:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records related to borrower’s eligibility and participation</td>
<td></td>
<td></td>
<td></td>
<td>3 Years</td>
<td></td>
</tr>
<tr>
<td>All other records, including any other reports or forms</td>
<td></td>
<td></td>
<td></td>
<td>3 Years</td>
<td></td>
</tr>
</tbody>
</table>
Special Retention Rules for FISAP and Federal Perkins Loan Program
Schools must retain all required records for a minimum of three years. However, the starting point for the three-year period is not the same for all records. For example, a school must keep the Fiscal Operations Report and Application to Participate (FISAP) and records necessary to support its data for three years from the end of the award year in which the FISAP is submitted. The most current FISAP, which will contain 2015-2016 data, must be submitted during the 2016-2017 award year, to request 2017-2018 funds, and has a submission date of October 2016. Because this FISAP will be submitted during 2016-2017 award year, records must be kept until at least June 30, 2020.

There is an additional exception to the general record retention period for repayment records (including any cancellation and deferment request) for Perkins Loans. These records must be kept for 3 years from the date on which loan is repaid, canceled, or assigned to the Department of Education. Perkins original promissory notes and original repayment schedules must be kept until the loan is paid in full, discharged or canceled in full, or assigned to the Department of Education. The original promissory notes and repayment schedules must be kept in a locked, fireproof container.

Special Retention Rules for Direct Loan and FFEL Programs
Records relating to a borrower’s eligibility and participation in Direct Loan and FFEL programs must be kept for three years after end of the award year in which the student last attended the school. All other records and reports related to a school’s participation in the loan programs must be kept for 3 years after end of award year in which records are submitted to the Department of Education, to a lender, or to a guaranty agency.

Formats for Record Retention
A school must maintain all required records in a systematically organized and retrievable manner. Unless a specific format is required, a school may keep required records in hard copy, microform, computer file, optical disk, CD-ROM, or other media formats. Regardless of the format used to keep a record, all records (except ISIRs) must be retrievable in a coherent hard copy format. A coherent hard copy format includes, for example, an easily understandable print out of a computer file.

Any document that contains a signature, seal, certification, or any other image or mark required to validate the authenticity of its information must be maintained in its original hard copy or in an imaged media format. This includes tax returns, verification statements, certifications, and SARs used to determine eligibility. A school may maintain a record in an imaged media format only if the format is capable of reproducing an accurate, legible, and complete copy of the original document. When printed, the copy must be approximately the same size as the original document.

The SAR or ISIR must be kept in the format in which it was received by the school, except that a paper SAR may be maintained in either a hard copy or imaged media format. CUNY has the ability to preserve the ISIR data that it has maintained during the award year by archiving the data to a disk or other computer format.

Schools that participate in FSA programs must cooperate with the agencies and individuals involved in conducting any audit, program review, or investigation authorized by law by providing timely access to the requested records for examination and/or copying.
Records Retention Requirements for Special Programs

The provisions regarding records retention for Title IV programs also apply to the awarding and payment of Special Program funds. In addition, records documenting student eligibility to enter the program and student eligibility to receive aid (full-time study) must also be maintained.

Records documenting compliance both with the economic and academic criteria for program admission must be kept for three years after the student receives a degree. If the student stops-out or drop-out, these records must be kept for a minimum of six years so that the college can maintain information on program eligibility for that student in case he/she returns. After six years, it is the student’s responsibility to re-establish eligibility.

Records Retention Requirements - Aid for Part-time Study Program

Institutions participating in New York State’s Aid for Part-time Study Program are required to maintain the following records for a period of 5 years, following the end of the academic year for which an award was made:

- A copy of all applications submitted to the institution, whether an award was made or not, together with any ancillary documents which may have been required to be submitted with the application.
- A record of the institution’s evaluation of financial need for eligible applicants.
- A fiscal record for each term for each student for whom an award was made which shall include total tuition charges, all financial aid, the amount of the award under this program and the amount of tuition waived (or refunded).
- An academic record for each term for which a recipient received an award that shall include a list of all courses registered for in that term, grades received and the cumulative average for the term.

CUNY Records Retention and Disposition Regulations

The CUNY Records Retention and Disposition Schedule issued in May 2007 indicates the minimum length of time that college and University officials must retain their records before the records may be disposed of legally. All CUNY records must be retained in accordance with the retention periods and guidelines specified in this Schedule and in any related policies, procedures, guidelines, or directives that CUNY has issued or may issue in the future.

1 Student financial aid records, including but not limited to Free Application for Federal Student Aid (FAFSA) reports, applications for assistance and related eligibility determination records, financial aid disbursement records, copies of income tax forms, financial aid transcripts from other schools, award and declination notices, verifications for non-taxable income and other tax-related records, instructor requests for work-study students, student work-study job descriptions, copies of work-study time records to verify hours with student schedule, and veteran's service information

RETENTION: 6 years after graduation, date of last attendance, or financial accounting, whichever is longer
Disclosing Student Information Under FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) sets limits on the disclosure of students’ personal information from records kept by institutions. FERPA requires that institutions establish policies that permit students to inspect and review their educational records, request the amendment of records believed to be inaccurate or misleading, and give consent to disclosure of personally identifiable information in educational records, with some exceptions. Revised regulations, issued in 1997 by the Department of Education to implement the 1994 statutory amendments, eliminated a requirement that educational institutions maintain written policies regarding access, disclosure, and challenges of educational records. Instead, colleges are required to include this information in their annual notification of rights to students.


FERPA prohibits funding of an educational agency or institution that has a policy or practice of disclosing students’ education records (or personally identifiable information contained therein) without the consent of the parent. When a student turns 18 or attends a postsecondary institution at any age, the rights under FERPA transfer from the parent to the student.
FERPA defines “education records” as “those records, files, documents and other materials which –

(i) contain information directly related to a student; and
(ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.”

FERPA excludes from the definition of “education records” (and from the restrictions and rights of access under FERPA) records that are maintained by a law enforcement unit of an education agency or institution that were created by that unit for the purpose of law enforcement.

Under FERPA, students have the right to inspect and review their education records. The school must provide students with the opportunity to inspect their records within 45 days of receiving such a request. The school may require the student to review the information with an institutional official present and may set a policy regarding making copies of information for the student. Schools may not charge a “records retrieval fee” but may charge for the copying as long as the charges do not prevent the student from access to the records. Students do not have the right to inspect and review financial information submitted by their parents unless the parent has given written permission.

Institutions must safeguard disclosure of personally identifiable information about students and provide an opportunity for students to challenge the contents of the record. The Registrar’s Office shall maintain a record of each request for and disclosure of a student education record, other than directory information. Each campus is to have an official or employee designated by the college president to hear student appeals from denial of access to records, requests to correct records, or other rights under FERPA.

Appeals concerning alleged failures by a CUNY College to comply with the requirements of FERPA may be made to the University’s General Counsel and Vice Chancellor of Legal Affairs within 30 days of the alleged failure to comply, and appeal decisions shall be submitted to the Board Committee on Student Affairs and Special Programs for its approval, with the student having the opportunity to submit a response.

FERPA generally requires prior written consent from the parent or eligible student before the institution may disclose personally identifiable information from education records to a third party. However, the law contains a number of exceptions to this general rule. Institutions may disclose education records or their components without written consent of the student to:

- persons or organizations determining financial aid eligibility or award amounts, or concerning enforcement of terms of the student’s financial aid. Since terms of a Title IV loan require that it be repaid, a collection agency may have access to those records necessary to enforce the terms of the promissory note.
- a college, Central Office or Board of Trustees official, employee, or agent, such as an attorney representing the college, whom the college has determined to have a legitimate educational interest in the particular student’s records.
- an official or employee of another college, or other institution of postsecondary education, who indicates the student seeks enrollment or intends to enroll, provided that the college also gives the student written notice of such disclosure, and upon request, a copy of the record that was disclosed.
authorized representatives of the Comptroller General of the United States; the Secretary of Education of the United States; or State and local educational authorities where access to the education records is in connection with an audit or evaluation of the Federal or State supported education programs or for the enforcement of or compliance with Federal legal requirements which relate to those programs.

Although the protections under FERPA transfer to the student after he or she turns 18 years old, or enters a postsecondary institution at any age, FERPA provides ways in which a school may, but is not required to, share information from an eligible student’s education records with parents, without the student’s consent. For example:

- Schools may disclose education records to parents if the student is claimed as a dependent for tax purposes.
- Schools may disclose education records to parents if a health or safety emergency involves their son or daughter.
- Schools may inform parents if the student, if he or she is under age 21, has violated any law or policy concerning the use or possession of alcohol or a controlled substance.
- A school official may generally share with a parent information that is based on that official’s personal knowledge or observation of the student.

Institutions may disclose, without consent, information from education records in compliance with a judicial order or a lawfully issued subpoena. However, the institution must first make a reasonable attempt to notify the student, except in the case of Federal grand jury subpoenas or law enforcement subpoenas where the court has ordered the institution not to disclose to anyone the existence or contents of the subpoena or the institution’s response.

FERPA also permits the disclosure of educational records or personally identifiable, non-directory information from education records in connection with a health or safety emergency “if knowledge of the information is necessary to protect the health and safety of the student or other individuals.” However, any release must be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency. This exception is temporally limited to the period of the emergency and generally will not allow for a blanket release of personally identifiable information from a student’s education records.

FERPA permits educational agencies and institutions to disclose, without the consent or knowledge of the student or parent, personally identifiable information from the student’s education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes. An ex parte order is an order issued by a court of competent jurisdiction without notice to an adverse party. FERPA does not require a school official to record a disclosure of information from a student’s education record when the school makes that disclosure pursuant to an ex parte order and “shall not be liable to any person for that production.”
When the institution releases personally identifiable information, such as loan records, such information must be accompanied by a statement informing the recipient that the information may not be disclosed to others without the written consent of the student.

The release of a financial aid transcript to another institution and the providing of information to the Inspector General of the Department of Education does not require notification/permission of the student.

A record must be kept of each request for access and each instance of disclosure of a student’s personally identifiable information. The record must identify who requested the information and their legitimate interest in the information. The record must be added to the student’s permanent file and kept for as long as the educational records are kept.

There are exceptions to this requirement. The school does not have to record instances when the request is made by:

- The parent or eligible student
- A school official who has a legitimate educational interest
- A party with written consent from the parent or eligible student
- A party seeking directory information
- Certain court orders or subpoenas.

**CUNY Policy on Withholding Student Records**

CUNY policy regarding students who have not satisfied their financial obligations with the colleges was originally promulgated on April 20, 1964 and last amended on November 18, 2002:

“Students who are delinquent and or default in any of their financial accounts with the college, the University or an appropriate State or Federal agency for which the University acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the Federal Perkins Loan Program, the Federal Family Education Loan Program, the William D. Ford Direct Loan Program, and the Nursing Student Loan Program, are not to be permitted to complete a registration, or issued a copy of their grades, a transcript of academic record, certificate or degree, nor are they to receive funds under the Federal campus-based student assistance programs or the Federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with Federal and State regulations waives in writing the application of this regulation.”

The designated officer referred to above is the President of the college. In the case of the Law School, the designated officer is the Dean of the Law School.

A college may refuse to perform an administrative service such as certifying registration status or signing loan deferment documents for any student who has failed to meet his/her financial obligation to the college. This sanction is less severe than the ultimate sanction of canceling a student’s registration which is permitted based upon the Board’s policy indicated above.
Note: The following discussion on a college’s right to withhold academic transcripts was posted to the NASFAA website on 2/2/09:

*Many financial aid administrators wonder if a school can withhold an academic transcript when a student has defaulted on a Title IV loan, owes an overpayment on a Title IV grant, or has failed to complete a Perkins or Stafford Exit Interview. While the school has the discretion to make its own policy on this matter, it must be sure that its policy does not violate the Family Educational Rights and Privacy Act (FERPA).*

*Prior to July 1, 1995, a school could have included a provision in the Perkins promissory note that it would not release academic transcripts of students in default. In July 1995, however, the Department of Education (ED) reassessed this practice in light of FERPA and concluded that a school would be in violation of this law if it denied a student access to inspect and review his or her education records. Under the FERPA regulations, the institution must give a student a copy of the records if failure to do so would effectively prevent him or her from exercising the right to inspect and review the records.*

*Subsequently, ED clarified that a school could withhold official transcripts, but could not deny an individual access to, or unofficial copies of, his or her education records. Therefore, if a school chooses to withhold the official transcript, a copy of the transcript should be furnished to the student stamped with the word "unofficial" (or a similar indication).*

*Many schools find withholding official academic transcripts to be an effective tool in encouraging student loan repayment. Although the official academic transcript may be withheld, it is important to remember that an institution may not deny an individual access to his or her education records, and may be required to provide the individual with unofficial copies of records.*

**Use of Social Security Numbers as Student ID Numbers Prohibited**

On July 1, 2001, an amendment to New York State education law took effect that restricts the use of students’ social security numbers by educational institutions. The law reads: “No public or private elementary or secondary school or college...shall display any student’s social security number to identify such student for posting or public listing of grades, on class rosters, or other lists provided to teachers, on student identification cards, in student directories or similar listings, or, unless specifically authorized or required by law, for any public identification purpose.”

**Financial Services Modernization Act**

Colleges and universities must have implemented an information security program by May 23, 2003, to be in compliance with provisions of the Financial Services Modernization Act (Gramm-Leach-Bliley Act, or GLB Act), a Federal Trade Commission (FTC) rule which mandates extensive new privacy protections for consumers. The GLB Act requires financial institutions to take steps to ensure the security and confidentiality of customer records, such as names, addresses, phone numbers, bank and credit card account numbers, income and credit histories, and Social Security numbers. Higher education institutions which participate in financial activities, such as making Federal Perkins Loans, are considered financial institutions for GLB Act purposes.
Colleges and universities are deemed to be in compliance with the privacy provisions of the GLB Act if they are in compliance with the Family Educational Rights and Privacy Act (FERPA). However, higher education institutions are subject to the provisions of the GLB Act related to the administrative, technical, and physical safeguarding of customer information.

Financial institutions, including colleges and universities, need to “develop, implement, and maintain a comprehensive written information security program that contains administrative, technical and physical safeguards” appropriate to the size and complexity of the institution and the sensitivity of any customer information at issue.

Colleges and universities must:

- Designate an employee or employees to coordinate their information security program;
- Identify reasonable, foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information, and assess the sufficiency of any safeguards in place to control these risks.
- Design and implement information safeguards to control the risks identified through risk assessment and regularly test or monitor the effectiveness of the safeguards’ key controls, systems and procedures.
- Require service providers by contract to implement and maintain adequate safeguards.
- Periodically evaluate and adjust information security program based on the results of testing and monitoring, any material changes to operations, or any other circumstances that are known to have or that may have a material impact on the institution’s information security program.

The FTC regulations on safeguarding customer information are available at:
http://www.access.gpo.gov/nara/cfr/waisidx_03/16cfr314_03.html

Here is an additional resource provided by the Catholic University of America Office of General Counsel that relates to the Financial Services Modernization Act (Gramm-Leach-Bliley Act):
http://counsel.cua.edu/FEDLAW/glb.cfm
A number of forms and worksheets have been provided on the CUNY Portal as examples of documents the college can use to fulfill program requirements. These have been designed as PDF fillables on City University of New York letterhead. Access these forms at this URL: http://www2.cuny.edu/financial-aid/financial-aid-forms/common-forms/
NEW YORK STATE AWARD PROGRAMS

The Higher Education Services Corporation (HESC) is the agency that administers New York State's educational grant, loan and scholarship programs to undergraduate and graduate students at institutions of post-secondary education.

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General Eligibility Criteria (Applicable to all NYS Award Programs)

**Citizenship**
To be eligible for any New York State award, a student must meet one of the citizenship requirements for the Federal Student Aid programs. For more information about FSA citizenship requirements, refer to Chapters 2 & 3 of this manual.

**New York State Residency**
A student must meet New York State residency requirements to be eligible for NYS-sponsored scholarships and awards.

**Legal Residence**
To satisfy the residency requirement, the student must be a legal resident of New York State. This means that the student is currently living in New York State and intends to make New York his or her permanent home. A person must have established a domicile or permanent place of abode within NYS to be considered a legal resident of the state. Living in NYS for the sole purpose of attending a post-secondary institution does not, by itself, establish legal residence.

**Duration of Residency**
A student must be one of the following to be eligible for NYS awards:
- a legal resident of New York State for at least one year (12 months) preceding the first day of classes of the term for which an award is requested;
- an undergraduate student who is a legal resident at the time of application and was a legal resident for the last two semesters of high school regardless of any intervening time spent outside New York;
- a graduate student who is a legal resident at the time of application and was a legal resident for the last two terms of undergraduate study, regardless of any intervening time spent outside New York;
- a veteran or former National Service Volunteer who was a legal resident upon entry into the service and who re-established legal residence within 6 months of release from active duty, regardless of the amount of time spent outside New York.

**Legal Residence of Dependent Students**
The legal residence of a financially dependent student is presumed to be that of the parents. If the parents are separated or divorced, the legal residence of the custodial parent (or the parent who would have been awarded custody if the student was still a minor) is presumed to be the legal residence of the student. If the parents live out of state, the student is presumed to live out of state. A student may petition HESC for recognition of residence separate from either or both parents if circumstances warrant.

**Loss of Residency**
New York State residency is lost when the student (or the parents of a financially dependent student) discontinues permanent legal residence in the state. Assistance will be stopped for any term beginning after the residence changed.
Disputed Residency
HESC provides a Residency Questionnaire to any student whose residency it is questioning or to students who have been denied an award on the grounds of residency without completing the questionnaire. HESC will review the completed questionnaire before making a final determination.

Institutional Responsibility
The school should take into account any information it has that reflects on a student's New York State residency. A diploma from a non-NYS high school, or an out of state address for parents or for billing purposes, would reflect negatively on a student’s claim of NYS residency. In these cases, the school must review and document the eligibility for NYS awards for any student whose residency is questionable. In cases that cannot be resolved by the college, the institution should request that HESC send a Residency Questionnaire to the student and wait for the student's residency to be resolved before proceeding with any certification activity.

Title IV Eligibility
To be eligible for payment of TAP awards, students must attend an institution that is Title IV eligible. Schools whose Title IV participation is revoked by the U.S. Dept. of Education will lose TAP eligibility as well.

Approved Program of Study
To be eligible for a state award, a student must be enrolled in an approved program of study. Approved programs of study are those leading to a degree, or to a diploma or certificate fully creditable to a degree. An approved program is one registered by the New York State Education Department, or where applicable, the New York State Department of Health, as of the start of the term for which assistance is sought. Each academic department sets specific course requirements for each approved program and these are set forth in the college's catalog. The institution must offer and the student must follow the program consistent with how it was approved. Student petitions for exceptions to or waivers of program requirements must be fully documented. Schools must also be aware of when a particular program approval is due to expire and not certify students beginning study in that program after the expiration date unless written arrangements have been made with SED to have the program approval renewed or extended.

Matriculated Status
A student must have matriculated status to be eligible for a state sponsored grant or scholarship. A student in a two-year program must also declare a major by the beginning of the sophomore year; a student in a baccalaureate program must declare a major by the beginning of the junior year. Any student enrolled in one of the two special programs for the economically or educationally disadvantaged, College Discovery or SEEK, are considered to be matriculated by virtue of their acceptance into the program.
Full-time Status
With the exception of awards made for accelerated summer study, PTAP awards, and awards made though the APTS or Vietnam/Persian Gulf Veteran Tuition Assistance Programs, a student must be in full-time status to be eligible for a state-sponsored grant or scholarship.

Definition of Full-time Status
Full-time status is defined as enrollment for at least 12 semester hours of matriculated credit for a term of at least 15 weeks, including exam periods, or the equivalent. Credit equivalent units may include independent study, practice teaching, graduate assistantship, thesis or dissertation research, etc. These equivalent activities must be required as an integral part of the students program of study. "Matriculated credit" means that courses may be counted toward the full-time status requirement only if they are creditable towards the student's degree. Electives are acceptable when taken in accordance with published degree requirements. A student may take courses not applicable to the degree in a given semester as long as the course work is above the minimum full-time requirement of 12 credits.

Remedial Courses
For payment purposes, remedial courses may be counted toward the full-time enrollment requirement. However, the student must also be registered for at least 3 degree credits in the first term for which payment is sought and at least 6 degree credits for every term thereafter.

Repeated Courses
Courses in which the student has already received a passing grade cannot be included in meeting the minimum full-time study requirement for state-sponsored financial aid. Repeated courses may be counted toward full-time study if a student repeats a failed course, repeats a course for which additional credit is allowed, or has received a passing grade that is unacceptable in a particular curriculum. A student may repeat any previously passed course in a given semester as long as the course work is above the minimum full-time requirement of 12 credits. A transfer student may repeat a course taken at a prior college if the grade received at the prior college is too low to permit the student to be admitted to a particular major at the transfer college.

Time of Assessment
Students may achieve full-time status if they register for a sufficient number of credits as of or between the first day of classes and the certification status date (usually at the end of the add/drop period) and incur a tuition liability for each of the courses constituting the full-time study requirement. A student who drops below full-time after achieving "full-time status" for the current semester will not lose their award for that term. However, the student may face losing eligibility in a subsequent semester if he or she does not meet the program pursuit or academic progress requirements.
Students Who Fail to Attend
While schools are expected to make a good faith effort to ensure that students who never actually attend are not certified for awards, HESC will allow the certification of students who register for a sufficient number of credits and incur a full tuition liability but fail to attend classes. However, the school should be able to demonstrate that through its normal practices and procedures it was unaware that the student never attended; there was no refund or forfeit of other financial aid funds for non-attendance; and that it has made arrangements to collect full tuition liability for that term.

CUNY collects Commencement of Attendance rosters to record for Title IV purposes whether or not a student actually begins attendance in the classes in which he or she has enrolled. Therefore, if a student receives a WN grade in a course, that course cannot be used to determine enrollment for TAP and other State awards.

Students Not Charged Full-Time Tuition
If an activity is considered integral to the student's program of study and contributes to the student's full-time enrollment, but no tuition is charged for the activity, the student is exempt from the requirement of having a tuition liability for each of the full-time credits. However, such awards cannot exceed the actual tuition liability.

Medical/Health Waiver
If satisfactory medical evidence can be provided that substantiates a health or medical condition that absolutely prevents a student from engaging in full-time study, the student may combine two or more terms at less than full-time into one regular term of full-time study. Situations like these require the institution to review and document the student's medical condition, monitor the terms in which the student attended less than full-time, and then certify the student's eligibility for an award in the semester during the term when the student has accumulated enough credits for a full-time award.

Students With Disabilities
Students who are disabled, as defined by the 1990 Americans With Disabilities Act (ADA), do not have to attend school full-time to be eligible for TAP awards. These students are eligible for a partial TAP award if they are attending part-time (at least three credits per semester). The student must meet all other TAP eligibility requirements and the College must be able to document that the student is disabled as defined by the ADA.

High School Graduation Requirement
All recipients of NYS awards must have graduated from high school, have a GED or other equivalent of a high school certificate, or have received a passing score on a federally approved ability-to-benefit (ATB) test.
Students must have a U.S. high school diploma or recognized equivalent (i.e., GED or home school documentation). Students who do not have these credentials must attain a passing score on all three parts of the ACT COMPASS exam.

Students must take and pass the Accuplacer exam within the institution’s add/drop period or within 30 days of the first day of classes, whichever is earlier, to be eligible for a NYS award. In some rare and exceptional circumstances, a student may be allowed to take and pass the exam up to 30 days after the add/drop period or 60 days after the first day of classes if the school has been unable to identify the student until later in the term. Students must be notified in writing, prior to the beginning of classes, of their potential liability if they fail to pass the ATB exam and become ineligible for NYS awards.

On January 18, 2012, the U.S. Department of Education issued a Dear Colleague Letter (GEN-12-01) that provided information on recent changes made to Title IV student aid programs under the U.S. Department of Education Appropriations Act, 2012 (Title III of Division F of the Consolidated Appropriations Act, 2012 - Public Law 112-74). Among other changes contained in the Act, students who first enroll in a program of study on or after July 1, 2012 and who do not have a high school diploma or a recognized equivalent, or who do not meet prescribed home school requirements would no longer be eligible to receive Title IV student aid. Students who do not possess a high school diploma or a recognized equivalent but were enrolled in a Title IV eligible program prior to July 1, 2012 would continue to qualify for Title IV student aid under one of the ability-to-benefit (ATB) alternatives.

NYS Education Law (Section 661(4)(e)) allows students first receiving TAP in 2007-08 and thereafter to receive TAP if they have received a passing score on a federally approved ATB test and which has been identified by the Regents to satisfy certain requirements. The elimination of the ability-to-benefit (ATB) alternatives to a high school diploma is for purposes of determining Federal student aid (Title IV) eligibility only. The change does not withdraw the existing federal approval of those tests nor does it eliminate federally approved ATB tests for the purposes of admissions. Consequently, there is no current impact on student eligibility for the Tuition Assistance Program (TAP).

### Good Academic Standing

To receive payment under state grant or scholarship programs, a student must maintain good academic standing. Good academic standing, as defined for purposes of determining state aid eligibility, consists of two components which are discussed fully in Chapter 5 of this manual:

- **Program Pursuit** – completing a certain percentage of course work each term for which state aid is received; and

- **Satisfactory Academic Progress** – accumulating a specific number of credits and achieving a specified cumulative GPA each term.
C Average Requirement

Students who have received the equivalent of two or more full years of NYS student financial aid payments [24 or more payment points] must have a cumulative C (2.0) GPA to be eligible for continued State-supported assistance. [See Chapter 5 of this manual for more information.]

Minimum Tuition

To qualify for a tuition-based NYS award, the student must incur a liability of at least $200 per academic year pro-rated by term. There is no other minimum tuition requirement for any other grant or scholarship program HESC administers.

Student Loan Default

A student who is in an unresolved default status on any state or federal educational loan is not eligible for any state-sponsored grant or scholarship, regardless of guarantor.

Determining Default Status

HESC tracks the repayment status of the loans it administers and determines default status. HESC will also track the default status of federal educational loans guaranteed by organizations other than HESC. A loan is considered to be in default unless the student has cleared the default by paying the loan in full, bringing the payment current, establishing satisfactory repayment status or having the debt discharged.

Clearing Default Status

Students must clear a loan default by May 1st of the award year in order to receive an award for any term of that award year. HESC will reprocess the payment applications of any student denied an award previously because of a loan default who clears the default by the May 1st deadline.

Renewed Eligibility for Financial Aid (REFA)

HESC will restore eligibility for state award programs to a student in default if he or she meets the conditions for establishing satisfactory repayment by making six consecutive monthly voluntary payments. Once state aid is restored, students must continue to make regular scheduled monthly payments. Students approved for an award through REFA who fail to continue making scheduled monthly payments lose their eligibility for further state awards. Students with HESC loan repayment issues may contact the HESC Loan Examining Unit at (518) 473-1688.

Out of State Study

A CUNY student may receive payment of a state-sponsored grant of scholarship for out-of-state study only if the following conditions exist:

- The student is required to pay all tuition and instructional fees for foreign (or out-of-state) study to the approved unit of CUNY;
- The off-campus study program must be an integral part of the CUNY curriculum and tuition must be payable to and received by CUNY in the same way tuition is charged for any other CUNY program; and
- All credits taken at the foreign (or out-of-state) school must be accepted towards the student’s degree at CUNY.
### Tuition Assistance Program (TAP)

The Tuition Assistance Program (TAP) helps eligible New York residents attending in-state postsecondary institutions pay tuition. Depending on the academic year in which the student began study, and the specific CUNY college the student attends, annual TAP awards at CUNY can be as much as 100% tuition, barring other budgetary limitations imposed by NYS.

#### Eligibility Criteria

To be eligible for TAP at CUNY, a student must:

- meet one of the U.S. citizenship requirements;
- be a legal resident of New York State;
- be matriculated in an approved program of study;
- enroll as a full-time student;
- be in good academic standing;
- have at least a cumulative C average after two annual payments;
- be charged tuition of at least $200 per academic year;
- not have a statutory state or federal educational loan from any guarantor in an unresolved default status;
- not exceed the income limitations set for the program;
- must have graduated from high school, have a GED or other equivalent of a high school certificate or have attained a passing score on a federally approved ability-to-benefit test (applies to first-time award recipients from academic year 1996-97 to academic year 2006-07);
- must have a high school diploma or recognized equivalent from a recognized school within the U.S. or attain a passing score on a federally approved & Commissioner of Education administered ability-to-benefit test (applies to 1st-time recipients in the 2006-07 academic year and thereafter);
- must have a high school diploma or recognized equivalent from a recognized school within the U.S. or attain a passing score on a federally approved, Board of Regents chosen & Commissioner of Education administered ability-to-benefit test (applies to 1st-time recipients in the 2007-08 academic year and thereafter).
Duration of Awards

Payment Points and Eligibility

Undergraduate students enrolled in 4 year programs may receive up to the equivalent of 8 semesters of TAP assistance for full-time study; up to 10 semesters in an approved program; no more than 6 semesters if enrolled in a 2-year program. TAP awards are no longer available to graduate students.

HESC monitors the usage of NYS awards by assigning payment points for each award a student receives: 6 points for a full-time semester payment; 3 points for a half-time accelerated study summer payment; and 3 points for an APTS payment. PTAP usage is measured as a proportional fraction of a full-time semester TAP payment (e.g., a 7 semester credit PTAP award = 3.5 payment points; a 10 semester credit PTAP award = 5 payment points). A student is allowed a total of 48 undergraduate points in combined TAP/APTS and other state-sponsored program assistance (60 for approved 5-year programs).

Award Calculation

Awards are calculated as an annual entitlement based on New York State taxable income for the preceding tax year, and are pro-rated and paid on a term basis. Award amounts cannot exceed the statutory maximum or 100% of tuition, whichever is less. HESC calculates the actual amount of a student's award using formulas from the TAP award schedules at the end of this chapter.

CUNY Undergraduate Students

A. Dependent Students or Independent Students Who Have Tax Dependents

<table>
<thead>
<tr>
<th>First Year Award Received</th>
<th>Award Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001 and thereafter</td>
<td>$500 - $5,165*</td>
</tr>
<tr>
<td>All years prior to 1994-95</td>
<td>$500 - $3,740</td>
</tr>
</tbody>
</table>

*The maximum TAP award for students enrolled in 2-year degree programs is capped at $4000.

B. Independent Students Who Are Single With No Tax Dependents

<table>
<thead>
<tr>
<th>First Year Award Received</th>
<th>Award Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>All years since 1994-95</td>
<td>$500 - $3,025</td>
</tr>
<tr>
<td>1992-93, 1993-94</td>
<td>$500 - $2,575</td>
</tr>
<tr>
<td>All years prior to 1992-93</td>
<td>$500 - $2,450</td>
</tr>
</tbody>
</table>
C. Independent Students Who Are Married With No Tax Dependents

<table>
<thead>
<tr>
<th>First Year Award Received</th>
<th>Award Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>All years</td>
<td>$500 - $3,025</td>
</tr>
</tbody>
</table>

CUNY Graduate Students
TAP for graduate students has been eliminated.

Income Limits
- Dependent Undergraduate Students or Students Who Are Married or Have Tax Dependents - $80,000 NYS Net Taxable Income.
- Single Independent Undergraduate Students With No Dependents - $10,000 NYS Net Taxable Income

Income from New York State, Federal and local government pensions must be included for the purposes of calculating the TAP award, consistent with the requirement for reporting private pension income.

Other Factors Affecting Award Calculation
- other family members enrolled in post-secondary institutions;
- other educational benefits received;
- financial independence;
- level of study;
- whether the student attends a community or senior college;
- academic year in which 1st payment of state awards are received.

Changes in Award Amount During a TAP-Supported Semester
A student's award may change for any one of the following reasons:
- Total net taxable income verified by HESC is greater or lesser than that originally reported on the application resulting in an award change, or the attendance of other family members in post-secondary education as reported on the application cannot be verified by HESC;
- Student loses state-aid eligibility during a TAP-supported semester because of a failure to either make or maintain satisfactory repayment arrangements on a defaulted student loan - at the point the default status is reported to HESC, the award is withdrawn;
- TAP award is recalculated due to student withdrawals that result in decreased tuition liability;
- Student changes information on TAP application record by submitting a TAP Change Form to HESC, or by responding to request for information from HESC.
Changes in Economic Circumstances

Students may apply to HESC for an adjustment to income due to a change in the family’s economic circumstances. State law recognizes death, permanent disability, or divorce of a parent or spouse, “catastrophic illness” of the applicant and circumstances where the applicant or spouse is called to active military duty.

How CUNY Students Apply for TAP

CUNY no longer produces a CUNY TAP application. CUNY FAFSA filers apply for TAP directly with HESC using one of several methods of application:

1. **Link from FAFSA on the Web (FOTW) to TAP on the Web (TOTW)** – When students successfully complete FOTW, they may link from the FOTW Confirmation page to TOTW to apply for NYS awards. Applicants must first be “authenticated” by creating a HESC UserID and PIN before actually accessing the TOTW application. The TOTW application is pre-filled with some of the applicant’s FAFSA data. The student’s and parent’s PIN serves as the signature for the TOTW application. Students/parents who do not use a PIN may satisfy the TOTW signature requirement by submitting the FOTW signature page to the federal processor.

When students submit a TOTW application but use the FAFSA signature page for the required signatures instead of a PIN, HESC waits 15 days for evidence from the CPS that a signature page was received. If no signature page is received by the CPS, an email postcard will be sent to the student with the link to TOTW (see below).

2. **Directly access the HESC TAP on the Web site** – If a student uses a paper FAFSA, misses the NYS link or abandons the TOTW session, he/she may still use TOTW to apply for NYS awards online. To access TOTW, students must be NYS residents, list a NYS college on the FAFSA, have a valid EFC, and undergo HESC authentication by establishing a HESC UserID and PIN. When ISIR data from the federal processor is received for these applicants, HESC will send them an email or postcard with the following URL: https://www.tapweb.org/totw/ inviting them to apply for TAP.

3. **Paper Express TAP Application (ETA)** – If a student fails to sign-on to TOTW within 3 weeks of notification by HESC, he/she will be sent a paper ETA which he/she must return to HESC.

4. **HESC Electronic Multi-Year TAP Application** – Certain students whose electronic or paper FAFSA data has not significantly changed from last year will have their TAP application data generated automatically without actually having to refile an application for the new award year.
TAP Information Changes
Once the TAP application has been processed, students may make changes or corrections to the application data through the HESC web site. Using the HESC UserID and PIN, students will be able to update, edit, correct and supply missing data to their TOTW record.

Students must report changes or corrections to their application data directly to HESC.

Filing Deadline
The final filing deadline for TAP is June 30 of the award year for which aid is sought.
### TAP Certification Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Eligible.</strong> The student satisfies all of the eligibility criteria for the award. A student who meets this criterion but then drops below full time is also certified using Code 1 as long as the student incurs tuition liability for each of the credits comprising full-time study.</td>
</tr>
<tr>
<td>2</td>
<td><strong>TAP-No Scholarship.</strong> The student satisfies all eligibility criteria for a TAP award but does not meet the eligibility criteria for a scholarship for which he/she has also been approved. If an institution denies a scholarship because the scholarship holder would have received a concurrent benefit and the student is not eligible for TAP, use Code 9 to decertify the student for the scholarship.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Withdrawn with Tuition Liability.</strong> The student has withdrawn from all courses or has been terminated from school after the first day of classes but has incurred a tuition liability for the term. (Schools should also report reduced term tuition liability under tuition field.) NOTE: Schools should carefully review good academic standing before certifying a student for an award for a later term if the school used a Code 3 in the preceding term.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Not Registered.</strong> The student was not registered for the term, has withdrawn without incurring a tuition liability or chooses to refuse the award.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Not Full-time.</strong> The student is not registered for sufficient credit hours (or the equivalent) for the term to meet full-time study requirements; or for accelerated summer study, the student was not registered for sufficient credit hours for the term to meet the half-time study requirement or was not in full-time attendance during an adjacent term; or for part-time Veterans Tuition Award, the student was not registered for sufficient credits (three credits minimum) for the term to meet part-time study requirements.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Not Matriculated.</strong> The student is not a recognized candidate for a degree or for a diploma or certificate creditable towards a degree.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Does not meet the Accelerated Study requirements.</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>Not in Good Academic Standing.</strong> The student does not meet the Commissioner's Program Pursuit requirements or the institution’s approved standards of satisfactory academic progress or does not have a C average (2.0 GPA) after having received two years of TAP. NOTE: For students who are not in good academic standing but are granted the one-time waiver, certify Code 1 and enter a &quot;W&quot; in the waiver column.</td>
</tr>
<tr>
<td>9</td>
<td><strong>Miscellaneous.</strong> This code is used to decertify a student who is not eligible for an award for reasons other than those in Codes 4 through 8. Examples: Not an approved program, the student does not meet New York State residency or U.S. citizenship requirements, the high school graduation requirement, scholarship recipient accepts a concurrent benefit, or a graduate student is matriculated for a second graduate degree at the same level for which the student already received a graduate level TAP award.</td>
</tr>
</tbody>
</table>
Part-Time TAP (PTAP)
State Education Law was amended to create a Part-Time Tuition Assistance Program (PTAP) for students attending SUNY, CUNY and not-for-profit independent degree-granting colleges in New York State.

Eligibility Criteria
A student may receive PTAP if he or she has:
- enrolled as a first-time Freshman in the 2006-07 academic year or thereafter;
- earned 12 or more credits toward graduation in each of two consecutive semesters by the time the first PTAP award is sought;
- at least a 2.00 cumulative grade point average;
- satisfied all program requirements for NYS TAP awards except for full-time attendance (refer to the previous section on TAP eligibility criteria);
- enrolled for at least 6 but fewer than 12 semester hours with at least 3 of these being degree credits.

Note: The first P-TAP awards under this new program occurred in the 2007-08 academic year.

Award Amounts
A PTAP award is calculated as a proportional fraction of a normal full-time TAP award based on the number of part-time credits a student is registered for.

Income Limits
Refer to the income limits for TAP above.

Selection for a PTAP Award
Students may be considered for P-TAP during the summer if they meet P-TAP enrollment requirements. Colleges may have to determine whether students are to receive either a summer P-TAP award or half a TAP award for accelerated study. In addition to meeting the above P-TAP eligibility criteria, a student receiving a summer P-TAP award who had been attending full-time prior to the summer term would be expected to continue as a P-TAP student (that is, continue as a part-time student) in the subsequent fall term. The college can determine if P-TAP or APTS is more beneficial to the student.
Setting Enrollment
A student's enrollment status will be set as of the end of the add/drop period or Form A. If a student who is eligible for PTAP is part-time at this point, PTAP will be used; otherwise, APTS will be credited.

Application Procedures
Refer to TAP application procedure in the previous section.

Aid For Part-Time Study
The Aid for Part-Time Study (APTS) program provides grant assistance to eligible students enrolled part-time in an approved undergraduate program at participating institutions. Unlike TAP, APTS is a campus-based discretionary program funded by an annual appropriation. Colleges must apply each year to participate in the APTS program by an established deadline. The allocation to each college is based on prior year part-time enrollment in degree credit courses. The annual CUNY appropriation may be reapportioned among the individual colleges as needed.

The University is required to supply HESC with a roster of the names of those selected for APTS awards within 45 days after the end of the add/drop period. At the point of selection for APTS, each college must waive the tuition for each student selected in the amount of the award. The colleges are reimbursed at the end of the semester for amount of tuition waived for eligible students who complete the term with a passing average and for up to 10% of all the term awards made for those students who fail to achieve a passing average for the term.
Eligibility Criteria
To be considered for an APTS award, students must:
1) meet one of the U.S. citizenship requirements;
2) be a legal resident of New York State;
3) enroll part-time (CUNY requires enrollment in at least 6 but fewer than 12 semester hours with at least 3 of these being degree credits)*;
4) maintain good academic standing;
5) have at least a cumulative C average after having received the equivalent of two full years of payment of State-sponsored student financial aid;
6) be charged tuition of at least $100 per academic year;
7) not have a statutory state or federal educational loan from any guarantor in an unresolved default status;
8) not exceed the income limitations set for the program;
9) not have used up undergraduate TAP eligibility;
10) must have graduated from high school, have a GED or other equivalent of a high school certificate or received a passing score on an approved ability-to-benefit test.

Note: a student who meets the TAP definition of “full-time” [see p. 15-5 of this manual] may not be considered for an APTS award even if they have dropped to part-time by the end of the add/drop period.

Duration of Awards
Awards are limited to the equivalent of eight full-time semesters (48 payment points) of undergraduate study or ten semesters (60 payment points) for an approved 5-year program. Students who participate in both the TAP and APTS program cannot exceed the equivalent of 8 full-time semesters of undergraduate study (10 semesters for an approved 5 year program). Students receiving APTS who are enrolled in two-year programs are not subject to the 6 full-time semester (36 payment point) limitation of eligibility.

Award Calculation
The annual APTS award cannot exceed $2000 or tuition, whichever is less. At present, the limits on the State annual allocation of APTS funds to CUNY does not permit maximum awards. In recent years, CUNY maximum APTS awards have been limited to $45 credit. The per credit APTS award amounts are set by OSFA each semester and revised as necessary based on the total annual allocation and the amount of the allocation already expended.

Income Limits
APTS eligibility is based on NYS NTI from the preceding calendar year.
1) Students eligible to be claimed as tax dependents by their parents, can have a family NYS NET taxable income as much as $50,550. Family income includes student AND parents’ income.
2) Students not eligible to be claimed by parents as tax dependents, can have NYS NET taxable income (including spouse’s income) as much as $34,250. Spouse’s income must be included if marriage occurred on or before December 31 of the previous calendar year.
3) Students not eligible to be claimed by parents but were eligible to claim tax
dependents can have NYS NET taxable income (including spouse’s income) as much as $50,550. Spouse’s income must be included if the marriage occurred on or before December 31 of the previous calendar year.

Selection for an APTS Award
HESC distributes APTS funds to CUNY OSFA and colleges decide who to award APTS funds to, based on the funds they have available and students’ need.
Colleges on CUNYfirst interfaces use the 511 series of interfaces and the FACTS system to identify and report potentially eligible APTS recipients.

Application Procedures
Students who wish to apply for APTS first complete a FAFSA and a NYS TAP application, then answers the 2 unique APTS questions on the CUNY Supplement. Colleges on CUNYfirst interfaces make the CUNY Supplement available through the CUNY Portal. Schools of CUNYfirst delivered financial aid have the CUNY Supplement as a “To Do” checklist item.

This program provides scholarship assistance to outstanding New York State high school graduates based on grades in certain Regents exams.

Math & Science Teaching Incentive Scholarships
This scholarship program provides an annual award to students at either the bachelor or master’s degree level who enter into a contract with HESC agreeing to teach full time for five years in the field of math or science in a middle or secondary school in New York. Awards will be made upon the successful completion of the academic year.

New York State Part-time Scholarship Award (PTS)
The New York State Part-Time Scholarship Award Program provides scholarship awards to students who attend a SUNY or CUNY Community College part-time and maintain a 2.0 GPA. Students can receive $1,500 per semester for up to 2 years.

New York Masters in Education Teacher Incentive Scholarship
The New York State Masters-in-Education Teacher Incentive Scholarship Program provides 500 top undergraduate students full graduate tuition awards annually, to pursue their Masters in Education at a SUNY or CUNY college or university.

To be eligible, a student must be enrolled full-time in a master’s degree in education program and agree to teach in a NYS public elementary or secondary school for five years following completion of his or her degree.
American Airlines Flight 587 Memorial Scholarship

NYS Science, Technology, Engineering and Mathematics (STEM) Incentive Program
The New York State Achievement and Investment in Merit Scholarship (NY-AIMS) provides high school graduates who excel academically with $500 in merit-based scholarships to support their cost of attendance at any college or university located in New York State.

NYS Achievement and Investment in Merit Scholarship (NY-AIMS)
The New York State Achievement and Investment in Merit Scholarship (NY-AIMS) provides high school graduates who excel academically with $500 in merit-based scholarships to support their cost of attendance at any college or university located in New York State.

Regent’s Awards For Children of Deceased or Disabled Veterans (CV) Eligibility Criteria:
- Students whose parent(s) served in the U.S. Armed Forces during specified periods of war or national emergency and, as a result of service, died or suffered a 40% or more disability, are classified as missing in action, or were prisoners of war. The veteran must currently be a New York State resident or have been a New York State resident at the time of death, if death occurred during or as a result of service. The periods of service are:
  - Vietnam/Indochina 12/22/61 - 05/07/75
  - Korean Conflict 06/27/50 - 01/31/55
  - World War II 12/07/41 - 12/31/46
  - World War I 04/06/17 - 11/11/18
  - Persian Gulf 08/02/90 - end of hostilities
  - Merchant Seamen 12/07/41 - 08/15/45
- Students whose parent(s) have been a recipient of the Armed Forces, Navy, or the Marine Corps expeditionary medal for participation in operations in Lebanon, Grenada, Panama. The periods of service are:
  - Lebanon 06/01/83 - 12/01/87
  - Grenada 10/23/83 - 11/21/83
  - Panama 12/20/89 - 01/31/90
- Students who were born with spina bifida whose parent(s) are Vietnam Veterans who served in the U.S. Armed Forces in Indochina between
The award is $450 per year. Eligible students must apply before May 1 of the academic year for which they are requesting payment. Students must initially establish eligibility by submitting a Child of Veteran Award Supplement form with HESC BEFORE applying for payment.

Memorial Scholarships
Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers provide financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers*, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York.

*Peace Officers are defined in the criminal procedures law and include many categories including New York State Correction Officers.

Veterans Tuition Awards
Veterans Tuition Awards (VTA) provide up to the full cost of undergraduate tuition at State University of NY for full-time study or actual tuition charge whichever is less. Awards for part-time study are prorated by credit hour. Awards are available for up to 8 semesters (4 years) of full-time undergraduate study or 10 semesters (5 years) for students enrolled in an approved 5 year program. Awards are also available for up to 6 semesters (3 years) of graduate study or 4 semesters (2 years) of study in an approved vocational training program. Programs are approved by the NYS Division of Veterans Affairs Bureau of Veterans Education.

Eligible students are New York State residents discharged under honorable conditions from the U.S. Armed Forces and who are:

- Persian Gulf Veterans who served in the Persian Gulf on or after 8/2/1990.
- Veterans of the U.S. Armed Forces who served in hostilities that occurred after 2/28/1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.

World Trade Center Memorial Scholarship
The World Trade Center Memorial Scholarship guarantees access to a college education for the families and financial dependents of innocent victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001 terrorist attacks on the United States of America and rescue and recovery efforts.
Flight 3407 Memorial Scholarship
This program is intended to benefit the children, spouses and financial dependents of those who perished in the crash of Continental Airlines Flight 3407 in Clarence, NY on February 12, 2009.

Military Enhanced Recognition Incentive and Tribute – Merit Scholarship also known as Military Service Recognition Scholarship (MSRS)
Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. For study in New York State.

Excelsior Scholarship
The Excelsior Scholarship, in combination with other student financial aid programs, allows students to attend a SUNY or CUNY college tuition-free.

Eligibility
An applicant must:

- be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;
- be a U.S. citizen or eligible non-citizen;
- have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved "Ability to Benefit" test, as defined by the Commissioner of the State Education Department;
- have a combined federal adjusted gross income of $100,000 or less;
- be pursuing an undergraduate degree at a SUNY or CUNY college, including community colleges and the statutory colleges at Cornell University and Alfred University;
- be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program;
- if attended college prior to the 2017-18 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Excelsior Scholarship;
• be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award;

• be in compliance with the terms of the service condition(s) imposed by a NYS award that you have previously received; and

• execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

Catch-Up Year

Applicants who first entered college as a freshman student in the 2015-16 and who have earned 54 credits, or who first entered college as a freshman student in 2016-17 academic year and who earned 24 credits can make up those 6 credits in 2017-18. Students who successfully earn 36 credits in the 2017-18 academic year can become eligible for the Excelsior Scholarship beginning in the 2018-19 academic year.

Award Amount*

A recipient of an Excelsior Scholarship may receive up to $5,500 or actual tuition, whichever is less.

The maximum Excelsior Scholarship of $5,500 will be reduced by the amount of certain other student financial aid awards which an applicant has or will receive for the academic year, including a NYS Tuition Assistance Program (TAP) award and/or federal Pell grant. A tuition credit will cover any remaining tuition expenses not already covered by other forms of financial aid.

*Note: Any award payment received may have tax implications. Any questions regarding this should be directed to a tax professional, the Internal Revenue Service, or the NYS Department of Taxation and Finance.

Duration

A recipient of an Excelsior Scholarship is eligible to receive award payments for not more than two years of full-time undergraduate study in a program leading to an associate's degree or four years of full-time undergraduate study, or five years if the program of study normally requires five years, in a program leading to a bachelor's degree.

Payment

To receive payments each subsequent year (after the initial application year), Excelsior Scholarship recipient must annually complete the Free Application for Federal Student Aid (FAFSA) and the TAP-on-The-Web Application each year.

How to Apply

The deadline for the Excelsior Scholarship Program was midnight Friday, July 21, 2017. Please check back this fall for updates regarding the application period for spring 2018.
TIPS WHEN APPLYING

Application tips

Frequently Asked Questions

View commonly asked questions pertaining to the Excelsior Scholarship.

Questions?

Please contact the Scholarship Unit at scholarships@hesc.ny.gov or 888-697-4372.

NYHELPs Alternative Loans

A new alternative educational loan program for NYS students, families and schools. Key features of the program are lower interest rates than other alternative loans, the availability of fixed and variable rate loans, an up to $10,000 annual borrowing limit and required web-based financial literacy instruction for borrowers. The first NYHELP loans were expected to be available in January 2010.

Other Financial Aid

For more information including about these and other state and federal student financial aid programs (loans, grants, and scholarships) for full-time, part-time, graduate, and undergraduate study, visit the HESC website at:
### TAP Award Certificate Messages

HESC prints the following messages on the student's copy of the TAP award certificate. HESC prints the message number on the school copy of the award certificate. HESC annually updates the year references in some messages.

<table>
<thead>
<tr>
<th>Message Number</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>054</td>
<td>Award Denied. You cannot receive an award because you do not meet the statutory high school graduate or alternate requirement.</td>
</tr>
<tr>
<td>401</td>
<td>Award Denied. Information reported in your application for payment indicated that you do not meet the statutory New York State residency requirement. If you have established permanent (i.e., &quot;Legal&quot;) residence and wish to appeal this determination, contact HESC and request that an Affidavit of New York State Residence be sent to you.</td>
</tr>
<tr>
<td>402</td>
<td>Award Denied. Our records show that you are on leave. While on leave you are not entitled to payment of benefits. You may terminate your leave by notifying HESC on a Change Form.</td>
</tr>
<tr>
<td>403</td>
<td>Award Denied for One or More Terms. You're in default on a student loan or have failed to comply with a service requirement made a condition of your award. Eligibility can be restored should you resolve your loan default status.</td>
</tr>
<tr>
<td>404</td>
<td>Award Denied. You are not a Scholarship holder and you have not requested a Tuition Assistance Program award.</td>
</tr>
<tr>
<td>405</td>
<td>Award Denied. You are neither a United States citizen, permanent resident alien, a paroled refugee, nor a refugee.</td>
</tr>
<tr>
<td>406</td>
<td>Award Denied. Review of your Affidavit of New York State Residence indicates that you do not meet the New York State residency requirement.</td>
</tr>
<tr>
<td>407</td>
<td>In response to the other educational aid question on your 1997-98 TAP application, you indicated that you will be receiving other educational aid which duplicates the purpose of the TAP award.</td>
</tr>
<tr>
<td>408</td>
<td>Award Denied. You have failed to provide all of the Social Security numbers required by law. If you want an award, you must submit the requested Social Security numbers.</td>
</tr>
<tr>
<td>409</td>
<td>Award Denied For One or More Terms. You have already been certified for an award under the Aid for Part-Time Study program.</td>
</tr>
<tr>
<td>410</td>
<td>Award Denied. You were already certified as in attendance at another educational institution.</td>
</tr>
<tr>
<td>411</td>
<td>Award Denied. This educational institution does not offer the term for which you requested assistance.</td>
</tr>
<tr>
<td>412</td>
<td>Award Denied For One or More Terms. The term(s) for which you requested assistance is (are) not approved for an award for part-time study.</td>
</tr>
<tr>
<td>413</td>
<td>Your award reflects your financially dependent status. You do not satisfy the legal criteria which would enable you to exclude the income of your parents.</td>
</tr>
<tr>
<td>414</td>
<td>Financial Independence Denied. You have been processed for scholarship only. If you want to be processed for TAP as a dependent student, report your parents' income on a Change Form.</td>
</tr>
<tr>
<td>415</td>
<td>Award Denied. This institution does not have a program approved for the Vietnam Veterans/Persian Gulf Veterans Tuition Award requested.</td>
</tr>
<tr>
<td>416</td>
<td>The terms indicated below are the final terms for which you are eligible for a Vietnam Veterans/Persian Gulf Veterans Tuition Award.</td>
</tr>
<tr>
<td>417</td>
<td>You cannot receive a Vietnam Veterans/ Persian Gulf Veterans Award for all terms. You have accumulated the maximum number of payments under this program.</td>
</tr>
<tr>
<td>418</td>
<td>Your Vietnam Veterans/Persian Gulf Veterans Tuition Award was reduced because of a refund owed HESC resulting from a previous overpayment.</td>
</tr>
<tr>
<td>419</td>
<td>Your Vietnam Veterans/Persian Gulf Veterans Tuition Award for the term(s) below has not been processed at your request.</td>
</tr>
<tr>
<td>420</td>
<td>Funding for the Regents College and Regents Nursing Scholarship Programs was not included in the XXXXX State Budget. Accordingly, no payments will be made for the XXXXX academic year.</td>
</tr>
<tr>
<td>421</td>
<td>Award Denied. This institution does not offer a program approved for the Tuition Assistance Award Program (TAP) award requested.</td>
</tr>
<tr>
<td>422</td>
<td>You reported other educational aid deemed by the New York State Commissioner of Education to duplicate the purpose of your TAP award. If the total of that aid and your TAP award exceeded your tuition charge, your TAP award has been reduced.</td>
</tr>
<tr>
<td>423</td>
<td>Tuition Assistance Denied For One or More Terms. The net taxable income you reported on your application exceeded the statutory limit set for the TAP award.</td>
</tr>
<tr>
<td>424</td>
<td>If you are receiving a Tuition Assistance Program (TAP) Award, the term(s) indicated below are the final term(s) for which you are eligible.</td>
</tr>
</tbody>
</table>
You cannot receive a TAP award for all terms. You have accumulated the maximum number of payments under this program or you are not eligible for other reasons.

Award Denied. The award which you requested is not approved for part-time study for the summer term.

Tuition Assistance Award Denied. The annual tuition charged at the institution you are attending is less than $200.

Your TAP award was reduced because of a refund owed HESC resulting from a previous award overpayment.

The term(s) indicated below are the final term(s) for which you are eligible for a Supplemental Tuition Assistance Program (STAP) Award.

If you are educationally disadvantaged and will be enrolled in remedial courses, you may be eligible for a Supplemental Tuition Assistance Program (STAP) Award. If so, contact your institution's Financial Aid Office.

Scholarship Denied For One or More Terms. This institution does not offer a program approved for the Scholarship Award requested.

You have been processed for Scholarship only. You do not meet the New York State residency requirement for other awards requested.

The term(s) indicated below are the final term(s) for which you are eligible for a Scholarship Award.

You cannot receive a Scholarship Award for all terms. You have accumulated the maximum number of payments under this program.

Your Scholarship award was reduced because of a refund owed HESC resulting from a previous award overpayment.

You are on leave from your Nursing Scholarship. Therefore, you are not entitled to payment of your Scholarship award.

Award Denied. This institution does not offer a program approved for the Child of Veteran and/or Child of Police/ Firefighter/Correction Officer award requested.

The term(s) indicated below are the final term(s) for which you are eligible for a Child of Veteran and/or Child of Police, Firefighter, Correction Officer Award.

You cannot receive a Child of Veteran and/or Child of Police, Firefighter, Correction Officer Award for all terms. You have accumulated the maximum number of payments under this program.

Award Denied. The award which you requested is not approved for part-time study for the summer term.

Your Child of Veteran and/or Police/ Firefighter/Corrections Officer award was reduced because of a refund owed HESC resulting from a previous award overpayment.

Financial Independence Denied. Your reported residence with your parents exceeds the maximum period allowed by law. If you want an award as a dependent student, report your parents’ income.

Financial Independence Denied because you stated you were claimed as a tax dependent by your parents. If you want an award as a dependent student, report your parents’ income.

Financial Independence Denied because you reported receipt of financial assistance in excess of $750. If you want an award as a dependent student, report your parents’ income.

Financial Independence Denied because you do not satisfy the legal criteria which enables you to exclude the income of your parents. If you want an award as a dependent, report your parents’ income.

Financial Independence Denied. The documentation submitted did not show unusual and exceptional family circumstances that allow exclusion of parental income. If you want an award as a dependent, report your parents’ income.

Shown below are your XXXXXX awards. If during the year you wish to change any information upon which your awards are based, submit those changes to HESC using a HESC Change Form.

Your summer award was calculated based on half-time study at the tuition charge shown. Your award may be revised depending on your actual summer tuition charge as certified by the above institution.

The processing of your application has resulted in multiple messages regarding the status of your application. A separate letter is being sent to you containing those messages.

Award Denied. This educational institution is not approved for the award(s) you requested.

You are not eligible for a XXXXXX TAP award because you are either not attending an approved institution or have requested termination of the processing of your application.

Award Denied for One or More Terms. You have received the maximum number of payments for a student enrolled in a two-year program. If enrolled in a program that requires more than two years, see the Financial Aid Office for assistance.
| 510 | You were not registered for that payment term, or had withdrawn with no tuition liability, or were not registered at the correct level of study, or wished to refuse the award. |
| 511 | You were not in full-time attendance for that payment term; nor in part-time attendance where allowed by law. |
| 512 | You were not matriculated in an approved program for that term. |
| 513 | You were not in good academic standing. |
| 514 | You were not in an approved five-year program and consequently not eligible for a fifth year of benefits; or you were not a New York State resident for the required period of time; or you were not a United States citizen; or, you received TAP for a prior degree at the same level as presently sought; or you were in default on a Federal Stafford student loan. |
| 601 | Your award for the XXXXXXX semester has been recalculated due to certification activity by the above school. In the process of certification, the school indicated a change in either the tuition which you were charged; the status of your attendance; or the amount of other benefits that you received which offset your tuition charges. If you have any questions concerning this certification, you should contact the above school. |
| 602 | Your award for the XXXXXXX term has been recalculated after your placement on a payment roster but before the processing of the above school's certification of your eligibility. The recalculation was a result of either a change in information supplied by you or an internal adjustment generated by HESC. If you have any questions concerning this award, contact HESC. |
| 603 | The above school has notified HESC that you are not eligible for payment of your Scholarship for the XXXXXXX semester. If you have any questions concerning this determination, contact the above school. |
| 604 | The above school has indicated that you withdrew from the XXXXXXX semester with a tuition liability. Your award has been recalculated based on the tuition liability which the school stated you had incurred. If you have any questions concerning this determination, contact the above school. |
| 605 | The above school has indicated that for the XXXXXXX semester you were not in attendance to the extent required to receive a payment. If you have any questions concerning this determination, contact the above school. |
| 606 | The above school has indicated or HESC has determined that you are ineligible for the XXXXXXX semester for one of the following reasons: You were not a New York State resident; you were not a United States citizen; you were in default on a Federal Stafford student loan; or you have not responded to a HESC request for information. |
| 607 | Your award for the XXXXXXX semester has been recalculated after your school was notified of your award. As a result, your tuition account at the school may have changed. |
| 608 | Your certified award for the XXXXXXX semester is indicated above. If you have any questions concerning the award for this term, contact HESC. |
| 609 | ETA sent to student. |
| 701 | Your award has been revised due to information supplied by the above institution during the processing of
| 982 983 984 | your payment for the XXXXXX term. Please refer any questions to that institution. |
| 985 | You have failed to respond in a timely fashion to our request for information or you have not submitted the information needed to complete the processing of your XXXXXX application. |
| 986 | You have failed to submit your application for payment by May 1, XXXX. As a result, you will not be eligible for an award. |
| 988 | The above institution indicated that you were not eligible for your Vietnam Veterans/Persian Gulf Veterans Tuition Award. If incorrect, contact the institution. |
| 989 | HESC sent a request for additional information which was returned by the U.S. Postal Service due to an incorrect address. That address must be corrected for application processing to continue. |
TAP Award Schedules

TAP awards are determined from family NYS net taxable income as reported on a NYS Student Payment Application and verified with NYS Department of Taxation. The student’s dependency status, academic level and year state aid was 1st received determines which TAP award schedule is used. All annual awards are reduced by $100 after 4 payments.

Undergraduate Award Schedules (through 2016-17 Academic year)

A. For students who are dependent on their parents, or financially independent and are married with tax dependents

| Schedule A - For students who received awards in the 1993-94 school year or earlier |
|---------------------------------|---------------------------------|
| Maximum Award – $3,740 or 100% Tuition (whichever is less) | Minimum Award – $500 |
| Net Taxable Income | Award Reduction |
| $7,000 or less | 0 |
| $7,001 – 11,000 | 7% of the excess over $7,000 |
| $11,001 – 18,000 | $280 + 10% of the excess over $11,000 |
| $18,001 – 80,000 | $980 + 12% of the excess over $18,000 |
| $80,001 or more | NO AWARD |

Schedule D – For first-time recipients in the 1994-95 through 1999-2000 school years

| Maximum Award – $4,290 or 100% Tuition (whichever is less) | Minimum Award – $500 |
| Net Taxable Income | Award Reduction |
| $7,000 or less | 0 |
| $7,001 – 11,000 | 7% of the excess over $7,000 |
| $11,001 – 18,000 | $280 + 10% of the excess over $11,000 |
| $18,001 – 80,000 | $980 + 12% of the excess over $18,000 |
| $80,001 or more | NO AWARD |

Schedule E – For first-time recipients in the 2000-01 school year or thereafter

| Maximum Award – at 4 year schools: $5165 or 100% Tuition (whichever is less); -- at 2 year schools: $4000 or 100% Tuition (whichever is less) | Minimum Award – $500 |
| Net Taxable Income | Award Reduction |
| $7,000 or less | 0 |
| $7,001 – 11,000 | 7% of the excess over $7,000 |
| $11,001 – 18,000 | $280 + 10% of the excess over $11,000 |
| $18,001 – 80,000 | $980 + 12% of the excess over $18,000 |
| $80,001 or more | NO AWARD |
### B. For students who are independent and single without dependents

#### Schedule K – For students who received awards in the 1991-92 school year or earlier

<table>
<thead>
<tr>
<th>Net Taxable Income</th>
<th>Award Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000 or less</td>
<td>0</td>
</tr>
<tr>
<td>$3,001 – 10,000</td>
<td>31% of the excess over $3,000</td>
</tr>
<tr>
<td>$10,001 or more</td>
<td>NO AWARD</td>
</tr>
</tbody>
</table>

#### Schedule L – For first-time recipients in the 1992-93 and 1993-94 school years

<table>
<thead>
<tr>
<th>Net Taxable Income</th>
<th>Award Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000 or less</td>
<td>0</td>
</tr>
<tr>
<td>$3,001 – 10,000</td>
<td>31% of the excess over $3,000</td>
</tr>
<tr>
<td>$10,001 or more</td>
<td>NO AWARD</td>
</tr>
</tbody>
</table>

#### Schedule M – For first-time recipients in the 1994-95 school year and thereafter

<table>
<thead>
<tr>
<th>Net Taxable Income</th>
<th>Award Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000 or less</td>
<td>0</td>
</tr>
<tr>
<td>$3,001 – 10,000</td>
<td>31% of the excess over $3,000</td>
</tr>
<tr>
<td>$10,001 or more</td>
<td>NO AWARD</td>
</tr>
</tbody>
</table>

### C. For students who are independent and are married without tax dependents

#### Schedule C -- Applicable to students who receive awards in any school year

<table>
<thead>
<tr>
<th>Net Taxable Income</th>
<th>Award Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,000 or less</td>
<td>0</td>
</tr>
<tr>
<td>$7,001 – 11,000</td>
<td>7% of the excess over $7,000</td>
</tr>
<tr>
<td>$11,001 – 18,000</td>
<td>$280 + 10% of the excess over $11,000</td>
</tr>
<tr>
<td>$18,001 – 39,999</td>
<td>$980 + 12% of the excess over $18,000</td>
</tr>
<tr>
<td>$40,000 or more</td>
<td>NO AWARD</td>
</tr>
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</table>
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OSFA
Macaulay Honors College at CUNY

The Macaulay Honors College provides outstanding educational opportunities for academically gifted students from the five boroughs of New York City and beyond. This program is designed for students who have demonstrated scholastic strength and broad intellectual curiosity through their high school academic records, test scores, extracurricular involvements and other academic criteria. In-state students receive full undergraduate scholarships for 4 years or 5 years for an approved program.

The Macaulay Honors College is on 8 CUNY campuses: Baruch College, Brooklyn College, City College, College of Staten Island, Hunter College, John Jay College, Lehman College, and Queens College. In addition, the Macaulay Building on W 67th Street includes state-of-the-art classrooms, student performance space, a fully-equipped screening room, administrative offices, a cafe, and other common gathering spaces for students. Additional information on the program can be found at: http://www.macaulay.cuny.edu/.

Eligibility Criteria

Students must apply to CUNY by submitting the Macaulay Honors College online application. The online application requires that applicants select one CUNY campus (Baruch, Brooklyn, City, Hunter, John Jay, Lehman, Queens, or Staten Island). Criteria for selection include: the high school academic record, SAT/ACT scores, an essay, academic and character references and an interview. The application deadline is December 1st with a March 15th acceptance notification. Questions about the online application may be directed to the CUNY Online Application Help Desk at 212-997-2869 or macaulayhelpdesk@mhc.cuny.edu.

Students must meet CUNY NYS residency requirements for in-state tuition to receive the tuition scholarship. University scholars are required to file the FAFSA and TAP applications by May 15th for the upcoming year. For continuing MHC students the scholarship is drawn from a combination of sources including CUNY, New York City, New York State and NY private tuition specific scholarships the student may receive. Students entering fall 16 or later will have all forms of financial assistance, excluding loans, taken into account before the tuition scholarship is calculated. Out of state, International or undocumented students may be admitted into MHC but do not qualify for the tuition scholarship or the Macaulay Opportunities Fund grant.

Financial Assistance Benefits

1. Full tuition coverage, excluding fees. The tuition scholarship will cover the remaining balance after applicable aid is taken into account. The types of aid considered when calculating the scholarship will depend on when the student enters the program.

2. Access to a Macaulay Opportunities Fund grant of up to $7,500 for the undergraduate experience to be used for global research, internships and service.
3. A laptop computer (currently the MacBook®). Each University Scholar receives the laptop computer upon enrollment.
4. A Cultural Passport that provides reduced admission at New York museums and other arts and cultural venues.

What about other financial aid at CUNY?
If a student is eligible for funds over and above tuition and fees, the balance will be disbursed to the student in accordance with the college’s financial aid distribution calendar.

How is the award paid?
CUNYfirst has explicit fields for the awarding of Macaulay Honors College tuition waiver and educational expense account funds.

TAP awards finalized by HESC after the initial loading of the waiver award require manually adjusting the amount of the Macaulay scholarship on CUNYfirst.

Awards must be reviewed before tuition and fee deduction transactions are run. Because these transactions are usually done during the middle of the term, there is time to adjust the Macaulay Honors College awards. These awards vary for students depending on the TAP/and or the NYC merit award fees amount covered.

Application Procedures
The amount of the Macaulay tuition waiver is calculated after a student has filed the FAFSA and TAP applications. The campus Macaulay Honors College Program Director will coordinate with the campus Financial Aid Director to assure that a student has completed the applications. When there are unusual circumstances which categorically make the student ineligible for state or federal aid, the Financial Aid Office may waive the requirements.

If the requirements have been waived, the Financial Office will be responsible for manually creating a financial aid segment on CUNYfirst and manually calculating and entering the tuition waiver.

If an initial TAP award is updated, CUNYfirst will not recalculate the waiver and the college must manually adjust the award.

Summer Policy
With approval from the Macaulay Advisor, Macaulay Honors College will fund up to 8 credits during each summer, starting after completion of the first year. Students taking more than 8 credits during the summer will be responsible for paying the tuition balance.

Winter Session Policy
With advisor approval, the MHC scholarship will cover one class, up to 4 credits, for the winter session. Scholars taking more than one class or 4 credits will have to receive approval from Macaulay to have the additional tuition covered.
City University Supplemental Tuition Assistance (CUSTA)

CUSTA is a university administered program for students who would have received full TAP but experienced a reduction in their TAP awards beginning with their 5th semester of TAP eligibility.

Requirements
To be eligible for CUSTA, a student must:

- Be enrolled full-time in an undergraduate program
- Have a TAP net taxable income of $7000 or less under Schedules A-E or $3000 or less under Schedules K-m
- Be at least a 5th semester Tap recipient but not have exhausted TAP eligibility
- CUSTA will follow the same refunding rules as TAP

Application Procedure
A student must have applied for TAP. No additional application is required.

Follow-Up
It is the College’s responsibility to rescind a CUSTA award if the student is found not to meet the eligibility requirements or is not certified for TAP for the semester of the CUSTA award.
Accelerated Study in Associate Programs (ASAP)

ASAP, or Accelerated Study in Associate Programs is designed to help motivated college students at community colleges and comprehensive colleges to earn an associate degree as quickly as possible with the goal of graduating 50% of program participants within three years. In fall 2015 marked the launch of the pilot program, ACE (Accelerate, Complete, Engage), at John Jay College to support baccalaureate students.

ASAP offers students a combination of block programming, extra (and required) support services and enrichment activities, small classes (25 or fewer students), career development and job placement assistance, tuition waivers for financial aid eligible students, free use of textbooks and monthly Metrocards for all students.

Near the completion of their degree, all ASAP students will receive personal guidance in gaining employment in their selected career field or admission to an appropriate program at a baccalaureate degree-granting college or university.

Who is eligible for ASAP?

- Are you eligible for New York City resident tuition (at the community colleges) or New York State resident tuition (at all other colleges)? (as per the CUNY tuition and fees manual)?
- Current CUNY or transfer students must have 15 or fewer college credits and must have a GPA of 2.0 or above.
- All students must be fully skills proficient or have no more than two outstanding developmental course needs based on their scores on the CUNY Assessment Tests in reading, writing and math.
- All students must agree to enter into an Associate degree program (A.A., A.S., or A.A.S.) on a full-time basis (minimum 12 credits or equated credits per semester) in an ASAP approved major. Most programs other than nursing are available.
- Students must complete the Free Application for Federal Student Aid (FAFSA) and the New York State Tuition Assistance Program (TAP) application. (Students not in receipt of financial aid but otherwise eligible may join ASAP but may not receive tuition.
- To be eligible for an ASAP tuition waiver, students must receive financial aid and have a gap need between their financial aid award amount and the amount they owe for tuition and fees.
- Students may not participate in both College Discovery and ASAP.
- Program slots are limited. All students who have applied to a CUNY community college and meet ASAP residency, credit, and developmental course criteria will be contacted by email within 5-7 business days and invited to an ASAP information session.
- Each campus with an ASAP program has its own enrollment targets. New students are accepted on a first come-first serve basis.
New York City Council Merit Scholarship

The New York City Council Merit Scholarship rewards New York City high school graduates who have proven their ability to succeed academically while they were in high school. The scholarship is effective beginning with the 2014-2015 academic year and students will receive $800 per year ($400 per semester). Scholarship awards may vary for each academic year.

Application Form

There is no separate application for the scholarship. Students are automatically considered for the award when they apply for admission to CUNY.

To qualify you must:

- Graduate from a New York City high school with at least an 80(B) College Academic Average (CAA) average
- Pass at least twelve college preparatory courses in high school
- Enroll at a CUNY college as a full-time student within one year of graduating from high school
- Register as a full-time student each semester (except summer) and maintain at least a 3.0 cumulative GPA
- Attend CUNY before attending any other postsecondary institution
- Students must graduate high school beginning June 2014
- Undocumented students are not eligible for the Merit Scholarship

Pursuit and Progress

- You must maintain continuous full-time (12 credits) enrollment within the City University of New York system
- You must maintain a cumulative GPA of 3.0 or higher
- Students pursuing an associate's degree may receive the NYC Council Merit Scholarship for a maximum of six semesters. Those seeking a bachelor's degree are limited to eight semesters of eligibility
- Although not publicized, students who fail to meet the academic standard may apply for a one-time waiver. The student must submit a written and documented explanation of the circumstances that prevented him/her from meeting the standard. Appeals should be reviewed by the college Financial Aid Office and if considered reasonable, forwarded to the OSFA Appeals Committee. The college will be notified of the committee’s decision and will be responsible for notifying the student.
Matthew Goldstein Scholarship Program for Students with Disabilities

The Goldstein Scholarship’s purpose is to support the persistence and graduation of CUNY students who must take reduced course loads as reasonable accommodations for their disabilities.

CUNY offers these scholarships in honor of Chancellor Emeritus Matthew Goldstein, whose career at our University is a testament to the core values of meaningful access and opportunity in higher education for all otherwise qualified students. Indeed, Chancellor Goldstein’s work has been keenly focused upon extending affordable, accessible and above all, excellent higher education opportunities to groups of students that have historically been underrepresented at CUNY, particularly those with disabilities. This scholarship can provide a tuition waiver for unmet TAP for eligible students.

Students considered for the Goldstein Scholarships must meet the following eligibility criteria:

- Must be an undergraduate student, enrolled in a degree program
- Must be in good academic standing, \textit{i.e.} a grade-point average of 2.0 or better
- Must be registered with a campus Office of Disability Resources & Services
- Must be certified as eligible to participate in the “ADA TAP” program by a campus Financial Aid Office’s TAP Certifying Official
- Must be certified as depleting TAP within the upcoming school year by a campus Financial Aid Office’s TAP Certifying Official
- Must complete a \textit{Matthew Goldstein Scholarship Application} by the application deadline.

In order to compete for a 2016-17 Goldstein Scholarship, please complete the attached scholarship application and submit it to your campus Office of Disability Resources & Services no later than June.
City University of New York  
Matthew Goldstein Scholarship Application

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<td>Email:</td>
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<td>Last 4 digits of Social Security Number:</td>
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<th>Campus Attending:</th>
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<tr>
<td>Anticipated Degree:</td>
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<tr>
<td>Date entered CUNY:</td>
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<tr>
<td>Cumulative G.P.A.:</td>
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<tr>
<td>Number of Completed Semesters:</td>
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</table>

Registered with Campus Office of Disability/Services: Yes: No: 
Certified by Financial Aid Office for ADA TAP Program: Yes: No: 

- On a separate sheet of paper please submit a personal statement of no more than 500 words that includes your goals, challenges and how this scholarship will help you to achieve your aspirations.
- Please attach a student copy of your transcript.
- Please include signed copy of eligibility for Matthew Goldstein Scholarship (on page 2).
- Please provide a letter of recommendation from someone who can speak to your ability to persist and overcome obstacles in order to reach your goals.

By completing this application you are giving the scholarship committee permission to review your student records for the purpose of assessing eligibility.

Signature: ____________________________
Date: ________________________________
Certification of Eligibility for Matthew Goldstein Scholarship

Dear Certifying TAP official,

The student named below is applying for the Matthew Goldstein scholarship. This scholarship is for students who are certified for ADA TAP and will be depleting their TAP in the upcoming school year. The scholarship is awarded in the form of a tuition waiver for the unmet TAP. Kindly provide the following information regarding the candidate's eligibility to compete for this award.

Name of student

Certified by Financial Aid Office for ADA TAP Program: Yes: ______  No: ______

Student will deplete TAP during the upcoming school year: Yes: ______  No: ______

Thank you

Signature of Certifying Official

Print Name

Title

Date
This chapter is intended to provide you with information you may need that is not contained elsewhere in this manual. You may find the updated section on Internet resources especially valuable in helping you keep abreast of new programs and policy changes and as a means of improving and enlarging your services to students.

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   U.S. Department of Education for Students & Families ......................................
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   Scholarship Search Sites ...................................................................................
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Current Process

CUNY's state appropriation for tuition waivers is $9 million while the total cost of waivers at the senior colleges is about $30 million. By vouchering the State, we are converting budget...
Benefits of the Change

The lowering of expenses will facilitate the management of the tax levy budget within SFS. As you know, in SFS, budget checking is done against total college and University budgets. Reducing the tuition waiver expenses will free up budget capacity, which should help eliminate, or at least delay, negative budget conditions as we get closer to the end of the year.

Additionally, once all of the details of the student financials component of campus solutions are finalized and implemented at all senior colleges, OBF will be able to generate from CUNYfirst lists of students receiving “funded” waivers (revenue target offsets), thereby reducing the need for the colleges to produce and send these lists to OBF.

FY 2014 Process

All tuition waivers, with the exception of doctoral tuition waivers at the Graduate Center, should be recorded in our financial systems (i.e., SIMS and/or CUNYfirst) as unfunded waivers. The University will continue to voucher the State for doctoral waivers so that the waiver appropriation is expended.

Colleges will still need to submit to the University Budget Office backup for all tuition waiver related revenue target offsets. This submission is due on September 30, 2013 for the fall and summer semesters and March 15, 2014 for the spring semester and winter session. After the waivers are approved, revenue targets will be reduced by these approved amounts. Backup should be submitted to Betty Law at Betty.Law@mail.cuny.edu.

If you have any questions, please let me know.

C: Matthew Sapienza
Miriam Katowitz
Josephine Vidal
Thomas Zhou
William Fox
James Garvin
UBO Staff
Senior College Bursars
Web Sites of Interest to the Financial Aid Professional
The sites listed below have been verified as of June 2012. Some of the sites are actually sub-sites of general interest pages.

U.S. Government Agencies (other than the Department of Education)

The White House
Official White House site presents issue positions, news, Cabinet, appointments, offices and major speeches. Includes biography, video tour and photo essays.

The U.S. Senate
The United States Senate is a legislative chamber in the bicameral legislature of the United States, and together with the House of Representatives makes up the U.S. Congress.

The U.S. House of Representatives
The United States House of Representatives is one of the two houses of the United States Congress alongside the Senate. The composition and powers of the House are established in Article One of the United States Constitution.

U.S. Citizenship & Immigration Services
Immigration law and regulations, printable forms, employer information, etc.

U.S. Information Agency Fulbright Scholar Programs
The Council for International Exchange of Scholars (CIES), the scholar division of the Institute of International Education (IIE), is well known for its expertise and extensive experience in conducting international exchange programs for scholars and university administrators.

Internal Revenue Service
Downloadable IRS forms and instructions, etc.

The Bureau of Labor Statistics Consumer Price index
Used to develop CUNY’s expense budget. The Bureau of Labor Statistics is a unit of the United States Department of Labor. It is the principal fact-finding agency for the U.S. government in the broad field of labor economics and statistics.

General Accounting Office
Investigative arm of Congress charged with examining matters relating to the receipt and disbursement of public funds. See GAO reports and testimony here. The Government Accountability Office is a government agency that provides auditing, evaluation, and investigative services for the United States Congress. It is the supreme audit institution of the federal government of the United States.

U.S. Government Publishing Office
Access to government documents: the Budget of the U.S. Congressional Documents, Congressional Reports, Federal Registers, Public Laws, etc. It is an agency of the legislative branch of the United States federal government.
Code of Federal Regulations

Selective Service
https://www.sss.gov/
Independent agency responsible for implementing a military draft. Laws, regulations, history, statistics, FAQs, on-line registration, and other official information. Administrators may check students’ registration status.

Veterans Educational Benefits Web Site
http://www.benefits.va.gov/gibill/
Provides comprehensive information for veterans benefits and links to other benefits available to Veterans. The GI Bill provides educational assistance to service members, veterans etc...

U.S. National Archives and Records Administration (NARA)
http://www.archives.gov
The National Archives and Records Administration is an independent agency of the United States government charged with preserving and documenting government and historical records.
U.S. Department of Education Sites for Administrators

Home Page  http://www.ed.gov

Federal Student Aid  https://studentaid.ed.gov/sa
Links to Information for Financial Aid Professionals, Financial Aid for Students, Direct Loans, Project EASI, Customer Service Task Force. The official home page for the federal student aid programs administered by the US Department of Education.

NSLDS Administrator Log-On  https://www.nsldsfap.ed.gov/nslds_FAP/
Allows administrators to check student borrower history, loan default and overpayment status and to update student overpayment and default records.

Consolidates guidance, resources, and information related to the administration and processing of Title IV federal student aid into one online site for use by the entire financial aid community. Includes Dear Colleague and Action Letters, Federal Registers, Online Technical References, Worksheets, Schedules and Tables, and other links to sites of interest to Financial Aid Professionals.

Training for Financial Aid Professionals  http://www2.ed.gov/offices/OSFAP/training/index.html
Schedules and Online Registration for training activities, conferences and events offered to aid administrators by the U.S. Department of Education.

Federal Student Aid Data Center  https://studentaid.ed.gov/sa/data-center
Obtain reports by school on grant, loan, and campus-based aid program volume.

Dept. of Ed Publications  https://www.fsapubs.gov/
Search for and order documents and publications for teachers, administrators, policymakers, researchers, parents, students and others with a stake in higher education.
U.S. Department of Education Sites for Students and Families

Gateway to the Federal Government’s Services for Students
A comprehensive information portal for students and families planning for or attending college.

Federal Student Aid Portal
https://studentaid.ed.gov/sa/
Information resource for students and families for federal student aid programs.

Funding Your Education
Dept. of Education publication especially for high school students, providing general information on student aid.

The Student Guide
Complete text and graphics from the current year publication The Student Guide.

Completing the FAFSA
https://studentaid.ed.gov/sa/fafsa/filling-out
Useful reference page for aid professionals and students; provides more detailed instructions to the individual FAFSA items than contained in the paper FAFSA instructions.

FAFSA on the WEB
http://www.fafsa.ed.gov/
Allows students to complete the FAFSA online. NYS residents are presented with the opportunity to link to TAP on the Web from the FAFSA Confirmation page.

Federal Student Aid ID (FSA ID) Registration
https://fsaid.ed.gov/npas/index.htm
Allows students and parents to request or change a FSA ID.

Title-IV School Code Search
https://fafsa.ed.gov/FAFSA/app/schoolSearch
Find the six character Code for any school in the Title IV School Code List.

Direct Loan Program
https://studentloans.gov/myDirectLoan/index.action
General information about the Direct Loan Program for students, parents and aid professionals with links to interactive calculators, loan consolidation, etc.

Direct Loan Online Entrance/Exit Counseling
https://studentloans.gov/myDirectLoan/index.action
Allows students to complete the entrance/exit counseling requirement and allows administrators to check on a student’s entrance/exit counseling status.

Direct Loan Consolidation Information Center
http://www.loanconsolidation.ed.gov/
The online source of information about the Direct Loan Consolidation Loan Program for borrowers, schools and loan holders.
Direct Loan Repayment Interactive Calculators
http://studentaid.ed.gov/PORTALSWebApp/students/english/OtherFormsOfRepay.jsp
Site to help borrowers plan their borrowing, manage debt burden, and choose the best repayment plan.

Guide to Defaulted Student Loans
https://www.myeddebt.com/borrower
Information on FFEL, Direct and Perkins Loans, including loan repayment options, loan consolidation, loan cancellation and discharge.

National Student Loan Data System (NSLDS)
https://www.nslds.ed.gov/nslds_SA/
ED’s student aid database providing student access to centralized, integrated tracking of Title IV loans and Pell grants through their entire cycle from approval to closure.

FSA Ombudsman
http://www.ombudsman.ed.gov/
This Department of Education office helps students resolve disputes and solve other problems with federal student loans.

New York State Government
Welcome to New York State
http://www.ny.gov

Office of the Governor
https://www.governor.ny.gov/
Strategic Programs, Key documents, Press Releases, Annual Information Statement

NY State Senate
https://www.nysenate.gov/
Contact your state senator. Find out about bills introduced, passed and signed into law or vetoed. Committee membership. Public Hearings. Press Releases.

Find My Senator
https://www.nysenate.gov/find-my-senator
Find your senator and share your views on important issues.

NY State Assembly
http://assembly.state.ny.us/
Find out about bills introduced, passed and signed into law or vetoed. Committee membership. Public hearings. Press releases. Contact your assemblyman.

NY State Education Dept.
http://www.nysed.gov/
Current publications, Programs and Services.

NY State Dept. of Labor
http://www.labor.ny.gov/home/
Services for Individuals - Job seekers, Students, unemployed.

New York State Agencies
Higher Education Services Corp.
http://www.hesc.ny.gov
This NYS agency administers the Tuition Assistance Program (TAP), guarantees student loans, offers guidance to students, families and administrators and administers a successful College Savings program for students and families.

HESC’s reference guide to administering NYS Grant and Scholarship programs.


NYS students who have filed a FAFSA and have received an EFC may access a TAP on the Web application for online completion and submission to HESC.


A comprehensive tool that assists college financial aid officers with TAP administration and containing detailed information on a variety of TAP-related topics.

**Professional Associations**

NASFAA [http://www.nasfaa.org](http://www.nasfaa.org)
National Association of Student Financial Aid Administrators. A comprehensive online resource for aid professionals.

Eastern Association of Student Financial Aid Administrators.

New York State Financial Aid Administrators Association provides general financial aid information for students and their families.

National Association of College and University Business Officers

National Association of State Student Grant and Aid Programs.

NASPA [http://www.naspa.org](http://www.naspa.org)
Student Affairs Administrators in Higher Education

Association of American Colleges and Universities

AACC [http://www.aacc.nche.edu/](http://www.aacc.nche.edu/)
American Association of Community Colleges

ACE [http://www.acenet.edu/Pages/default.aspx/](http://www.acenet.edu/Pages/default.aspx/)
American Council on Education (ACE) is the nation's most influential, respected, and visible higher education association.

HEUG [http://www.heug.org](http://www.heug.org)
Higher Education User Group – organization for users of Oracle/People Soft
<table>
<thead>
<tr>
<th><strong>Free Scholarship Search Sites</strong></th>
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<tbody>
<tr>
<td>College Answer</td>
<td><a href="http://college.answers.com/">http://college.answers.com/</a></td>
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<tr>
<td>College Board Scholarship Page</td>
<td><a href="https://bigfuture.collegeboard.org/scholarship-search">https://bigfuture.collegeboard.org/scholarship-search</a></td>
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<tr>
<td>College Net</td>
<td><a href="https://www.collegenet.com/about/">https://www.collegenet.com/about/</a></td>
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<td>fastWEB!</td>
<td><a href="http://www.fastweb.com/">http://www.fastweb.com/</a></td>
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<td>FindTuition.com</td>
<td><a href="http://www.FindTuition.com/">http://www.FindTuition.com/</a></td>
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<td>International Scholarship Search</td>
<td><a href="http://www.internationalscholarships.com/">http://www.internationalscholarships.com/</a></td>
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<td>Scholarship Experts</td>
<td><a href="http://www.scholarshipexperts.com/">http://www.scholarshipexperts.com/</a></td>
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<tr>
<td>SuperCollege.com</td>
<td><a href="http://www.supercollege.com/">http://www.supercollege.com/</a></td>
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<th><strong>International Student Resources</strong></th>
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<tr>
<td>Smart Students’ Guide to Studying in the U.S.</td>
<td><a href="http://www.edupass.org/">http://www.edupass.org/</a></td>
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<tr>
<td>International Student Study Abroad Resource Ctr</td>
<td><a href="http://www.internationalstudent.com/">http://www.internationalstudent.com/</a></td>
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<th><strong>Other Useful Sites</strong></th>
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<td>Financial Aid Information Page</td>
<td><a href="http://www.finaid.org/">http://www.finaid.org/</a></td>
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<tr>
<td></td>
<td>A free, comprehensive, independent guide to student financial aid including links to scholarship searches and financial aid calculators.</td>
</tr>
<tr>
<td></td>
<td>Allows registered users access to The Chronicle Online.</td>
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<tr>
<td>College Board</td>
<td><a href="http://www.collegeboard.org/">http://www.collegeboard.org/</a></td>
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<tr>
<td></td>
<td>This need analysis servicer markets PROFILE, an alternative, need analysis product used by many private colleges and universities.</td>
</tr>
<tr>
<td>Corporation for National &amp; Community Service</td>
<td><a href="http://www.nationalservice.gov/">http://www.nationalservice.gov/</a></td>
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<tr>
<td></td>
<td>The Corporation for National Service provides information regarding federal programs in national service such as America Reads and AmeriCorp.</td>
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<tr>
<td>Currency Converters:</td>
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<tr>
<td>The Universal Currency Converter</td>
<td><a href="http://www.xe.com/ucc/">http://www.xe.com/ucc/</a></td>
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<tr>
<td>Current Exchange Rates Site</td>
<td><a href="http://www.x-rates.com">http://www.x-rates.com</a></td>
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<tr>
<td>OANDA – the Currency Site</td>
<td><a href="http://www.oanda.com/currency/_converter/">http://www.oanda.com/currency/_converter/</a></td>
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Education Statistics At A Glance  
https://nces.ed.gov/annuals/
Compendium of data from many sources about topics such as, average increase in tuition costs, average # of high school students attending college by state, etc.

FAST WEB’s Quick Reference Guide to Student Financial Aid Statistics  
http://www.fastweb.com/nfs/fastweb/static/QRG_Student_Aid_Statistics.pdf

Educational Testing Service Network  
http://www.ets.org/

Mapping Your Future  
https://www.mappingyourfuture.org/
This site helps students find information to plan careers, select schools and pay for their education.

National Center for Education Statistics  
http://nces.ed.gov/
The primary federal entity for collecting and analyzing data relating to education in the U.S. and other nations.

Project Vote Smart  
http://www.votesmart.org/
Tracks the performance of over 13,000 political leaders including the President, Congress, Governors and State Legislators.

US Dept of Health & Human Services Poverty Guidelines  
https://aspe.hhs.gov/2015-poverty-guidelines

Zillow.com  
http://www.zillow.com
This site provides free real estate information and can be used to search for home values, mortgage rates, etc.

ZIP Code Lookup  
This site allows you to supply ZIP plus four codes for any address and helps you check the validity of any given address.
Lender Home Pages of Interest

Bank of America Student Banking
http://www.bankofamerica.com/studentbanking/

Campus Door
http://www.campusdoor.com/
Offers a well regarded alternative loan program that offers competitive interest rates and flexible repayment options.

Citibank
https://www.studentloan.com/
Provides a link to CitiAssist – Citibank’s own alternative student loan program.

EduCap, Inc.
http://www.loantolearn.com/
Offers the Loan to Learn student loan program, the first nationwide privately-funded education loan program created 25 years ago.

Key Education Resources
https://www.key.com/html/education-planning.html
A nationwide education funding provider for over 50 years offering a variety of loans for full-time and part-time students.

Nellie Mae
http://wwwcollegescholarships.org/loans/nelliemaeh.htm/
Nellie Mae is a leader in student loan financing and offers both federal and private loans to students. In addition, Nellie Mae partners with colleges to offer school-specific loan programs.

Nelnet (National Education Loan Network)
http://www.nelnet.net/
Student loan products and services including origination, funding, and servicing of student loans including Stafford, PLUS, private, and student consolidation loans

SallieMae
https://www.salliemae.com/
A loan guarantor and servicer that provides borrowers self-service account access, repayment calculators, etc.

Wells Fargo
https://www.wellsfargo.com/student/
Offers a variety of alternative educational loan programs tailored to individual student situations, including loans for students studying less than ½ time.
CUNY Home Pages and Financial Aid Pages
City University of New York Portal http://cuny.edu/
Financial Aid Page http://www2.cuny.edu/financial-aid/

CUNY Financial Aid Staff Information & Resources http://www2.cuny.edu/financial-aid/information-resources/

CUNYfirst Web Site https://home.cunyfirst.cuny.edu/oam/Portal_Login1.html

Baruch College http://www.baruch.cuny.edu
Financial Aid page http://www.baruch.cuny.edu/financialaid/

Borough of Manhattan Community College http://www.bmcc.cuny.edu
Financial Aid page http://www.bmcc.cuny.edu/finaid/

Brooklyn College http://www.brooklyn.cuny.edu/web/home.php
Financial Aid page http://www.brooklyn.cuny.edu/web/about/offices/financial.php

Bronx Community College http://www.bcc.cuny.edu/
Financial Aid page http://www.bcc.cuny.edu/Financial-Aid/

City College http://www.ccny.cuny.edu/
Financial Aid page https://www.ccny.cuny.edu/financialaid

CUNY Graduate Center http://www.gc.cuny.edu/Home
Financial Aid page http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Financial-Assistance

CUNY Graduate School of Journalism http://www.journalism.cuny.edu/
Financial Aid http://www.journalism.cuny.edu/admissions/financial-aid/

CUNY School of Law http://www.law.cuny.edu/index.html

CUNY School of Professional Studies https://sps.cuny.edu/
Financial Aid https://sps.cuny.edu/admissions/financial-aid

CUNY School of Public Health http://sph.cuny.edu/
Financial Aid: Affiliated to Brooklyn, Grad Center, Hunter and Lehman

Hostos Community College http://www.hostos.cuny.edu/
Financial Aid page http://www.hostos.cuny.edu/Administrative-Offices/Office-of-Financial-Aid

Hunter College http://www.hunter.cuny.edu/main/
Financial Aid page http://www.hunter.cuny.edu/onestop/finances/financial-aid
John Jay College of Criminal Justice
Financial Aid page
http://www.jjay.cuny.edu/
http://www.jjay.cuny.edu/tuition-financial-aid

Kingsborough Community College
Financial Aid page
http://www.kbcc.cuny.edu
http://www.kbcc.cuny.edu/sub-financial_aid/Pages/default.aspx

LaGuardia Community College
Financial Aid page
http://www.lagcc.cuny.edu/home/
http://www.laguardia.cuny.edu/financialaid/

Lehman College
Financial Aid page
http://www.lehman.cuny.edu/

Macaulay Honors College
Financial Aid pages
http://www.macaulay.cuny.edu/current-students/tuition-aid.php

Medgar Evers College
Financial Aid page
http://www.mec.cuny.edu/

New York City College of Technology
Financial Aid page
http://www.citytech.cuny.edu/admissions/financialaid/index.shtml

Queens College
Financial Aid page
http://www.qc.cuny.edu/Pages/default.aspx
http://www.qc.cuny.edu/admissions/fa/Pages/default.aspx

Queensborough Community College
Financial Aid page
http://www.qcc.cuny.edu/
http://www.qcc.cuny.edu/financialAid/index.html

Sophie Davis School of Biomedical Education
Financial Aid page
https://www.ccny.cuny.edu/sophiedavis
https://www.ccny.cuny.edu/financialaid

Stella and Charles Guttman Community College
Financial Aid page
http://www.guttman.cuny.edu
http://guttman.cuny.edu/admissions/financial-aid/

College of Staten Island
Financial Aid page
http://www.csi.cuny.edu
http://www.csi.cuny.edu/finaid

York College
Financial Aid page
http://www.york.cuny.edu/administrative/finaid
Electronic Mailing Lists for Financial Aid Administrators

FINAID-L
Discussion list for questions about financial aid administration, FAO job announcements, and discussions of changes in federal aid regulations. To subscribe to the list, send email to: finaid-l-subscribe-request@lists.psu.edu (no Subject: line or message body is necessary). Submissions should be sent to finaid-l@lists.psu.edu. The list maintainers may be reached by sending email to finaid-l-request@lists.psu.edu.

NYSFA-L
Mailing list for student financial aid administrators in New York State. It is owned and administered by NYSHESC and is hosted by the computer facilities of SUNY. To subscribe to the list, send email to listserv@snycenvm.bitnet with the following in the message body: sub NYSFA-L [your name here]. Submissions should be sent to: nysfa-l@snycenvm.bitnet.

DIRECT LOAN LISTSERV
Used to transmit information about policy, system changes, technical issues, and other critical information related to the Direct Loan program and other student financial assistance programs. The listserv is read only. To subscribe, address an e-mail message to: listproc@inet.ed.gov. Write the following (and nothing else) in the message block: subscribe DLOANSINFO yourfirstname yourlastname (Leave the subject blank empty, and if you have a signature block, please turn it off.)

SFA LISTSERV
A tool for disseminating information and addressing questions, concerns and issues related to student financial aid for the CUNY community. Interested CUNY financial aid directors, business managers, bursars, central office personnel and their staff may subscribe by sending an email with their first and last name and email address to Tania Degen [tania.degen@mail.cuny.edu] at OUC.

CF INTERFACE LISTSERVS
FAPES job summary listserv: produapc@mail.cuny.edu
505/509 Listserv: OUC-CUNYFIRST-I505-I509@listserv.cuny.edu

HIGHER EDUCATION USER GROUP (HEUG) FORUMS AND COMMUNITIES
As a benefit of CUNY using an Oracle application (PeopleSoft/CUNYfirst), any employee of CUNY is eligible to sign up for an account on HEUG Online. On the community page you can view the community blog from the Advisory Group managing that community, have access to participate in the forum (listservs), download files, and more. If you want to receive emails from a communities forum (to say in the loop without having to login), click the name of the forum and on the window that opens click the ‘+Sub’ button on the right side. Alternately you can always subscribe to topics from your ‘My Subscriptions’ page (underneath the My Options drop down). Interested CUNY members should sign up for HEUG at http://www.heug.org/
Veterans Educational Benefit Programs

For the most up to date comprehensive information on all the benefits programs listed on this page, check the GI Bill website at: http://www.va.gov/.

The CUNY Office of Veterans Affairs website: http://www.cuny.edu/about/resources/veterans.html is a virtual one-stop source of information for returning military veterans and their families. It is a guide to educational benefits, entitlements, counseling, advocacy resources, and the latest news, designed to assist veterans in attaining their academic, personal and professional goals.

Post 9/11 Veterans Educational Assistance Act (Chapter 33)

The Post 9/11 GI Bill takes effect August 1, 2009 and will provide up to 36 months of educational benefits for individuals who served on active duty on or after September 11, 2001. Eligibility for benefits is extended to 15 years from the last period of active duty. Benefit entitlement will be determined by length of active duty service after September 10, 2001. In addition to tuition and fees (not to exceed the most expensive in-state undergraduate tuition at a public institution), there are provisions for a monthly housing allowance equal to E-5 basic allowance for housing with dependents (in the same zip code as the college), and a yearly stipend of $1,000 for books and equipment.

Montgomery GI Bill - Active Duty Educational Assistance (Chapter 30)

The MGIB program provides up to 36 months of educational benefits payable for up to 10 years following release from active duty. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training and correspondence courses. Remedial, deficiency, and refresher courses may be approved. To apply, applicants use VA Form 22-1990 or they may apply online at: https://vabenefits.vba.va.gov/vonapp_ssl/login.asp.

Montgomery GI Bill - Selected Reserve Educational Assistance (Chap. 1606)

The MGIB-SR program provides up to 36 months of educational benefits to members of the Selected Reserve, including the Army, Navy, Air Force, Marine Corps and Coast Guard Reserves. This program does not require a person to serve on active duty to qualify. To apply, applicants must obtain a Notice of Basic Eligibility (DD Form 2384 or 2384-1) from their unit and complete VA Form 22-1990. To apply online: https://vabenefits.vba.va.gov/vonapp_ssl/login.asp.

Reserve Educational Assistance Program (Ch. 1607)

REAP is a program that provides up to 36 months of educational benefits to members of the Selected Reserves, Individual Ready Reserve (IRR), and National Guard who are called to active service. The educational assistance allowance payable under REAP is a percentage of the MGIB rate based on the number of continuous days served on active duty. To apply, applicants complete VA Form 22-1990 and indicate they are applying for REAP. To apply online: https://vabenefits.vba.va.gov/vonapp_ssl/login.asp.
Veterans Educational Assistance Program (Chapter 32)
VEAP is available for members of the armed forces who first entered active duty between January 1, 1977 and June 30, 1985 and elected to make contributions from their military pay to participate in this educational benefits program. Member contributions are matched on a $2 for $1 basis by the government. To apply, applicants use VA Form 22-1990 or they may apply online at: https://vabenefits.vba.va.gov/vonapp_ssl/login.asp.

Survivors’ and Dependents’ Educational Assistance (Chapter 35)
This program provides educational and training opportunities to eligible dependents of certain veterans who died or are totally and permanently disabled as the result of a service-connected disability. The program offers up to 45 months of benefits. Spouses of disabled veterans have 10 years from the date the VA establishes eligibility to use the benefit. Surviving spouses of veterans who died while on active duty have 20 years from the date of the veterans’ death to use the benefit. Children may use the benefit while they are between the ages of 18 and 26. Time limits can be extended under certain circumstances. Applicants use VA Form 22-5490 to apply or they apply online at: https://vabenefits.vba.va.gov/vonapp_ssl/login.asp.

Vocational Rehabilitation and Employment Program (Chapter 31)
The VR & E Program aids veterans with service-related disabilities to prepare for, find, and keep suitable jobs. If any training is needed, the VA will pay training costs, such as tuition, fees, books, supplies, equipment, and, if needed, special services. While in training, the VA pays a monthly benefit, called a Subsistence Allowance, to help with living expenses. To receive an evaluation for these services, a veteran must have received, or will receive, a discharge other than dishonorable, and have a service-related disability rating of at least 10%. To apply, applicants use VA Form 28-1900 or they may apply online at: https://vabenefits.vba.va.gov/vonapp_ssl/login.asp.

Veterans Work-Study Program
VA work-study program recipients must be receiving full-time GI Bill benefits to be eligible. Up to 750 hours per year, payable at least at the federal minimum wage are available to eligible veterans. For more information visit: http://www.benefits.va.gov/gibill/
**ACCES – Training at a College or University**

Adult Career & Continuing Education Services (ACCES) is a NYS government office that provides a variety of educationally related services and some financial assistance for eligible students. ACCES may support college training as part of a client’s Individualized Plan for Employment (IPE).

<table>
<thead>
<tr>
<th>College Components</th>
<th>ACCES Provisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Tuition, Fees, Books &amp; Materials</td>
<td>ACCES's contribution for direct college expenses related to tuition, fees, required texts and materials is calculated after all other available financial aid and ACCES calculated student/family resources are applied.</td>
</tr>
<tr>
<td>Room and Board</td>
<td>ACCES may contribute a certain maximum amount per academic year. A cost-effective analysis will be applied regarding commuting vs. living on campus and ACCES will pay towards the lower of the two expenses.</td>
</tr>
<tr>
<td>Length of Training</td>
<td>Students may be allowed additional time to complete an Associate’s Degree or a Bachelor’s Degree. If approved, the maximum allowances include all part-time training and previously completed course work that can be applied to the current degree program.</td>
</tr>
<tr>
<td>Part-Time</td>
<td>Part-time training is defined as taking fewer than 12 credits per semester or the equivalent for schools operating on a trimester or other basis. It cannot exceed two calendar years and, with agreement of the ACCES VRC, may be allowed any time during the training. If courses are dropped during a semester, resulting in fewer than 12 credits, the semester must be considered as part-time. ACCES’s maximum contribution amount is prorated based on the percentage of full-time credits taken.</td>
</tr>
<tr>
<td>Summer, Mini, or Intersession</td>
<td>ACCES may contribute when it is cost effective to ACCES; enables completion of otherwise unavailable required or sequential courses; allows repeat of failed course work required to meet the IPE employment goal date; or individual is restricted from taking the required number of credits per semester. This assistance is in addition to ACCES’s maximum contribution for direct college expenses and is paid at the part-time rate.</td>
</tr>
<tr>
<td>Approved Vendors</td>
<td>Colleges must meet accreditation requirements and the institutions selected must be most cost effective to ACCES.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Students must apply for all available Financial Aid and provide ACCES with documentation, including award amounts by established deadlines.</td>
</tr>
<tr>
<td>Refunds/Overpayment</td>
<td>If an overpayment exists, i.e. financial aid awarded and any ACCES advance payment exceeds actual cost, the consumer is expected to repay ACCES the overpayment amount.</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>Students must provide ACCES with the academic standards for their degree program, as defined by the college. These standards, as well as the standards to continue receiving TAP and Pell awards, must be met by the student in order for ACCES to continue financial support for college training.</td>
</tr>
<tr>
<td>Out-of-State Training</td>
<td>May be allowed, but ACCES costs will equal the amount that would have been contributed toward a college program available within NY State.</td>
</tr>
<tr>
<td>Graduate Training</td>
<td>ACCES will contribute to graduate level training only when such training is required for the individual’s Individualized Plan for Employment (IPE). ACCES maximum contribution limits apply.</td>
</tr>
<tr>
<td>Foreign Training</td>
<td>Allowed only if the home educational institution is providing instruction outside the US and such training is required for the degree program. ACCES maximum contribution limits apply.</td>
</tr>
</tbody>
</table>

The conditions under which students with disabilities can receive ACCES support for their educational plans are described at: [http://www.acces.nysed.gov/vr/partner_agencies/college.htm](http://www.acces.nysed.gov/vr/partner_agencies/college.htm)
Configuration of Social Security Numbers

The Social Security number is divided into three parts: the area, group and serial numbers. Until June 25, 2011, the first three (3) digits of a person’s social security number indicated the person’s state of residence from the mailing address shown on the SSN application. Since that date, SSA has introduced a randomized process of assigning SSNs; therefore, in newly assigned SSNs, the area number no longer has geographical significance. The process of random assignment has also introduced area numbers not previously made available for assignment.

Within each area, the group number (middle two (2) digits) ranges from 01 to 99 but are not assigned in consecutive order. The group number has no special geographical significance but is used to break the numbers into blocks of convenient size for SSA processing operations.

Within each group, the serial numbers (last four (4) digits) run consecutively from 0001 through 9999.

The chart below shows the first 3 digits of the social security numbers assigned throughout the United States and its possessions prior to the introduction of the random assignment process. It should be used only for informational purposes.

<table>
<thead>
<tr>
<th>Area Numbers</th>
<th>States/Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-003</td>
<td>New Hampshire</td>
</tr>
<tr>
<td>004-007</td>
<td>Maine</td>
</tr>
<tr>
<td>008-009</td>
<td>Vermont</td>
</tr>
<tr>
<td>010-034</td>
<td>Massachusetts</td>
</tr>
<tr>
<td>035-039</td>
<td>Rhode Island</td>
</tr>
<tr>
<td>040-049</td>
<td>Connecticut</td>
</tr>
<tr>
<td>050-134</td>
<td>New York</td>
</tr>
<tr>
<td>135-158</td>
<td>New Jersey</td>
</tr>
<tr>
<td>159-211</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>212-220</td>
<td>Maryland</td>
</tr>
<tr>
<td>221-222</td>
<td>Delaware</td>
</tr>
<tr>
<td>223-231</td>
<td>Virginia</td>
</tr>
<tr>
<td>691-699</td>
<td></td>
</tr>
<tr>
<td>232-236</td>
<td>West Virginia</td>
</tr>
<tr>
<td>232</td>
<td>North Carolina</td>
</tr>
<tr>
<td>237-246</td>
<td></td>
</tr>
<tr>
<td>681-690</td>
<td></td>
</tr>
<tr>
<td>247-251</td>
<td>South Carolina</td>
</tr>
<tr>
<td>654-658</td>
<td></td>
</tr>
<tr>
<td>252-260</td>
<td>Georgia</td>
</tr>
<tr>
<td>667-675</td>
<td></td>
</tr>
<tr>
<td>261-267</td>
<td>Florida</td>
</tr>
<tr>
<td>589-595</td>
<td></td>
</tr>
<tr>
<td>766-772</td>
<td></td>
</tr>
<tr>
<td>268-302</td>
<td>Ohio</td>
</tr>
<tr>
<td>303-317</td>
<td>Indiana</td>
</tr>
<tr>
<td>318-361</td>
<td>Illinois</td>
</tr>
<tr>
<td>362-386</td>
<td>Michigan</td>
</tr>
<tr>
<td>387-399</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>400-407</td>
<td>Kentucky</td>
</tr>
<tr>
<td>408-415</td>
<td>Tennessee</td>
</tr>
<tr>
<td>756-763</td>
<td></td>
</tr>
<tr>
<td>416-424</td>
<td>Alabama</td>
</tr>
<tr>
<td>425-428</td>
<td>Mississippi</td>
</tr>
<tr>
<td>587</td>
<td></td>
</tr>
<tr>
<td>588*</td>
<td></td>
</tr>
<tr>
<td>752-755*</td>
<td></td>
</tr>
<tr>
<td>429-432</td>
<td>Arkansas</td>
</tr>
<tr>
<td>676-679</td>
<td></td>
</tr>
<tr>
<td>433-439</td>
<td>Louisiana</td>
</tr>
<tr>
<td>659-665</td>
<td></td>
</tr>
<tr>
<td>440-448</td>
<td>Oklahoma</td>
</tr>
</tbody>
</table>
NOTE: The same area, when shown more than once, means that certain numbers have been transferred from one State to another, or that an area has been divided for use among certain geographic locations.

High Group List And Other Ways To Determine If An SSN Is Valid

https://www.ssa.gov/employer/ssnvhighgroup.htm

Any number beginning with 000 will NEVER be a valid SSN.

* = New areas allocated, but not yet issued

** 700-728 Issuance of these numbers to railroad employees was discontinued July 1, 1963.

Identifying Invalid (or Impossible) Social Security Numbers

An invalid (or impossible) Social Security Number (SSN) is one which has not yet been assigned. Prior to June 25, 2011, a valid SSN could not have an area number between 734 and 749, or above 772. Effective June 25, 2011, the SSA began to assign SSNs randomly, thus allowing for the assignment of area numbers between 734 and 749 and above 772 through the 800s. However, the following still holds true as of this writing:

- No SSNs with an area number in the 900 series have been assigned. Numbers from 987-65-4320 to 987-65-4329 are reserved for use in advertisements.

There are also special numbers which will never be allocated:

- Numbers with all zeros in any digit group (000-###-####, ###-00-####, ###-##-0000).
- Numbers of the form 666-##-####.
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