



U.S. DEPARTMENT OF EDUCATION

Education Stabilization Fund

ESF / ESF Reporting / HEER - 808264444 - Year Two - General Information

HEER

Recipient Reporting Data Collection - Year Two

Submitted: djw3@lehigh.edu - 5/6/2022, 1:21:28 PM

Submitted

Instructions

This data collection form applies to the following HEERF categories authorized under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (HEERF I), the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) (HEERF II), and the American Rescue Plan Act of 2021 (ARP) (HEERF III):

- Student Aid (ALN 84.425E) [(a)(1) program fund]
- Institutional Portion (ALN 84.425F) [(a)(1) program fund]
- Historically Black Colleges and Universities (HBCUs) (ALN 84.425J) [(a)(2) program fund]
- American Indian Tribally Controlled Colleges and Universities (TCCUs) (ALN 84.425K) [(a)(2) program fund]
- Minority Serving Institutions (MSIs) (ALN 84.425L) [(a)(2) program fund]
- Strengthening Institutions Program (SIP) (ALN 84.425M) [(a)(2) program fund]
- Fund for the Improvement of Postsecondary Education (FIPSE) (ALN 84.425N) [(a)(3) program fund]
- Proprietary Institutions Grant Funds for Students (ALN 84.425Q) [(a)(4) program fund]
- Supplemental Assistance to Institutions of Higher Education (SAIHE) (ALN 84.425S) [(a)(3) program fund]

The information collected on this form will be reviewed by the U.S. Department of Education to ensure that HEERF grant funds are used in accordance with applicable requirements under the HEERF grant program and will be shared with the public to promote transparency regarding the allocation and uses of funds. Furthermore, the information collected will be analyzed to provide aggregate statistics on institutional uses of HEERF grant funds to address the impacts of COVID-19 on students and institutions. This report should be completed based on all HEERF activities funded from the CARES Act, CRRSAA, and ARP (in the applicable reporting periods. Under 34 CFR 75.720(b), all HEERF grantees must

submit a HEERF Annual Report. The failure to timely submit a HEERF Annual Report is a violation of the grantee's Certification and Agreement or Supplemental Agreement and may lead to adverse action.

Annual Reporting

Annual Report	Due Date	Applicable Reporting Period
First Annual Report	Early 2021	March 13, 2020 - December 31, 2020
Second Annual Report	Early 2022	January 1, 2021 - December 31, 2021
Third Annual Report	Early 2023	January 1, 2022 - December 31, 2022
Fourth Annual Report	Early 2024	January 1, 2023 - December 31, 2023

General Information

Institutions must provide complete answers to each question. However, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol ⌚. Institutions can submit answers to questions marked with a clock symbol ⌚ in early 2022 as part of the second annual report (in alignment with the table above) OR in early 2023 as part of the third annual reporting process. Starting with the third annual report, institutions must provide answers to all questions including those marked with a clock symbol ⌚ per the reporting schedule in the table above.

1) Institutional Identifiers and Contact Information:

a)

Institution Name
LEHIGH UNIVERSITY

DUNS #
808264444

UEI (SAM)

b) Identify the applicable OPEID(s) for this annual report:

OPEID
00328900

c) Identify the applicable IPEDS unitid(s) for this annual report:

Unitid
213543

d) For this annual report, please report on these HEERF grant PR/Award Numbers:

PR/Award Number (Program) / Award Amount
P425E203106 (Student Aid) / \$8,238,316

PR/Award Number (Program) / Award Amount
P425F200887 (Institutional Portion) / \$9,772,915

	Yes	No
2) Did you expend all of your HEERF I, II, & III funds available prior to the end of the reporting period, making this your final annual report?		

Institutions that expended all of their HEERF funds in calendar year 2021 may need to finalize their calendar year 2021 reporting in early 2023 if they choose to delay reporting on the questions labeled with a clock symbol ⌚ until the early 2023 reporting timeframe.

No validation issues

Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0850. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Under the PRA, participants are required to respond to this collection to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, please contact Brian Fu, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.



U.S. DEPARTMENT OF EDUCATION

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ESF / ESF Reporting / HEER - 808264444 - Year Two - Page 1 - Websites

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Annual Reporting

Page 1 - Websites

- 3) Reporting on institution websites:
 - a) HEERF quarterly reporting webpage URL:
Quarterly Reporting URL
<https://www2.lehigh.edu/financial-aid/cares-act>

- b) Student Portion Reporting: Provide all active website URLs posted by your campus, or by the institution on behalf of your campus(es), as required by the public posting requirement from the May 13, 2021 notice in the Federal Register for the student portion including any active URLs that provide archived information.

Student Portion URL

<https://www2.lehigh.edu/financial-aid/cares-act>

See <https://www.federalregister.gov/d/2021-10196>.

- c) Institutional Portion, (a)(1), (a)(2), and (a)(3) reporting: Provide all active website URLs posted by your campus, or by the institution on behalf of your campus(es), as required by the Quarterly Public Reporting Form for (HEERF I, II, III) (a)(1), (a)(2), and (a)(3) Institutional Portion including any active URLs that provide archived information.

Institutional Portion URL

<https://www2.lehigh.edu/financial-aid/cares-act>

See <https://www2.ed.gov/about/offices/list/ope/heerfreporting.html>.

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ESF / ESF Reporting / HEER - 808264444 - Year Two - Page 2 - How Aid Helped

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Annual Reporting

Page 2 - How Aid Helped

- 4) How has HEERF helped your institution and your students?
 - a) HEERF enabled my institution to continue offering planned programs (i.e., programs of study listed in our course catalog) that were at risk of discontinuation due to pandemic-related factors

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	Unable to Determine
-------------------	----------	---------	-------	----------------	-----	---------------------

- b) HEERF enabled my institution to keep student net prices similar to pre-pandemic levels

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A	Unable to Determine
-------------------	----------	---------	-------	----------------	-----	---------------------

Net price refers to costs covered by students and their families and is calculated by adding tuition, fees, books, supplies, and living costs and subtracting grant and/or scholarship aid (e.g., Pell grants, school-based grants, merit scholarships)

c) HEERF enabled my institution to keep students enrolled by providing them with electronic devices and Internet access

Strongly disagree Disagree Neutral Agree Strongly agree N/A Unable to Determine

d) HEERF enabled my institution to keep students enrolled who were at risk of dropping out due to pandemic-related factors by providing direct financial support to students

Strongly disagree Disagree Neutral Agree Strongly agree N/A Unable to Determine

e) HEERF enabled my institution to keep faculty, staff, employees, and contractors at full salary levels who were at risk of unemployment due to pandemic-related factors

Strongly disagree Disagree Neutral Agree Strongly agree N/A Unable to Determine

f) HEERF enabled my institution to purchase COVID tests, health screening, and the healthcare needed to help students and faculty

Strongly disagree Disagree Neutral Agree Strongly agree N/A Unable to Determine

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Annual Reporting



Page 3 - Aid Determination



- 5) How did your institution determine which students received emergency financial aid grants to students and how much each student would receive? Please indicate if any of the following strategies were used at least once during the reporting period
 - a) Did you ask students to apply for funds? Yes No
 - i) Did you use that application to determine the amount of a student's emergency financial aid grant? Yes No

1) What needs did you prioritize to determine the amount of the student's award?

a) Food Yes No

b) Housing Yes No

c) Course materials (non-technology) Yes No

d) Technology Yes No

e) Health care Yes No

f) Child care Yes No

g) Transportation Yes No

h) Lost income (e.g., Loss of Employment/Reduced Income) Yes No

i) Other Yes No

If yes, please specify

Specify

Storage fees and travel expenses

2) Did your application require students to submit supporting documentation of their needs or difficulty meeting expenses? Yes No

b) Did you use any institutional administrative data (pre-

existing data that did not come from a HEERF-specific application form) in determining the amount of funds awarded to students?

Yes No

i) Which of these student factors did you prioritize in the grant determination process?

1) Enrollment intensity (i.e., full-time/part-time status, number of credits the student is taking, etc.) Yes No

2) Location (i.e., branch campus) Yes No

3) Pell Grant eligibility Yes No

4) FAFSA data elements Yes No

5) On-campus/distance education status Yes No

6) On-campus/off-campus living arrangements Yes No

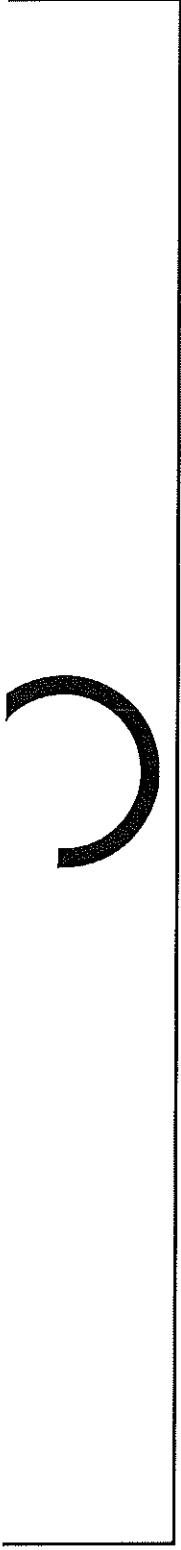
7) Academic level Yes No

8) Other Yes No

c) Did your institution use a specific methodology to calculate award amounts that is captured in a flowchart, set of equations, a formula, or other documentation?

Yes No





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Page 4 - Aid Distribution

6) How did your institution distribute the emergency financial aid grants to students?

- a) Checks Yes No
- b) Electronic funds transfer /Direct deposit Yes No
- c) Debit cards Yes No
- d) Payment apps Yes No
- e) Other Yes No

Yes No

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Page 5 - Emergency Grants - Guidance



- 7) Did your institution provide any instructions, directions, or guidance to students (e.g., FAQs) about the emergency financial aid grants upon disbursement?

Yes	No
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U.S. DEPARTMENT OF EDUCATION
Education Stabilization Fund

ESF / ESF Reporting / HEER - 808264444 - Year Two - Page 6 - Emergency Grants - Counts, Student, and Institution Funds

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Annual Reporting

Page 6 - Emergency Grants - Counts, Student, and Institution Funds

8) What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?

Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol ⌚. Institutions can submit answers to questions marked with a clock symbol ⌚ in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report

a) Complete the following table:

When IPEDS definitions apply (categories labeled with "(IPEDS categories)" in the form), use the same category for each student that is used to report to IPEDS. For the second and third annual HEERF reports (reporting on calendar years 2021 and 2022 in early 2022 and early 2023 respectively), if a student is not reported to IPEDS, for example because they are not enrolled for credit in courses that could lead to an award, then report that student under "Students not categorized in IPEDS." In the fourth, and fifth annual HEERF reports "Students not categorized in IPEDS" will no longer be an option in the form and institutions will need to track all of their students (regardless of if they would be included in IPEDS enrollment counts) and categorize them using the IPEDS classification methodology

Emergency Financial Aid Grants Awarded to Students: Report only disbursements related to Emergency Financial Aid Grants including using those grants to satisfy outstanding accounts. Any disbursements unrelated to Emergency Financial Aid Grants should not be included in the reported expenditures

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Number of Students	Number 1,276	Number 5,053	Number 11	Number 233	Number 1,659	Number 824	T... 9.0
How many students were enrolled? (unduplicated count for the reporting period)							

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Number of HEERF Student Recipients - Emergency Grants to Students (unduplicated)	Number 1,226	Number 1,540	Number 10	Number 20	Number 70	Number 56	T... 2,5
How many students received HEERF emergency financial aid grants? (unduplicated across all HEERF sections)							

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
HEERF (a)(1) Student Aid Portion Amount Disbursed	Amount \$ 2,971,557	Amount \$ 2,157,945	Amount \$ 9,000	Amount \$ 11,000	Amount \$ 74,921	Amount \$ 86,866	T... \$ 5
What was the amount disbursed directly to students as Emergency Financial Aid Grants?	Amount \$ 342,765	Amount \$ 509,209	Amount \$ 2,000	Amount \$ 0	Amount \$ 8,910	Amount \$ 17,541	T... \$ 8
HEERF (a)(1) Student Aid Portion Amount Disbursed							
What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balance upon							

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
--	---	--	--	--	-------------------------------------	-------------------------------------	-------

receiving
affirmative
written
consent from
students to
do so?
If funds were not
used for this purpose,
report \$0. Include
only amounts that
benefited students
who directly received
Emergency Financial
Aid Grants.

HEERF (a)(1)
Institutional
Portion Amount
Disbursed
What was the
amount
disbursed
directly to
students as
Emergency
Financial Aid
Grants?

Amount	\$0	Amount	\$0	Amount	\$0	Amount	\$0	T...	\$0
--------	-----	--------	-----	--------	-----	--------	-----	------	-----

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
HEERF (a)(1) Institutional Portion Amount Disbursed	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Amount \$0	Amount \$0	T... \$0

What was the amount of Emergency Financial Aid Grants applied to satisfy student's outstanding account balances? *If funds were not used for this purpose, report \$0. Include only amounts that benefited students who directly received Emergency Financial Aid Grants.*

⁶For students in both undergraduate and graduate categories, classify as a graduate student.
⁷For students who had multiple enrollment intensities, classify as full-time.
⁸Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.
⁹Includes non-FAFSA filers.

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Burden Statement





U.S. DEPARTMENT OF EDUCATION

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ESF / ESF Reporting / HEER - 808264444 - Year Two - Page 7 - Emergency Grants - (a)(2), (a)(3), and (a)(4) Funds

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Page 7 - Emergency Grants - (a)(2), (a)(3), and (a)(4) Funds ▲

Your institution did not receive an award from these programs.

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Page 7 - Emergency Grants - (a)(2), (a)(3), and (a)(4) Funds



Your institution did not receive an award from these programs.

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Page 8 - Emergency Grants - Min/Max, Calculated Totals, and Averages

8) What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?

Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol ⌚. Institutions can submit answers to questions marked with a clock symbol ⌚ in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report.

a) Complete the following table:

When IPEDS definitions apply (categories labeled with "(IPEDS categories)" in the form), use the same category for each student that is used to report to IPEDS. For the second and third annual HEERF reports (reporting on calendar years 2021 and 2022 in early 2022 and early 2023 respectively), if a student is not reported to IPEDS, for example because they are not enrolled for credit in courses that could lead to an award, then report that student under "Students not categorized in IPEDS." In the third, fourth, and fifth annual HEERF reports "Students not categorized in IPEDS" will no longer be an option in the form and institutions will need to track all of their students (regardless of if they would be included in IPEDS enrollment counts) and categorize them using the IPEDS classification methodology

Emergency Financial Aid Grants Awarded to Students: Report only disbursements related to Emergency Financial Aid Grants including using those grants to satisfy outstanding accounts. Any disbursements unrelated to Emergency Financial Aid Grants should not be included in the reported expenditures

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Minimum and maximum award	Amount \$ 20	Amount \$ 150	Amount \$ 1,000	Amount \$ 500	Amount \$ 300	Amount \$ 500	O... \$21
Minimum (non-zero amount) combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.							

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
--	---	--	--	--	-------------------------------------	-------------------------------------	-------

Minimum and maximum award							
Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	Amount \$ 11,000	Amount \$ 6,000	Amount \$ 2,000	Amount \$ 1,000	Amount \$ 5,500	Amount \$ 3,540	Amount \$ 1.

HEERF Amount of Grants Disbursed	Amount \$3,314,322.0C	Amount \$2,667,154.0C	Amount \$11,000.00	Amount \$11,000.00	Amount \$83,830	Amount \$104,400	Amount \$6,000
What was the amount of grants disbursed to students through all HEERF funds?							

	Undergraduate ⁶ full-time ⁷ Pell grant recipients ⁸	Undergraduate ⁶ full-time ⁷ Non- Pell grant recipients ⁹	Undergraduate ⁶ part-time Pell grant recipients	Undergraduate ⁶ part-time Non- Pell grant recipients	Graduate full-time recipients	Graduate part-time recipients	Total
Average HEERF Amount Awarded Among students who received HEERF emergency financial aid grants, what was the average award amount per student?	Amount \$2,703.36	Amount \$1,731.92	Amount \$1,100.00	Amount \$550.00	Amount \$1,197.	Amount \$1,864.	T... \$2.

⁶For students in both undergraduate and graduate categories, classify as a graduate student.

⁷For students who had multiple enrollment intensities, classify as full-time.

⁸Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

⁹Includes non-FAFSA filers.

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ESF / ESF Reporting / HEER - 808264444 - Year Two - Page 9 - Emergency Grants - Title IV

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Annual Reporting

Page 9 - Emergency Grants - Title IV

- 8) What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?
Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol ⌚ in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report
- b) ⚙ Among the students enrolled in your institution, how many were NOT Title IV eligible throughout their enrollment during the reporting period?

Based on the Department's Final Regulations issued on May 14, 2021 (86 FR 26608, available at <https://www.federalregister.gov/d/2021-10190>), students are not required to be eligible for Title IV student financial aid in order to receive HEERF emergency financial aid grants. Title IV eligibility for this question is based on the number of students for whom the institution has received an Institutional Student Information Record (ISIR) plus the number of students who completed any

alternative form developed by the institution. In reporting these data, students should be classified as Title IV eligible if they were determined to be Title IV eligible at any point during the reporting period.

- i) **🔍** The percentage of students enrolled in your institution who were NOT Title IV eligible throughout their enrollment during the reporting period is
Percentage of Enrolled Students Not Eligible
0.00%

- c) **🔍** Among students who received emergency financial aid grants, how many were NOT Title IV eligible throughout their enrollment during the reporting period?
Students Not Eligible Who Received Grants
93

- i) **🔍** The percentage of students who received emergency financial aid grants who were not Title IV eligible throughout their enrollment during the reporting period is
Percentage of Students Not Eligible Who Received Grants
3.18%

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Annual Reporting

Page 10 - Emergency Grants - Race/Ethnicity

- 8) What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?
Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol ⌚ in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report

- d) ⌚ What number of students were enrolled, what number received emergency grants, and how much grant aid did the students receive by IPEDS race/ethnicity categories?

Race/Ethnicity (IPEDS categories)	Enrolled student count (unduplicated)	Number of students who received at least one Emergency Financial Aid Grant (unduplicated)	What was the total amount of Emergency Financial Aid Grants disbursed to students through all HEERF funds?	Average HEERF Amount Awarded
American Indian or Alaska Native	Count	Number	Amount \$	Amount
Asian	Count	Number	Amount \$	Amount
Black or African American	Count	Number	Amount \$	Amount
Hispanic/Latino	Count	Number	Amount \$	Amount
Native Hawaiian or Other Pacific Islander	Count	Number	Amount \$	Amount
White	Count	Number	Amount \$	Amount
Two or more races	Count	Number	Amount \$	Amount

	Count	Percentage	Amount \$
Race/ethnicity unknown			
Nonresident alien			
Students not categorized in IPEDS			

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Page 11 - Emergency Grants - Gender and Age

- 8) What percentage of students received emergency grants and how much did students receive in emergency grants by fund type and student type?
Note: In early 2022, for the second annual report covering January 1, 2021-December 31, 2021, institutions have the option of taking more time to submit answers to questions marked with a clock symbol ⌚ in early 2022 as part of the second annual report (in alignment with the reporting schedule at the beginning of this data collection form) OR in early 2023 along with reporting the third annual report

- e) ⌚ What number of students were enrolled, what number received emergency grants, and how much grant aid did the students receive by IPEDS gender categories?

Gender/Age (IPEDS categories)	Enrolled student count (unduplicated)	Number of students who received at least one Emergency Financial Aid Grant (unduplicated)	What was the total amount of grants disbursed to students through all HEERF funds?	Average HEERF Amount Awarded
Men	Amount \$	Amount \$	Amount \$	Amount \$
Women	Amount \$	Amount \$	Amount \$	Amount \$
Students not categorized in IPEDS	Amount \$	Amount \$	Amount \$	Amount \$

f) **What number of students were enrolled, what number received emergency grants and how much grant aid did the students receive by IPEDS age categories?**
Institutions should follow IPEDS Fall enrollment guidelines (<https://nces.ed.gov/ipeds/use-the-data/survey-components/8/fall-enrollment>) for when to capture a student's age. For example, institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

Ages 25 and older	Amount \$	Amount \$	Amount \$	Amount \$
Ages 24 and younger	Amount \$	Amount \$	Amount \$	Amount \$

Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)

Amount
\$

Amount

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Annual Reporting



Page 12 - Institutional Expenditures



- 9) Institutional expenditures
 - a) Has your institution designated HEERF program funds for a specific purpose or budget objective in future calendar years (for example, operation and maintenance of plant, academic programs, residential programs, future institutional aid)?

Yes	No
-----	----
 - 1) If no, are HEERF program funds being reserved for use as needed?

Yes	No
-----	----
 - b) Provide the total amount of HEERF funds expended during the reporting period on each of the following categories:

Providing additional Emergency Financial Aid Grants to students.

Amount in (a)(1) institutional dollars
\$0.00

Amount in (a)(2) dollars, if applicable
\$0.00

Amount in (a)(3) dollars, if applicable
\$0.00

Explanatory Notes

Using Emergency Financial Aid Grants to cover student outstanding account balances for costs such as debt forgiveness, room, board, tuition, or fees.

Amount in (a)(1) institutional dollars
\$0.00

Amount in (a)(2) dollars, if applicable
\$0.00

Amount in (a)(3) dollars, if applicable
\$0.00

Explanatory Notes

Indirect cost recovery/facilities and administrative costs charged on the grants.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Providing or subsidizing the costs of high-speed internet to students or faculty to transition to an online environment.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Subsidizing off-campus housing costs due to dormitory closures or decisions to limit housing to one student per room; subsidizing housing costs to reduce housing density; paying for hotels or other off-campus housing for students who need to be isolated; paying travel expenses for students who need to leave campus early due to coronavirus infections or campus interruptions.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Subsidizing food service to reduce density in eating facilities, to provide pre-packaged meals, or to add hours to food service operations to accommodate social distancing.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Costs related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Campus safety and operations.

Including costs or expenses related to the disinfecting and cleaning of dorms and other campus facilities, purchases of personal protective equipment (PPE), purchases of cleaning supplies, adding personnel to increase the frequency of cleaning, the reconfiguration of facilities to promote social distancing, etc.

Amount in (a)(1) institutional dollars
\$ 680,010

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Health and Wellness Center, PPE

Purchasing, leasing, or renting additional instructional equipment and supplies (such as laboratory equipment or computers) to reduce the number of students sharing equipment or supplies during a single class period and to provide time for disinfection between uses.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.0

Amount in (a)(3) dollars, if applicable
\$ 0.0

Explanatory Notes

Purchasing faculty and staff training in online instruction; or paying additional funds to staff who are providing training in addition to their regular job responsibilities.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.0

Amount in (a)(3) dollars, if applicable
\$ 0.0

Explanatory Notes

Purchasing, leasing, or renting additional equipment or software to enable distance learning, or upgrading campus wi-fi access or extending open networks to parking lots or public spaces, etc.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.0

Amount in (a)(3) dollars, if applicable
\$ 0.0

Explanatory Notes

Implementing evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines.

Including funding to cover the cost of vaccine distribution.

Amount in (a)(1) institutional dollars
\$ 2,662,659

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Testing for students, faculty and staff

Conducting direct outreach to financial aid applicants about the opportunity to receive a financial aid adjustment due to the recent unemployment of a family member or independent student, or other circumstances, described in section 479A of the Higher Education Act of 1965.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Replacing lost revenue from all sources.

Please see the Department's HEERF Lost Revenue FAQs (March 19, 2021) for more information regarding what may be appropriately included in an estimate of lost revenue.

Amount in (a)(1) institutional dollars
\$ 0.00

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Other Uses of (a)(1) Institutional Portion funds.

Amount in (a)(1) institutional dollars
\$ 0.00

Explanatory Notes

Other uses of (a)(2) or (a)(3) funds, if applicable.

Amount in (a)(2) dollars, if applicable
\$ 0.00

Amount in (a)(3) dollars, if applicable
\$ 0.00

Explanatory Notes

Annual Institutional Expenditures for each Program

Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable
\$3,342,669.00	\$0.00	\$0.00

Total of Institutional Annual Expenditures

Amount in all institutional dollars
\$3,342,669.00

Checking Validation Status ...

Burden Statement





HEER

Recipient Reporting Data Collection - Year Two

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Instructions

Annual Reporting

Page 13 - Lost Revenue

- c) Estimate how much of the lost revenue reported above came from revenue lost from each of the following sources:
These categories are the categories described in Question 3 of the HEERF Lost Revenue FAQs (March 19, 2021, available at <https://www2.ed.gov/about/offices/list/ope/heerflostrevenuefaqs.pdf>).

Academic Resources Estimated Amount \$ 0.00	Unpaid student accounts receivable or other student account debts (including tuition, fees, and institutional charges) Estimated Amount \$ 0.00	Room and board Estimated Amount \$ 0.00	Enrollment declines, including reduced tuition, fees, and institutional charges Estimated Amount \$ 0.00	Supported research Estimated Amount \$ 0.00
---	---	---	---	---

Summer terms and camps Estimated Amount \$ 0.00	Auxiliary services sources Estimated Amount \$ 0.00	Cancelled ancillary events Estimated Amount \$ 0.00	Disruption of food service Estimated Amount \$ 0.00
Dormitory services Estimated Amount \$ 0.00	Childcare services Estimated Amount \$ 0.00	Use of facilities or venues, including external events such as weddings, receptions, or conferences (other than facilities associated with sectarian instruction or religious worship) Estimated Amount \$ 0.00	Bookstore revenue Estimated Amount \$ 0.00
Parking revenue Estimated Amount \$ 0.00	Lease revenue Estimated Amount \$ 0.00	Royalties Estimated Amount \$ 0.00	Other operating revenue Estimated Amount \$ 0.00
Total (a)(1) lost revenue funds \$ 0.00	Total (a)(2) lost revenue funds \$ 0.00	Total (a)(3) lost revenue funds \$ 0.00	TOTAL LOST REVENUE HEERF \$ 0.00

Estimated amounts need to sum to amounts reported in 9b

d) Briefly describe the "other operating revenue" reported above:

Brief description

*

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Burden Statement





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Instructions



Annual Reporting



Page 14 - Enrollment - Academic



- 10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students



- a) Complete the following table for the applicable reporting period


Number of degree/certificate seeking students	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
Number of degree/certificate seeking students	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
6,559	5,556	940	63

Academic level
UNDERGRADUATE STUDENTS

For students in both undergraduate and graduate categories, classify as a graduate student

Academic level
GRADUATE STUDENTS

For students in both undergraduate and graduate categories, classify as a graduate student

Pell grant status
(undergraduates only) 


**PELL GRANT
RECIPIENTS**

*Designate the student as a Pell grant
recipient if the student was a Pell grant
recipient at any time within the
applicable reporting period*

.....

.....

.....

Pell grant status
(undergraduates only) 

**NON-PELL GRANT
RECIPIENTS**

*Designate the student as a Pell grant
recipient if the student was a Pell grant
recipient at any time within the
applicable reporting period*

.....

.....

.....

Enrollment intensity 
PART-TIME

*For students who had multiple
enrollment intensities, classify as full-
time*

.....

.....

.....

Enrollment intensity 
FULL-TIME

*For students who had multiple
enrollment intensities, classify as full-
time*

.....

.....

.....

b) Complete the following table


This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is not a withdraw record)

Academic level **U**

UNDERGRADUATE STUDENTS

For students in both undergraduate and graduate categories, classify as a graduate student

Academic level 

GRADUATE STUDENTS

For students in both undergraduate and graduate categories, classify as a graduate student


.....

.....

.....

.....

Pell grant status

(undergraduates only) 

PELL GRANT RECIPIENTS

Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period


.....

.....

.....

.....

Pell grant status

(undergraduates only) 

NON-PELL GRANT RECIPIENTS


Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

.....

.....

.....

.....

Enrollment intensity 

PART-TIME


For students who had multiple enrollment intensities, classify as full-time

.....

.....

.....

.....

Enrollment intensity 

FULL-TIME

For students who had multiple enrollment intensities, classify as full-time

Number of students

Number of students

Number of students

Number of students

Calendar year 2019: Enrollment status for all degree/certificate seeking students 

c) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Number of degree/certificate seeking students who completed a program at your institution during the calendar year		

Academic level 
UNDERGRADUATE STUDENTS
For students in both undergraduate and graduate categories, classify as a graduate student


Academic level    

Academic level 
GRADUATE STUDENTS
For students in both undergraduate and graduate categories, classify as a graduate student


Academic level    

Pell grant status 
(undergraduates only) 
PELL GRANT RECIPIENTS
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period

Academic level    

Pell grant status 
(undergraduates only) 
NON-PELL GRANT RECIPIENTS
Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period


Academic level    

Enrollment intensity 

PART-TIME

For students who had multiple enrollment intensities, classify as full-time

.....

Enrollment intensity 

FULL-TIME

For students who had multiple enrollment intensities, classify as full-time

.....

Checking Validation Status ...

Burden Statement





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Instructions



Annual Reporting



Page 15 - Enrollment - Race



- 10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students



- a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is a withdraw record)
Race/ethnicity (IPEDS categories) AMERICAN INDIAN OR ALASKA NATIVE				
Race/ethnicity (IPEDS categories) ASIAN				
Race/ethnicity (IPEDS categories) BLACK OR AFRICAN AMERICAN				
Race/ethnicity (IPEDS categories) HISPANIC/LATINO				

Race/ethnicity (IPEDS categories) 

NATIVE HAWAIIAN
OR OTHER PACIFIC
ISLANDER

Race/ethnicity (IPEDS categories) 

WHITE

Race/ethnicity (IPEDS categories) 

TWO OR MORE
RACES

Race/ethnicity (IPEDS categories) 

RACE/ETHNICITY
UNKNOWN


Race/ethnicity (IPEDS categories) 

NONRESIDENT
ALIEN

Calendar year 2020: Enrollment status for all degree/certificate seeking students

b) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Race/ethnicity (IPEDS categories)  AMERICAN INDIAN OR ALASKA NATIVE	0	0	0	0
Race/ethnicity (IPEDS categories)  ASIAN	0	0	0	0
Race/ethnicity (IPEDS categories)  BLACK OR AFRICAN AMERICAN	0	0	0	0
Race/ethnicity (IPEDS categories)  HISPANIC/LATINO	0	0	0	0

Race/ethnicity (IPEDS categories) 

NATIVE HAWAIIAN
OR OTHER PACIFIC
ISLANDER

Race/ethnicity (IPEDS categories) 

WHITE

Race/ethnicity (IPEDS categories) 

TWO OR MORE
RACES

Race/ethnicity (IPEDS categories) 

RACE/ETHNICITY
UNKNOWN

Race/ethnicity (IPEDS categories) 

NONRESIDENT
ALIEN

Calendar year 2019: Enrollment status for all degree/certificate seeking students

c) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
--	---	--	--	--

Race/ethnicity (IPEDS categories) 
AMERICAN INDIAN OR ALASKA NATIVE

Number of degree/certificate seeking students enrolled during the calendar year

Number of degree/certificate seeking students who completed a program at your institution during the calendar year

Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)

Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)

Race/ethnicity (IPEDS categories) 
ASIAN

Number of degree/certificate seeking students enrolled during the calendar year

Number of degree/certificate seeking students who completed a program at your institution during the calendar year

Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)

Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)

Race/ethnicity (IPEDS categories) 
BLACK OR AFRICAN AMERICAN

Number of degree/certificate seeking students enrolled during the calendar year

Number of degree/certificate seeking students who completed a program at your institution during the calendar year

Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)

Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)

Race/ethnicity (IPEDS categories) 
HISPANIC/LATINO

Number of degree/certificate seeking students enrolled during the calendar year

Number of degree/certificate seeking students who completed a program at your institution during the calendar year

Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)

Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)

Race/ethnicity (IPEDS categories) 

**NATIVE HAWAIIAN
OR OTHER PACIFIC
ISLANDER**

Native Hawaiian or Other Pacific Islander

Race/ethnicity (IPEDS categories) 

WHITE

White

Race/ethnicity (IPEDS categories) 

**TWO OR MORE
RACES**

Two or More Races

Race/ethnicity (IPEDS categories) 

**RACE/ETHNICITY
UNKNOWN**

Race/Ethnicity Unknown

Race/ethnicity (IPEDS categories) 

**NONRESIDENT
ALIEN**

Nonresident Alien

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Instructions



Annual Reporting



Page 16 - Enrollment - Gender/Age







- 10) Provide the unduplicated count of students who were enrolled at least once as a degree/certificate seeking student within the reporting period and their enrollment status at the end reporting period. The three statuses (completed, withdrawn, and still enrolled) need to add up to the total number of students enrolled.

Calendar year 2021: Enrollment status for all degree/certificate seeking students



- a) Complete the following table for the applicable reporting period

	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who did not complete during the reporting period but were still enrolled at your institution (i.e., last enrollment record at the end of the reporting period is not a withdraw record)	Number of degree/certificate seeking students who completed a program at your institution during the reporting period	Number of degree/certificate seeking students	Number of degree/certificate seeking students who did not complete and withdrew from your institution (i.e., no completion record during the reporting period and the last enrollment record at the end of the reporting period is not a withdraw record)
Gender (IPEDS categories) 					
WOMEN					
Gender (IPEDS categories) 					
MEN					
Age (IPEDS categories) 					
AGES 25 AND OLDER					
Age (IPEDS categories) 					
AGES 24 AND YOUNGER					


Age (IPEDS categories) 
**AGE NOT AVAILABLE
 IN ADMINISTRATIVE
 RECORDS (E.G.,
 IPEDS, FAFSA, ETC.)**

Calendar year 2020: Enrollment status for all degree/certificate seeking students


b) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who completed a program at your institution during the calendar year

Gender (IPEDS categories) 
WOMEN

.....

Gender (IPEDS categories) 
MEN

.....

Age (IPEDS categories) 
AGES 25 AND OLDER


.....

Age (IPEDS categories) 
AGES 24 AND
YOUNGER

.....





Age (IPEDS categories) 
AGE NOT AVAILABLE
IN ADMINISTRATIVE
RECORDS (E.G.,
IPEDS, FAFSA, ETC.)

.....

Calendar year 2019: Enrollment status for all degree/certificate seeking students 

c) Complete the following table

This table provides a historical comparison point for the current reporting period and since it is historical information it does not have to be updated on an annual basis. Institutions should submit responses in the early 2022 data collection process. However, if institutions need more time, they can submit responses in the early 2023 data collection process

	Number of degree/certificate seeking students enrolled during the calendar year	Number of degree/certificate seeking students who completed a program at your institution during the calendar year	Number of degree/certificate seeking students who did not complete calendar year but were still enrolled at your institution (i.e., last enrollment record at the end of the calendar year is not a withdraw record)	Number of degree/certificate seeking students who did not complete calendar year and withdrew from your institution (i.e., no completion record and the last enrollment record at the end of the calendar year is a withdraw record)
Gender (IPEDS categories) 				
WOMEN				
Gender (IPEDS categories) 				
MEN				
Age (IPEDS categories) 				
AGES 25 AND OLDER				
Age (IPEDS categories) 				
AGES 24 AND YOUNGER				

Age (IPEDS categories) 
**AGE NOT AVAILABLE
IN ADMINISTRATIVE
RECORDS (E.G.,
IPEDS, FAFSA, ETC.)**

Checking Validation Status ...

Burden Statement





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Recipient Reporting Data Collection - Year Two

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Instructions

Annual Reporting

Page 17 - FTE Positions

- 11) Provide the number of full-time equivalent (FTE) positions as of the listed reporting dates by IPEDS categories. (The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—including instructional and non-instructional staff and contractors—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions).

Instructional Staff

An occupational category that is comprised of staff who are either: 1) Primarily Instruction or 2) Instruction combined with research and/or public service. The intent of the Instructional Staff category is to include all individuals whose primary occupation includes instruction at the institution.

a) Full-time equivalent (FTE) positions as of November 1, 2018	b) Full-time equivalent (FTE) positions as of November 1, 2019	c) Full-time equivalent (FTE) positions as of November 1, 2020	d) Full-time equivalent (FTE) positions as of November 1, 2021
540	548	522	555

Non-Instructional Staff

a) Full-time equivalent (FTE) positions as of November 1, 2018	b) Full-time equivalent (FTE) positions as of November 1, 2019	c) Full-time equivalent (FTE) positions as of November 1, 2020	d) Full-time equivalent (FTE) positions as of November 1, 2021
1.233	1.213	1.207	1.193

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Burden Statement





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Instructions



Annual Reporting



Page 18 - Accreditor Approval



- 12) Did your institution receive approval from your primary accreditor to offer distance education after the start of the national emergency?

	Yes	No
--	-----	----
- a) Did your institution receive temporary approval from your primary accreditor to offer distance education?

	Yes	No
--	-----	----
- b) Did your institution receive permanent approval from your primary accreditor to offer distance education?

	Yes	No
--	-----	----
- c) Provide the name of your institution's primary accreditor that provided temporary and/or permanent approval
- d) Are you accredited by an agency that does not have distance education within its scope of recognition and

	Yes	No
--	-----	----

therefore relied on COVID-19 flexibilities to offer distance education?

Checking Validation Status ...

Burden Statement





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Recipient Reporting Data Collection - Year Two

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Page 19 - Review



General Information



Websites



How Aid Helped



Aid Determination



Aid Distribution



Emergency Grants - Guidance



Emergency Grants - Counts, Student, and Institution Funds



Emergency Grants - (a)(2), (a)(3), and (a)(4) Funds



Emergency Grants - Min/Max, Calculated Totals, and Averages



Emergency Grants - Title IV



Emergency Grants - Race/Ethnicity



Emergency Grants - Gender and Age



Institutional Expenditures



Lost Revenue



Enrollment - Academic



Enrollment - Race



Enrollment - Gender/Age



FTE Positions



Accreditor Approval





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Recipient Reporting Data Collection - Year Two

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Submitted

Page 20 - Submission

This collection has no errors, but does have warnings

If warnings are acceptable, the form can be submitted.

Prime Level Data

Validation Warnings

- HEERF-151 - The IHE did not provide a count for the number of enrolled students who were ineligible for Title IV (related page)
- HEERF-155 - The IHE did not report the unduplicated count of enrolled students for one or more IPEDS race/ethnicity categories (related page)
- HEERF-156 - The IHE did not report the number of students who received emergency grants for one or more IPEDS race/ethnicity categories (related page)
- HEERF-157 - The IHE did not report the total amount of Emergency Financial Aid Grants disbursed to students for one or more IPEDS race/ethnicity categories (related page)
- HEERF-159 - The sum of enrolled students across all race/ethnicity categories does not match the total enrollment number reported by the IHE (related page)
- HEERF-161 - The IHE did not report the unduplicated count of enrolled students for one or more IPEDS gender categories (related page)

- HEERF-162 - The IHE did not report the number of students who received emergency grants for one or more IPEDS gender categories (related page)
- HEERF-163 - The IHE did not report the total amount of Emergency Financial Aid Grants disbursed to students for one or more IPEDS gender categories (related page)
- HEERF-165 - The sum of enrolled students across all gender categories does not match the total enrollment number reported by the IHE (related page)
- HEERF-167 - The IHE did not report the unduplicated count of enrolled students for one or more IPEDS age categories (related page)
- HEERF-168 - The IHE did not report the number of students who received emergency grants for one or more IPEDS age categories (related page)
- HEERF-169 - The IHE did not report the total amount of Emergency Financial Aid Grants disbursed to students for one or more IPEDS age categories (related page)
- HEERF-171 - The sum of enrolled students across all age categories does not match the total enrollment number reported by the IHE (related page)
- HEERF-184 - The IHE did not provide a total count and/or count by enrollment status for one or more categories (related page)
- HEERF-191 - The total number of full-time equivalent positions as of November 1, 2021 is relatively high, given the amount of (a)(1) Student Aid funds awarded to the institution (related page)

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