

Conducted by:
U.S. Department of Education

May 6

Tames 2/21

OMB No. 1840-0850 Expires 1/31/2025

Higher Education Emergency Relief Fund (HEERF) I, II, & III Annual Performance Report Form

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)
- Institutional Portion (ALN 84.425F)
- Historically Black Colleges and Universities (ALN 84.425J)
- American Indian Tribally Controlled Colleges and Universities (ALN 84.425K)
- Minority Serving Institutions (ALN 84.425L)
- Strengthening Institutions Program (ALN 84.425M)
- Fund for the Improvement of Postsecondary Education (ALN 84.425N)
- Proprietary Institutions Grant Funds for Students (ALN 84.425Q)

Heipdesk

888-673-7310, 4

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.

HEERF Reporting Form

Annual Report	Reporting Schedule	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

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 an asterisk(*). Institutions can submit answers to questions marked with an asterisk 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 an asterisk per the reporting schedule in the table above.

1) Institutional Identifiers and Contact Information—

a) Institution Name <autofill from G5>
DUNS # <autofill from G5>
UEI (SAM) <autofill>

b) Identify the applicable OPEID(s) for this annual report:
035344

c) Identify the applicable IPEDS unit(s) for this annual report:
441636

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

- (1) <autofill Award Number and Amount from G5>
- (2) <autofill Award Number and Amount from G5>
- (3)

e) Who is the lead contact for this annual report?
Name: <autofill> (editable)
Title: <autofill> (editable)
Phone: <autofill> (editable)
Email: <autofill> (editable)

2) *<Skip logic question-if all HEERF I, II, and III funds were expended in the current reporting period, no reporting is required for subsequent years>* 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? Y (Y/N)¹

3) Reporting on institution websites:
a) HEERF quarterly reporting webpage URL: AIAM.EDU/Consumer-info

¹ 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 an asterisk until the early 2023 reporting timeframe.

- 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*² for the student portion including any active URLs that provide archived information.
- i) AIAM.EDU/Consumer-Info
 - ii) _____
 - iii) _____
 - iv) _____
- <option to add more, as needed>
- 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 Portion³ including any active URLs that provide archived information.
- i) AIAM.EDU/Consumer-Info
 - ii) _____
 - iii) _____
- <option to add more, as needed>

² See <https://www.federalregister.gov/d/2021-10196>.

³ See <https://www2.ed.gov/about/offices/list/ope/heerfreporting.html>.

4) How has HEERF helped your institution and your students?

Statement	Scale Response
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 , Not applicable, Unable to determine with available information
b.) HEERF enabled my institution to keep student net prices ⁴ similar to pre-pandemic levels	Strongly disagree, Disagree, Neutral, Agree, Strongly agree , Not applicable, Unable to determine with available information
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 , Not applicable, Unable to determine with available information
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 , Not applicable, Unable to determine with available information
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 , Not applicable, Unable to determine with available information
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 , Not applicable , Unable to determine with available information

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? (Y/N). If yes,
 - i) Did you use that application to determine the amount of a student's emergency financial aid grant? _____ (Y/N). If yes,
 - (1) What needs did you prioritize to determine the amount of the student's award?
 - (a) Food _____ (Y/N)
 - (b) Housing _____ (Y/N)
 - (c) Course materials (non-technology) _____ (Y/N)
 - (d) Technology _____ (Y/N)
 - (e) Health care _____ (Y/N)
 - (f) Child care _____ (Y/N)
 - (g) Transportation _____ (Y/N)
 - (h) Lost income (e.g., Loss of Employment/Reduced Income) _____ (Y/N)
 - (i) Other (Y/N). If yes, please specify _____

⁴ 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).

30%
Spring

- (2) Did your application require students to submit supporting documentation of their needs or difficulty meeting expenses? (Y/N)
- 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? (Y/N). If yes,
- i) Which of these student factors did you prioritize in the grant determination process? (Mark all that apply)
- (1) Enrollment intensity (i.e., full-time/part-time status, number of credits the student is taking, etc.) (Y/N).
 - (2) Location (i.e., branch campus) (Y/N).
 - (3) Pell Grant eligibility (Y/N).
 - (4) FAFSA data elements (Y/N). If yes,
 - (a) Which FAFSA data elements did you use?
 - (i) FAFSA Family Income (Y/N).
 - (ii) Estimated Family Contribution (Y/N).
 - (iii) independent/dependent status (Y/N).
 - (5) On-campus/distance education status (Y/N).
 - (6) On-campus/off-campus living arrangements (Y/N).
 - (7) Academic level (Y/N).
 - (8) Other (Y/N). If yes, please specify (Y/N).
- 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? (Y/N). If yes,
i) (Upload PDF/MS Word document instructions, directions, or guidance. Include screenshots of relevant websites)
- 6) How did your institution distribute the emergency financial aid grants to students?
- a) Checks (Y/N).
 - b) Electronic funds transfer /Direct deposit (Y/N).
 - c) Debit cards (Y/N).
 - d) Payment apps (Y/N).
 - e) Other (Y/N). If yes, please specify
- 7) Did your institution provide any instructions, directions, or guidance to students (e.g., FAQs) about the emergency financial aid grants upon disbursement? (Y/N). If yes,
a) (Upload PDF/MS Word document instructions, directions, or guidance. Include screenshots of relevant websites)

WINTER 50%

SUMMER 20%

NON PELL STUDENTS COULD OPT-IN DUE TO EXCEPTIONAL NEED

ELIGIBLE IF THERE WAS A FAFSA ON FILE

STUDENTS GIVEN OPPORTUNITY TO COMPLETE FAFSA IF EFC EXCEEDED COST OF PROGRAM, COULD OPT IN DUE TO EXCEPTIONAL NEED

Conducted by:
U.S. Department of Education

OMB No. 1840-0850 Expires 1/31/2025

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 an asterisk(*). Institutions can submit answers to questions marked with an asterisk 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.⁵

a) Complete the following table.

		Emergency Financial Aid Grants Awarded to Students (direct grants and amounts reimbursed)							
		All students	Undergraduates ⁶				Graduates		
			Full-time students ⁷	Non-Pell grant recipient ⁸	Part-time students	Non-Pell grant recipient	Full-time students	Part-time students	
Number of Students	How many students were enrolled? (unduplicated count for the reporting period)	<autofill: sum of \$s in row>	540-140 400	115-26 89	592-540 52	140-115 25	21-1 20	26-21 5	591
Number of HEERF Student Recipients – Emergency Grants to Students (unduplicated)	How many students received HEERF emergency financial aid grants? (unduplicated across all HEERF sections)	<autofill: sum of \$s in row>	410-89 321	67-24 43	454-423 31	416-413 3	12	4	414
HEERF (a)(1) Student Aid	What was the amount disbursed directly to students as Emergency Financial Aid Grants?	<autofill: sum of \$s in row>	X	X	X	X	X	X	

⁵ 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.

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

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

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

⁹ Includes non-FAFSA filers.

Emergency Financial Aid Grants Awarded to Students (direct grants and amounts reimbursed)		Undergraduates ⁶				Graduates	
		All students		Part-time students		Full-time students	Part-time students
Portion Amount Disbursed	What was the amount used to cover a student's outstanding account balance for costs such as debt forgiveness, room, board, tuition, or fees (upon receiving affirmative written consent from students to do so)? If funds were not used for this purpose, report \$0.	Full-time students ⁷		Part-time students		Full-time students	Part-time students
		Pell grant recipient ⁸	Non-Pell grant recipient ⁹	Pell grant recipient	Non-Pell grant recipient		
HEERF (a)(1) Institutional Portion Amount Disbursed	What was the amount used to cover a student's outstanding account balance for costs such as debt forgiveness, room, board, tuition, or fees? If funds were not used for this purpose, report \$0.	0	0	0	0	0	0
<SKIP LOGIC for those who did not receive these funds> HEERF (a)(2) Amount Disbursed (HBCUs, TCCUs, MSIs, and SIP)	What was the amount used to cover a student's outstanding account balance for costs such as debt forgiveness, room, board, tuition, or fees? If funds were not used for this purpose, report \$0.	X	X	X	X	X	X
<SKIP LOGIC for those who did not receive these funds> HEERF (a)(3) Amount Disbursed (FIPSE & SAHIE) ¹⁰	What was the amount used to cover a student's outstanding account balance for costs such as debt forgiveness, room, board, tuition, or fees? If funds were not used for this purpose, report \$0.	348,376.13	47,266.85	32,315.3	2,490.08	10,176.10	5,664.54
<SKIP LOGIC for those who did not receive these funds>	What was the amount used to cover a student's outstanding account balance for costs such as debt forgiveness, room, board, tuition, or fees? If funds were not used for this purpose, report \$0.	<autofill: sum of \$s in row>	<autofill: sum of \$s in row>	<autofill: sum of \$s in row>	<autofill: sum of \$s in row>	<autofill: sum of \$s in row>	<autofill: sum of \$s in row>

¹⁰ Do NOT include funds from the Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) funds as part of this annual performance report.

Emergency Financial Aid Grants Awarded to Students (direct grants and amounts reimbursed)

HEERF (a)(4) Amount Disbursed (Proprietary Institution Grant Funds for Students)	for forgiveness, room, board, tuition, or fees (upon receiving affirmative written consent from students to do so)? If funds were not used for this purpose, report \$0.	All students	Undergraduates ⁵				Graduates	
			Full-time students ⁷		Part-time students		Full-time students	Part-time students
			Pell grant recipient ⁸	Non-Pell grant recipient ⁹	Pell grant recipient	Non-Pell grant recipient		
Minimum and maximum awards	Minimum (non-zero amount) combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds. Maximum combined (combined across HEERF funds) amount awarded to any one student who received any HEERF funds.	<autofill: min of #s in row>	186.96	124.64	311.65	249.28	249.28	424.96
HEERF Amount of Grants Disbursed	What was the amount of grants disbursed to students through all HEERF funds?	<autofill: calculated from #s above>	1,977.80	1,977.75	1977.75	907.92	1,977.70	1,446.50
Average HEERF Amount Awarded	Among students who received HEERF emergency financial aid grants, what was the average award amount per student?	<autofill: calculated from #s above >	<autofill: calculated from #s above >	<autofill: calculated from #s above >	<autofill: calculated from #s above >	<autofill: calculated from #s above >	<autofill: calculated from #s above >	<autofill: calculated from #s above >

- b) * Among the students enrolled in your institution, how many were NOT Title IV eligible¹¹ throughout their enrollment 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 _____. <autofill answer from 8b divided by the "Number of Students" value from 8a>
- c) * Among students who received emergency financial aid grants, how many were NOT Title IV eligible throughout their enrollment during the reporting period? _____.
 - 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 _____. <autofill answer from 8c divided by the total "Number of HEERF Student Recipients" value from 8a>

¹¹ 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.

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	2	2	1815.84	<autofill>
Asian	3	3	3105.98	<autofill>
Black or African American	466 ⁴⁷⁶⁻⁶	343	367158.75	<autofill>
Hispanic/Latino	12 ⁴⁴⁴⁻⁴⁴²	8	9211.43	<autofill>
Native Hawaiian or Other Pacific Islander	2	2	3439.12	<autofill>
White	92 ⁵⁹²⁻⁵⁰⁰	49	52730.94	<autofill>
Two or more races	14 ⁵⁰⁰⁻⁴⁸⁶	7	3291.94	<autofill>
Race/ethnicity unknown	—	—	—	<autofill>
Nonresident alien	—	—	—	<autofill>
Students not categorized in IPEDS	—	—	—	<autofill>

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 (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	89 ⁵⁹²⁻⁵⁰³	59	62682.06	<autofill>
Women	502	355	328571.94	<autofill>
Students not categorized in IPEDS	—	—	—	<autofill>

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?

Age ¹² (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
Ages 25 and older	486	358	389,485.11	<autofill>
Ages 24 and younger	105	56	51,768.89	<autofill>
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)				<autofill>

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)? N/A (Y/N)

1. If no, are HEERF program funds being reserved for use as needed? ___ (Y/N)

i. If no HEERF program funds are being reserved, please explain your institution's approach: ___
(1,000 characters maximum)

2. If yes, provide the amount designated for a specific purpose or budget objective by calendar year and HEERF program fund:

HEERF program fund	Calendar year 2022	Calendar year 2023
(a)(1) Institutional Portion		
(a)(2) - HB&Us, TCCUs, MSIs, SIP		
(a)(3) - FIPSE and SAIHE		

b) Provide the total amount of HEERF funds expended during the reporting period on each of the following categories:

¹² 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.

Category	Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable	Explanatory Notes
Providing additional emergency financial aid grants to students. ¹³	<autofill from Q8>	<autofill from Q8>	<autofill from Q8>	
Covering student outstanding account balances for costs such as debt forgiveness, room, board, tuition, or fees (upon receiving affirmative written consent from students to do so).	<autofill from Q8>	<autofill from Q8>	<autofill from Q8>	
Indirect cost recovery/facilities and administrative costs charged on the grants.				
Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees.				
Providing or subsidizing the costs of high-speed internet to students or faculty to transition to an online environment.				
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.				
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.				
Costs related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations.				
Campus safety and operations. ¹⁴				

¹³ To support expenses related to the disruption of campus operations due to coronavirus consistent with applicable law. This includes eligible expenses under a student's cost of attendance under CARES Act Section 18004(c), or any component of a student's cost of attendance or for emergency costs that arise due to coronavirus, such as tuition, food, housing, health care (including mental health care), or childcare, per Section 314(c) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), and Section 2003 of the American Rescue Plan Act of 2021 (ARP).

¹⁴ 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.

Category	Amount in (a)(1) institutional dollars	Amount in (a)(2) dollars, if applicable	Amount in (a)(3) dollars, if applicable	Explanatory Notes
<p>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.</p>				
<p>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.</p>				
<p>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.</p>				
<p>Implementing evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines.¹⁵</p>				
<p>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.</p>				
<p>Replacing lost revenue from all sources.¹⁶</p>				
<p>Other Uses of (a)(1) Institutional Portion funds.</p>				
<p>Other uses of (a)(2) or (a)(3) funds, if applicable.</p>				
<p>Annual Institutional Expenditures for each Program</p>	<p><autofill></p>	<p><autofill></p>	<p><autofill></p>	
<p>Total of Institutional Annual Expenditures</p>	<p><autofill></p>	<p><autofill></p>	<p><autofill></p>	

¹⁵ Including funding to cover the cost of vaccine distribution.

¹⁶ Please see the Department's HEEERF Lost Revenue FAQs (March 19, 2021) for more information regarding what may be appropriately included in an estimate of lost revenue.

<SKIP LOGIC for those who reported nonzero amounts for replacing lost revenue>

c) Estimate how much of the lost revenue reported above came from revenue lost from each of the following sources¹⁷:

	Source of Lost Revenue	Estimated Amount
Academic sources		
Unpaid student accounts receivable or other student account debts (including tuition, fees, and institutional charges)		
Room and board		
Enrollment declines, including reduced tuition, fees, and institutional charges		
Supported research		
Summer terms and camps		
Auxiliary services sources		
Cancelled ancillary events		
Disruption of food service		
Dormitory services		
Childcare services		
Use of facilities or venues, including external events such as weddings, receptions, or conferences (other than facilities associated with sectarian instruction or religious worship)		
Bookstore revenue		

¹⁷ 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/hee/fiostrrevenuefaq.pdf>).

Parking revenue	
Lease revenue	
Royalties	
Other operating revenue	
Total (a)(1) lost revenue funds	<autofill from Q9b>
Total (a)(2) lost revenue funds	<autofill from Q9b>
Total (a)(3) lost revenue funds	<autofill from Q9b>
TOTAL LOST REVENUE HEERF	<autofill from Q9b> ¹⁸

<SKIP LOGIC for those who reported other operating revenue in 9c>

d) Briefly describe the "other operating revenue" reported above: _____ (1,000 characters maximum]

¹⁸ Estimated amounts need to sum to amounts reported in 9b

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.

a) Complete the following table for the applicable reporting period.¹⁹

Enrollment status for all degree/certificate seeking students for the reporting period							2021
Academic level ²⁰	* Pell grant status ²¹ (undergraduates only)		Number of degree/certificate seeking students	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 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 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)	2021
Undergraduate students		541	566	189	273	104	592-458
Graduate students			25	8	13	4	488-484
		541	458	154	220	84	592-508
		541	133	43	66	24	508-484
			82	36	28	18	592-574
		541		448-287			574-484
			509	161	258	90	

¹⁹ 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.

²⁰ For students in both undergraduate and graduate categories, classify as a graduate student.

²¹ Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

²² For students who had multiple enrollment intensities, classify as full-time.

*Race/ethnicity (IPEDS categories)	6				W
	American Indian or Alaska Native	2	2	2	
Asian	3	1	2	—	—
Black or African American	466	149 392-243	237 243-6	80	472-392
Hispanic/Latino	12	5	3	4	—
Native Hawaiian or Other Pacific Islander	2	2	—	—	—
White	92	36 564-535	33 533-504	23	542-569
Two or more races	14	4	9	1	—
Race/ethnicity unknown	—	—	—	—	—
Nonresident alien	—	—	—	—	—
Students not categorized in IPEDS	—	—	—	—	—
Women	503	159 406-287	246 242-1	98	504-406
Men	88	38 582-544	40 544-504	10	592-582
Students not categorized in IPEDS	—	—	—	—	—
Ages 25 and older	486	169 484-315	232 282-55	85	502-484
Ages 24 and younger	105	28 315-282	54	23	—
Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)	—	—	—	—	—

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.

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

		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)
	Undergraduate students	473 / 450	277 434-152	17 135-153-18	38 474-434
*Academic level ²³	Graduate students	23	4 450-240	90 240-150	2 424-450
*Pell grant status ²⁴ (undergraduates only)	Pell grant recipients	23 / 324 434-153	210 134-63	62 63-1 433-407	16 150-134
	Non-Pell grant recipients	149	71 452-435	26 126 127-1 407-387	17 424-452
*Enrollment intensity ²⁵	Part-time	67 406	257 384-127	2	23
	Full-time	3	4 1	2	0
	American Indian or Alaska Native	6	4 338-110	2	0
	Asian	351	8	3	1
	Black or African American	12	1	2	0
	Hispanic/Latino	3	32 458-426	38 426-388	16 424-458
	Native Hawaiian or Other Pacific Islander	86	5	5	1
	White	11	1	0	0
*Race/ethnicity (IPEDS categories)	Two or more races	1			
	Race/ethnicity unknown				
	Nonresident alien				
	Students not categorized in IPEDS				

473

²³ For students in both undergraduate and graduate categories, classify as a graduate student.

²⁴ Designate the student as a Pell grant recipient if the student was a Pell grant recipient at any time within the applicable reporting period.

²⁵ For students who had multiple enrollment intensities, classify as full-time.

	TOTAL		G		E		W	
*Gender (IPEDS categories)	Women	403	233	317-134	133	134-1	37	404-367
	Men	70	48	421-423	19	423-404	3	424-421
*Age (IPEDS categories)	Students not categorized in IPEDS							
	Ages 25 and older	386	474-58	232	434-202	128	153-25	26
	Ages 24 and younger	87	49	202-153	34	1	17	448-424
	Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)							
								423

c) Complete the following table. This table provides a historical comparison point for the current reporting period and since it is historical information 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.

*Calendar year 2019: Enrollment status for degree/certificate seeking students								
		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)	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)		
*Academic level ²⁶	Undergraduate students	509	216	236	15	57	534-477	
	Graduate students	24	6	186	65	3	534-491	
	Pell grant recipients	386	157	186	148	43	534-491	
	Non-Pell grant recipients	147	131-65	65	17	17	148-131	
*Pell grant status ²⁷ (undergraduates only)								

²⁶ For students in both undergraduate and graduate categories, classify as a graduate student.
²⁷ 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 ²⁸	Part-time Full-time	68	21	515-498 421-220	32	498-466 220-1	15	534-519 466-421
*Race/ethnicity (IPEDS categories)	American Indian or Alaska Native	4	1		3		0	
	Asian	12	6		4		2	
	Black or African American	381	164	-200	183	200-17	34	-364
	Hispanic/Latino	14	6		6		2	
	Native Hawaiian or Other Pacific Islander	2	1		1		0	
	White	99	37	-436	44		18	
	Two or more races	21	7	-414	10		4	
	Race/ethnicity unknown	1	0		1		0	
	Nonresident alien							
	Students not categorized in IPEDS		0		0		0	
*Gender (IPEDS categories)	Women	432	179		209		44	
	Men	161	42		43		16	
	Students not categorized in IPEDS							
	Ages 25 and older	416	180		194		42	
*Age (IPEDS categories)	Ages 24 and younger	117	42		57		18	
	Age not available in administrative records (e.g., IPEDS, FAFSA, etc.)							

²⁸ For students who had multiple enrollment intensities, classify as full-time.

Conducted by:
U.S. Department of Education

OMB No. 1840-0850 Expires 1/31/2025

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).

	Full-time equivalent (FTE) positions as of November 1, 2018	Full-time equivalent (FTE) positions as of November 1, 2019	Full-time equivalent (FTE) positions as of November 1, 2020	Full-time equivalent (FTE) positions as of November 1, 2021	Full-time equivalent (FTE) positions as of November 1, ... ²⁹
Instructional Staff ³⁰					
Non-Instructional Staff					

- 12) Did your institution receive approval from your primary accreditor to offer distance education after the start of the national emergency?
- Did your institution receive temporary approval from your primary accreditor to offer distance education? (Y/N)
 - Did your institution receive permanent approval from your primary accreditor to offer distance education? (Y/N)
 - Provide the name of your institution's primary accreditor that provided temporary and/or permanent approval: **ACCSC, ACAAD**
 - Are you accredited by an agency that does not have distance education within its scope of recognition and therefore relied on COVID-19 flexibilities to offer distance education? (Y/N)

Paperwork 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, US. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

²⁹ Report FTE positions as of November 1 in each subsequent reporting period. For example, for the third annual report, report FTE positions as of November 1, 2022.

³⁰ 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.