

HB

97

<TARGET><BILL>HB 97</BILL><SUBJECT>HB
97</SUBJECT><COMM>HEDC29</COMM></TARGET>



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

**Alaska Commission on
Postsecondary Education**

EXECUTIVE OFFICE

P.O. Box 110505
Juneau, Alaska 99811-0505
Phone: 907.465.6740
Fax: 907.465.3293
acpe.alaska.gov

March 3, 2015

The Honorable Wes Keller, Chair
House Education Committee
Alaska House of Representatives
State Capitol Room 403
Juneau, Alaska 99801

File
HB97

Dear Representative Keller,

Thank you for the opportunity to testify regarding HB97, a bill which would require a separate Alaska Performance Scholarship (APS) application process exclusive of the Free Application for Federal Student Aid.

I am writing to provide the additional information and materials requested by committee members at the March 2, 2015 meeting. I have summarized the requests and related responses below:

Q: What amount of APS and Alaska Education Grant (AEG) funding has been paid out of the Higher Education Investment Fund (HEIF) since it was established?

A: The HEIF was established in 2011, the first year in which APS funds were awarded. The total paid out for APS and AEG (through January 2015) is approximately \$26.6 and \$15.3 million, respectively.

Q: What Alaska postsecondary institutions currently participate in APS?

A: Please see the attached list of institutions approved to participate for the 2014-15 year.

Request: Provide original APS legislative history and copies of APS promotional materials.

In 2010 at the request of the governor, HB297 and SB224, bills establishing the APS, were introduced in each body. As introduced they were identical bills. They were each subject to rigorous committee review as the subject of a total of 29 hearings between them. Late in the session, key components of SB224 were rolled into SB221 (an act establishing an advisory task force on higher education in the legislative branch of government), after which SB221 passed

both the Senate and House and was signed into law. Given the extensive nature of the hearings rather than reproduce the records in their entirety, provided below are links to meeting minutes/audio for each of the three bills:

HB297--

http://www.legis.state.ak.us/basis/get_minutes.asp?chamb=B&date1=010109&date2=030315&session=26&Root=HB297

SB224--

http://www.legis.state.ak.us/basis/get_minutes.asp?chamb=B&date1=010109&date2=030315&session=26&Root=SB224

SB221--

http://www.legis.state.ak.us/basis/get_minutes.asp?chamb=B&date1=010109&date2=030315&session=26&Root=SB221

Given the request was tied to the topic of the FAFSA as the single application for state financial aid, what I have attached are House and Senate Education Committee meetings minutes including discussion of the FAFSA as the APS application.

Also attached are PDF images of requested APS promotional materials. Items developed and disseminated statewide have included: A "Reward Offered" classroom poster; refrigerator magnets; pens with pull out information on APS; postcards and rack cards.

I hope this information is helpful.

Very Respectfully Yours,



Diane Barrans
Executive Director

ATTACHMENTS



Alaska Performance Scholarship

An invitation to excellence, extended to students, parents and educators alike.

The following Alaska postsecondary institutions and training centers are approved to participate in the Alaska Performance Scholarship (APS) program for the 2014-2015 academic year. There are two lists:

1. **Regionally and Nationally Accredited Institutions** offer career and technical education (CTE) certificates, and associate, bachelor, and master degrees.
2. **Career and Technical Education (CTE) Institutions/Training Centers** offer Department of Labor and Workforce Development-approved CTE certificate programs. CTE-eligible students may use their award only for the approved certificate programs listed.

Collegiate award-eligible students may use their scholarship to enroll in a degree or CTE certificate program. CTE award-eligible students, including those who became eligible via qualifying WorkKeys scores, may use their scholarship to enroll in CTE certificate programs offered by institutions on either list. **NOTE: Occupational Endorsement (OE) programs are not eligible for APS funds.**

REGIONALLY AND NATIONALLY ACCREDITED INSTITUTIONS

Institution	Website and Telephone Number
Alaska Bible College	www.akbible.edu 907-822-3201
Alaska Career College	www.alaskacareercollege.edu 907-563-7575
Alaska Christian College	www.akcc.org 907-260-7422
Alaska Pacific University	www.alaskapacific.edu 907-564-8342
Bristol Bay Campus-UAF	www.uaf.edu/bbc 800-478-5109
Charter College	www.chartercollege.edu 907-277-1000 Anchorage Campus 907-352-1000 Wasilla Campus
Chukchi Campus-UAF	www.uaf.edu/chukchi/ 800-478-3402
Ilisagvik College	www.ilisagvik.edu 907-852-3333
Interior-Aleutians Campus-UAF	www.iac.uaf.edu 888-474-5207
Kenai Peninsula College-UAA	www.kpc.alaska.edu 907-262-0300
Ketchikan Campus-UAS	www.ketch.alaska.edu 907-225-6177
Kodiak College-UAA	www.koc.alaska.edu 907-486-4161
Kuskokwim Campus-UAF	www.bethel.uaf.edu/ 800-478-5822



Alaska Performance Scholarship

An invitation to excellence, extended to students, parents and educators alike.

Matanuska-Susitna College – UAA	www.matsu.alaska.edu 907-745-9774
Northwest Campus – UAF	www.nwc.uaf.edu 907-478-2202
Prince William Sound Community College	www.pwsc.edu 907-834-1600
Sitka Campus – UAS	www.uas.alaska.edu 907-747-6653
UAF Community & Technical College	www.ctc.uaf.edu 877-882-8827
University of Alaska Anchorage (UAA)	www.uaa.alaska.edu 907-786-1800
University of Alaska Fairbanks (UAF)	www.uaf.edu 907-474-7211
University of Alaska Southeast (UAS)	www.uas.alaska.edu 907-796-6457
Wayland Baptist University – Anchorage	www.wbu.edu/colleges-in-anchorage 907-333-2277
Wayland Baptist University – JBER/Ft. Richardson	www.wbu.edu/colleges-in-anchorage 907-428-1496
Wayland Baptist University – Eielson AFB	www.wbu.edu/colleges-in-fairbanks 907-377-4398
Wayland Baptist University – JBER/Elmendorf	www.wbu.edu/colleges-in-anchorage 907-753-6416
Wayland Baptist University – Ft. Wainwright	www.wbu.edu/colleges-in-fairbanks 907-356-2403
Wayland Baptist University – Wasilla (Valley) Center	www.wbu.edu/colleges-in-anchorage 907-373-4828

CAREER AND TECHNICAL EDUCATION INSTITUTIONS/TRAINING CENTERS

NOTE: Institutions marked with an asterisk (*) do not receive FAFSA data. Therefore, students must complete the APS Alternative Application, available on the Alaska Student Aid Portal (ASAP), each year they wish to use their award.

Institution	Website and Telephone Number	Approved Programs
*Alaska Technical Center	www.nwarctic.org/atc 907-442-3733	Full-time Award Eligible Programs: Administrative Assistant Millwright Maintenance Construction Technology Training Half-time Award Eligible Programs: Personal Care Attendant Certified Nursing Assistant



Alaska Performance Scholarship

An invitation to excellence, extended to students, parents and educators alike.

<p>*Amundsen Educational Center</p>	<p>www.aecak.org 907-260-8041</p>	<p>Full-time Award Eligible Programs: Professional Medical Coding Professional Medical Coding (Residential)</p>
<p>AVTEC</p>	<p>www.avtec.edu 907-224-3322</p>	<p>Full-time Award Eligible Programs: Nursing (AAS Degree – Collegiate Award eligible) Business and Office Technology Combination Welding Diesel/Heavy Equipment Technology Facility Maintenance Mechanical Industrial Electricity Information Technology Practical Nurse Pipe Welding Plumbing and Heating Professional Cooking and Baking Qualified Member of the Engine Department (QMED) Oiler Structural Welding Half-time Award Eligible Programs: Master Not More than 200 Tons Nursing Assistant</p>
<p>*Galena City School District Postsecondary Adult Programs</p>	<p>http://postsec.galenaalaska.org 907-565-1205</p>	<p>Hairdressing (Full-time and Half-time Eligible)</p>
<p>* MetrOasis Advanced Training Center</p>	<p>http://alaskabeautyschool.com/ 907-276-4110</p>	<p>Full-time Award Eligible Programs: Hairdressing Half-time Award Eligible Programs: Esthetician</p>



Alaska Performance Scholarship

An invitation to excellence, extended to students, parents and educators alike.

<p>*Northern Industrial Training</p>	<p>www.nitalaska.com 907-357-6400</p>	<p>Full-time Award Eligible Programs: Elite Combo (640 Hrs.) Equipment/Truck Driving Combo (486.5 Hrs.) Major Combo (480 Hrs.) Pro Truck Driving (360 Hrs.) Pro Truck Driving (480 Hrs.) S/E Welding (640 Hrs.) Ultimate Welding (640 Hrs.) Welding/Service Oiler Combo (640 Hrs.)</p> <p>Half Time Award-Eligible Programs: Construction Equipment Training (CET) (240 Hrs.) CET (320 Hrs.) CET Heavy Equipment/Truck Driver (CDL) (240 Hrs.) NCCER Electrical Level I (custom schedule) NCCER Pipefitting Level I NCCER Welding Level I Pipe Welding (320 Hrs.) Project Management & HEST (347 Hrs.) PTDI Truck Driver Program (246.5 Hrs.) Service Oiler (6 Wks. / 240 Hrs.) Service Oiler (8 Wks. / 320 Hrs.) Structural Welding (320 Hrs.)</p>
<p>Trend Setters</p>	<p>www.TrendSettersAK.com 907-274-7150</p>	<p>Hairdressing (Full-time Eligible)</p>

26th Legislature(2009-2010)

Committee Minutes

HOUSE EDUCATION

Feb 03, 2010

08:05:21 AM

House Wednesday, February 03, 2010 8:05:00 AM

Download Mp3. <- Right click and save file as

HB 297-POSTSECONDARY SCHOLARSHIPS

SB 224-POSTSECONDARY SCHOLARSHIPS

8:06:29 AM

CO-CHAIR THOMAS announced that the only order of business would be HOUSE BILL NO. 297/SENATE BILL NO. 224, "An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

CO-CHAIR THOMAS reminded the members that since this is a joint meeting, the committees are not planning any action on the legislation, but are hearing testimony only.

8:07:38 AM

LARRY LEDOUX, Commissioner, Department of Education and Early Development (EED), provided an outline for HB 297 and SB 224. Commissioner LeDoux opined the path to an increase in the high school graduation rate is to raise the standards and expectations for high school students. He introduced the handout for the Governor's Performance Scholarship (GPS) program, titled "An Invite to Excellence and Rigor," and noted that the program is an invite and contract for kids to excel, and a challenge to communities to demand more of their students. The goals of the program are: increase the high school graduation rate; more high school students taking rigorous curriculum; more course offerings in high school; more high school students prepared for postsecondary; more-affordable postsecondary; more use of in-state postsecondary; contribute to a college-going culture; increase the rigor of courses statewide. Commissioner LeDoux stressed that information about

college scholarships must be readily available to parents and students; in fact, the GPS program calls for a six-year plan during which each child and his/her parents meet with a school official, beginning in seventh grade, to look at the possibilities for college. Basically, the scholarship program is open to Alaska high school graduates of home schools, public schools, and private schools. Three levels of academic scholarships and one level of career and technical studies will be funded. The technical schools will be certified by the Department of Labor & Workforce Development (DLWD) and the college programs will be reviewed by the Postsecondary Education Commission. He anticipated that this will encourage the creation of educational institutions in the state, particularly in career technology.

COMMISSIONER LEDOUX noted that the scholarships offer eight semesters of eligibility for college and two years for a career technical school. Qualified students can leave the state for part of their education and then return to use the scholarship for graduate school, and the eligibility continues for six years after high school graduation. A certain grade point average is required to maintain eligibility, and if enacted, the first class to benefit will be students graduating from high school in 2011.

8:18:01 AM

COMMISSIONER LEDOUX continued to explain that the legislation requires the department to report the intent of the program to the legislature, and to allow for changes to the program if warranted. He spoke of the recognition that would be due students who have earned eligibility at graduation, and of the motivation that honors programs provide. The criteria established for receiving a scholarship are high; in fact, "young people will meet any standard we set for them, as high as it is or low, ... you need high standards, and these criteria are high." The GPS is a cooperative program between agencies and he explained the various roles: high schools will certify the students have met the criteria; EED will be the primary regulatory body; DLWD will certify career and technical schools; the Alaska Postsecondary Education Commission will act as the fiscal agent to ensure adherence to policies.

8:20:15 AM

COMMISSIONER LEDOUX referred to the three criteria, the first being the applicant has to meet the rigorous curriculum required. Second, achievement tests and grade points are

critical, followed by assessments. The assessment to be used is American College Testing (ACT). He cited that there is a direct correlation to a student's ability to perform in college and his/her ACT score. It is expected that the required ACT score will ensure that the student will not have a need for college remediation classes. Additionally, the ACT assessment will support applications from home school, correspondence, or other alternative school graduates. For the vocational scholarship, the WorkKeys assessment will be used to measure the applicant's ability to engage in reading and math.

8:23:43 AM

COMMISSIONER LEDOUX said the final criterion is curriculum. Students will be expected to complete four years of English, math, and science, and three years of social studies, with options for rural students such as distance education, learning centers, and E-learning opportunities. This goes beyond the core requirements, but statistics indicate that students who apply themselves to this level of study will not require remediation classes in college. The requirements are the same for career scholarships and academic awards. He offered examples of classes that may vary depending on a student's goal, but stressed that every class will be taught to the same standard of rigor. Within the legislation, an option exists to assist certain students who may require an alternative pathway. The commissioner's office can provide waivers to applicants who, for reasons beyond their control, would otherwise not be able to participate. The waiver does not relieve them of the standards to be met, but provides an alternative pathway to achieve the same goals.

8:27:22 AM

COMMISSIONER LEDOUX reviewed the values of the scholarships: Platinum academic is equal to 100 percent of tuition at the University of Alaska (UA) per year; Gold academic is equal to 75 percent of UA tuition per year; Silver academic is equal to 50 percent of UA tuition per year. Additionally, the Career and Technical awards are actual tuition, up to \$3,000 a year for two years. In order to fund the legislation, the bill directs establishment of the governor's performance scholarship fund consisting of donations, appropriations, and income earned from the investment of fund assets. The legislature would appropriate funds on an annual basis. Commissioner LeDoux opined the legislation is a "great start" for a program that was under discussion for several months, and concluded that the GPS program will benefit not only those students who are already on

their way to college, but also those who believe college is not attainable.

8:30:09 AM

CO-CHAIR THOMAS confirmed that students will be required to apply for any and all scholarships.

8:30:29 AM

COMMISSIONER LEDOUX explained that the Free Application for Federal Student Aid (FAFSA) form will serve as the GPS application.

8:30:44 AM

CO-CHAIR THOMAS agreed that the discussion of higher education needs to begin earlier in school, in order to give students the opportunity to understand how education "can get [them] to a variety of occupations, not necessarily just college, but in this case vocational as well."

8:31:31 AM

COMMISSIONER LEDOUX, in response to Senator Meyer, said FAFSA establishes how much a student qualifies for in a federal grant, work-study, a subsidized loan, or a Pell Grant.

COMMISSIONER LEDOUX, in further response to Senator Meyer, confirmed that a GPS is based on merit.

8:32:14 AM

CO-CHAIR MEYER questioned the use of FAFSA for the application form if income is not a issue.

COMMISSIONER LEDOUX explained the FAFSA application is filled out by all students, thus is a "good way for students to apply."

8:32:40 AM

CO-CHAIR MEYER expressed his support for the program provided there is "equal access for all kids throughout the state."

8:33:08 AM

COMMISSIONER LEDOUX acknowledged that access to a rigorous curriculum can be more difficult through correspondence;

however, part of the catalyst of the program may be to inspire communities to expand offerings at all schools.

8:34:13 AM

CO-CHAIR MEYER pointed out several questions regarding the curriculum requirements, such as whether four years of math is necessary for an English major, and the lack of courses for foreign languages and the arts. He asked whether the department would consider adjustments to the curriculum.

8:35:23 AM

COMMISSIONER LEDOUX observed that any legislation will have the mark of the legislature on it, and "flexibility is all part of the process."

8:36:04 AM

REPRESENTATIVE P. WILSON read a letter from a highly regarded social studies teacher who questioned the curriculum requirement of only three years of social studies.

COMMISSIONER LEDOUX disagreed that four years of social studies is necessary.

8:37:52 AM

REPRESENTATIVE GARDNER pointed out that establishing the scholarship as a percentage of tuition may encourage a university to raise tuition rates. She suggested changing the structure to provide a set dollar amount instead.

COMMISSIONER LEDOUX advised that the law stipulates that the scholarship will be based on UA tuition for the 2010/2011 school year, and this amount will not change unless authorized by the legislature in reaction to the annual report.

8:39:46 AM

REPRESENTATIVE GARDNER then asked whether a student can complete the requirements during a fifth year of high school.

COMMISSIONER LEDOUX clarified that the qualification is graduation from high school, thus additional time should not be an issue.

8:40:46 AM

REPRESENTATIVE GARDNER recalled that the High School Graduation Qualifying Exam (HSGQE) was "watered down to the extent that it no longer reflects what we expect students to know when they graduate from high school." Because there is not an indication of the minimum national score in the assessment, which would guard against "grade inflation" in Alaska's schools, she suggested that minimum scores should be set in statute.

COMMISSIONER LEDOUX advised that minimum scores should not be in legislation because the benchmarks and rubrics for the assessments change over time, and he expressed his belief that EED will "carefully set that standard, given the requirements of this program to be rigorous." Thus, if there was a change in the assessment, the department could respond in a regulatory fashion.

8:42:19 AM

REPRESENTATIVE GARDNER agreed with Senator Meyer about the use of the FAFSA application because parents may be unwilling to provide the required information. She asked whether students have any recourse.

COMMISSIONER LEDOUX observed there is no requirement to use the FAFSA, and another application process could be considered.

REPRESENTATIVE GARDNER commented that although part of this effort is to engage parents, ultimately, the GPS is a contract with a student and the process should allow the student to proceed.

COMMISSIONER LEDOUX agreed. However, if a student is to qualify for federal aid, they will need to fill out the FAFSA, and schools should provide assistance to parents and students.

8:44:56 AM

JAMES CAILLIER, Executive Director, Patrick F. Taylor Foundation, informed the committees neither he, nor the Taylor Foundation, represents New Orleans or Louisiana. He noted he is a former college president and assistant president of multiple universities and colleges. Representatives of the Taylor Foundation have come to testify at their own expense-the foundation is funded by Taylor [Energy]- because they want to improve the educational opportunities of young people. The best way to accomplish this is to challenge students through educational reform at the high school level. Mr. Caillier

opined that current high school courses may not be designed in high school students' best interests. Beginning in 1988, the Taylor Foundation has seen the need to redesign America's high school curriculum to challenge students, not by additional programs that are run by administrators, but to meet certain standards and to give them an opportunity to earn college or postsecondary tuition in high school. This reform can bring about change, better prepare kids for college, and reduce the need for college remediation classes. He stressed that the Taylor Foundation supports reform, not just giving money to students, and noted that every state that has initiated the Taylor program has seen significant improvement in assessment scores, grade averages, students' preparation for college, higher graduation rates from universities, and in parental involvement. Furthermore, the Taylor program has also improved high school redesign and students' attitudes toward school. Mr. Caillier provided an example of the improvements at Louisiana State University (LSU), where the graduation rate has risen from 39 percent in 1988, to 65 percent today. In fact, the National Collegiate Athletic Association (NCAA) based its academic standards on the Taylor program and statistics have shown that "kids will meet the bar if you set the bar ... they want to play sports." He outlined the target students and opined that many middle income families cannot afford college even though their kids may not qualify for Pell Grants or scholarships. Mr. Caillier indicated that the GPS requires similar academic requirements as the Taylor program model, except for the Social Studies and Foreign Language units. However, the basic program can be established this year and then modified as indicated by the annual report to the legislature, because the ultimate goal is reform. With the passage of this legislation, he predicted that fewer students will require remedial courses at the University of Alaska (UA), the graduation rate will increase, and more students will stay in the state for college in order to use the scholarships. He pointed out that "brain drain" statistics indicate that 80 percent of students who leave their home state to complete their education do not return. Mr. Caillier concluded that the foundation endorses the proposed legislation and assured the committees that the state will realize results in four or five years.

8:58:06 AM

CO-CHAIR THOMAS passed the gavel over to Chair Seaton.

8:58:41 AM

BILL SCHILLING, President, Wyoming Business Alliance/Wyoming

Heritage Foundation, noted several similarities between Wyoming and Alaska, including a trust fund supported by minerals income. Mr. Schilling compared the importance of the Hathaway Plan in Wyoming to the creation of the trust fund because it was also one of the "great opportunities of legislation, like this one presented by the commissioner to you ... [and] represents that opportunity to do something that has a lasting benefit for the great people of this state." He called attention to the committee packet and read the goals and outcomes set forth in the Wyoming Hathaway Plan [original punctuation provided]:

Goals

- *Permanent Funding
- *Opportunity for All Students
- *Merit Based/Core Curriculum
- *Income Blind; Needs Based Component
- *Consensus/Stakeholder Views
- *Increase K-12 - Graduation Rates
- *Better College/Tech Preparation
- *Brain Power Exodus
- *Application Process
- *Legislative Reporting

Outcomes

- *Proud Citizenry/Student Appreciation
- *Universal Support/Momentum Gain
- *\$400 million endowment
- *Legislative Will/On-going Resolve
- *Increased [Enrollments]/Remedial Decreasing
- *University of Wyoming/Community College
Commitment - Mood Change
- *Easy Application Process
- *Coordinated Rule Making
- *Solid Reporting Data

9:03:40 AM

MR. SCHILLING referred to the handout titled: "The Taylor Plan: An American Success Story," and the comments from students regarding the Taylor Plan (TOPS) program in Louisiana. He also shared his personal observations from talking with residents of New Orleans about the impact of the TOPS plan, and advised that "when a marker of extraordinary positive occurrence takes place, they rally behind that, and that's what we've seen in Wyoming and ... in New Orleans." He further explained that Wyoming put the Hathaway Plan endowment into a constitutional amendment

three years after the program was created. Mr. Schilling stressed the increased participation in the program; in fact, 40 percent of Wyoming high school graduates are becoming Hathaway Plan participants and enrollment at the University of Wyoming is increasing. Furthermore, the need for remedial education is down. At the introduction of the program, Wyoming administrators were reluctant to understand how a program could be merit-based, but also facilitate students with financial needs. He provided reporting data from the Wyoming program and concluded that "the results have been absolutely ... extraordinary ... it's the kids that are moving the bar upward." Lastly, he provided contact numbers to the committees.

9:11:43 AM

MR. CAILLIER advised, "If you took the \$20 million that you generate annually to support the scholarship program, and if you gave it to education—a combination of secondary, postsecondary—you would see no significant differences. But you give it to the kids [and] you will see some major, significant differences."

9:12:22 AM

CHAIR SEATON noted the relevance of the information provided by the Taylor Foundation, especially regarding the criteria used for educational reform and restructuring.

9:13:51 AM

REPRESENTATIVE BUCH asked how the program is "income-blind."

MR. SCHILLING responded that the program is income-blind in that all students are treated alike, and the granting of a scholarship has nothing to do with their parents' earnings. Also, after graduation, the amount of money granted has a confidential component based upon the unmet need of the student.

MR. CAILLIER emphasized that the unmet need component should be for scholarship-eligible students only; otherwise, the scholarship will have no meaning. In fact, any federal aid due students because of income should be applied first.

MR. SCHILLING added that the program treats every student the same, allowing all students to become part of a peer group motivating each other.

9:19:20 AM

REPRESENTATIVE P. WILSON questioned the different names used to identify the programs.

MR. CAILLIER offered that states have a choice.

MR. SCHILLING provided the history behind the name of the Hathaway Plan in Wyoming.

REPRESENTATIVE P. WILSON concluded the name will not make a difference.

MR. SCHILLING advised the name should be short.

9:22:14 AM

REPRESENTATIVE GARDNER asked whether there have been cases where students have achieved the course requirements, but not the necessary score on the nationally standardized test.

MR. CAILLIER acknowledged that does happen.

REPRESENTATIVE GARDNER further asked how that situation is addressed.

MR. CAILLIER recommended that there should be a review board to consider extenuating circumstances. In further response to Representative Gardner, he explained that a slightly lower score on the American College Testing (ACT) assessment may be offset by a high grade point average and course requirements. Furthermore, minority students tend to score 2-3 points lower on the ACT.

9:25:46 AM

MR. SCHILLING observed that the argument that some students do not test well is true. But another disadvantage to rural students is the unavailability of ACT review sites and practice testing, except on the Internet.

9:27:03 AM

SENATOR DAVIS advised that the students can be helped in attaining ACT or Scholastic Aptitude Test (SAT) preparation work, once the assessment for eligibility is determined. She expressed her support for the governor's plan, although she noted she has many questions for EED about how some of Alaska's districts will offer all of the courses required.

9:30:03 AM

CHAIR SEATON agreed the committees have many questions regarding how programs from other states relate to Alaska; for example, UA has open enrollment, there is no community college system, and there is a single system with one tuition rate. He pointed out other differences in assessments and admittance requirements.

9:33:09 AM

COMMISSIONER LEDOUX opined the research from within the state indicates that the GPS proposal will be an outstanding asset to students in Alaska. The EED budget includes requests for three specialists, one each for the subjects of math, science, and language arts, to assist in developing courses for small schools and districts. Many distance and E-learning courses are utilized by rural and urban students, and access will improve as communities work to restructure education. He agreed with Senator Davis that setting aside \$400 million, available throughout the future, will have a direct affect on the dreams and goals of children.

9:36:54 AM

CHAIR SEATON agreed that there are many details to be addressed, especially regarding funding for a student's unmet need in order to avoid eliminating him/her from the program. He opined committee members desire to have a needs-based component, not as a replacement for merit-based, but as an addition.

9:39:30 AM

REPRESENTATIVE GARDNER asked for the average length of time necessary for vocational students to obtain certifications.

COMMISSIONER LEDOUX responded that most career and technical education programs are one to two years in length.

9:40:09 AM

CO-CHAIR MEYER asked for an estimate on how many students will choose to go outside to college even if they qualify for a scholarship.

COMMISSIONER LEDOUX said he was unsure. He acknowledged many parents support their child's attendance at an outside school. Eligibility for a GPS award will be retained for six years, and

the eligibility for military members can be extended further. Therefore, students can return at any time to continue their education in Alaska.

9:42:28 AM

CO-CHAIR MEYER reminded the committee there are courses unavailable at UA.

9:42:38 AM

REPRESENTATIVE BUCH encouraged the public to realize this program is a beginning of the evolution of the educational system in Alaska.

9:43:51 AM

REPRESENTATIVE KELLER recalled there are rural schools in Alaska with attendance rates as low as 67 percent. He opined that this program should provide a financial incentive for students to attend school.

9:45:25 AM

CHAIR SEATON expressed his support of the GPS in that it is not a payment for grades, but provides for access to an educational opportunity. He then asked whether ACT scores will determine the scholarship level, or if the amount of the scholarship is based on a student's grade point average.

COMMISSIONER LEDOUX explained that each level of scholarship will have its own ACT "cut score" assigned by EED through the state board of education.

9:48:21 AM

CHAIR SEATON underscored the need to consider the research that indicates that curriculum and class ranking are the factors most highly correlated with college success, and that test scores are a much less contributing factor. He questioned the reason test scores will be used to measure GPS eligibility.

9:50:36 AM

REPRESENTATIVE EDGMON stated his concern for students from small and rural schools that will be participating in the program. Although he has heard that his constituents are excited about the proposal, he said some school districts "are going to have a

really hard time with meeting the curriculum requirements that Senator Meyer spoke about," and he voiced his intent to question EED on this issue.

COMMISSIONER LEDOUX said he shares similar concerns; however, he expressed his belief that the state "can meet the demand." He described the Alaska Native Science & Engineering Program (ANSEP) as very successful in spite of challenges. Commissioner LeDoux noted his message throughout the state is one of reform, and that rural areas of Alaska can expect success when students "have a dream." He said, "There are people out there that are doing it right now, and there are young people out there that have accepted this challenge, even without this program, who are working hard, who are taking the classes in the smallest villages, and are being successful."

9:54:14 AM

CHAIR SEATON recalled previous discussion about virtual schools and proposed legislation that will require school districts throughout Alaska to provide appropriate classes to ensure success for students in college.

9:55:43 AM

REPRESENTATIVE KELLER pointed out that the distance delivery of curriculum is becoming an export product to countries such as Mexico and India.

9:56:55 AM

CO-CHAIR MEYER announced that SB 224 would be held.

CHAIR SEATON announced that HB 297 would be held.

ALASKA STATE LEGISLATURE
SENATE EDUCATION STANDING COMMITTEE

February 15, 2010

8:02 a.m.

MEMBERS PRESENT

Senator Kevin Meyer, Co-Chair
Senator Joe Thomas, Co-Chair
Senator Bettye Davis, Vice Chair
Senator Charlie Huggins
Senator Gary Stevens

MEMBERS ABSENT

Senator Donald Olson

COMMITTEE CALENDAR

SENATE BILL NO. 224

"An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

- HEARD AND HELD

PREVIOUS COMMITTEE ACTION

BILL: SB 224

SHORT TITLE: POSTSECONDARY SCHOLARSHIPS

SPONSOR(s): RULES BY REQUEST OF THE GOVERNOR

01/19/10	(S)	READ THE FIRST TIME - REFERRALS
01/19/10	(S)	EDC, FIN
02/03/10	(S)	EDC AT 8:00 AM BARNES 124
02/03/10	(S)	Heard & Held
02/03/10	(S)	MINUTE(EDC)
02/15/10	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)

WITNESS REGISTER

MURRAY RICHMOND, aide to Senator Thomas
Alaska State Legislature
Juneau, AK

POSITION STATEMENT: Presented CSSB 224.

ACTION NARRATIVE

8:02:20 AM

CO-CHAIR THOMAS called the Senate Education Standing Committee meeting to order at 8:02 a.m. Present at the call to order were Senators Huggins, Stevens, Davis Meyer and Thomas.

SB 224-POSTSECONDARY SCHOLARSHIPS

8:02:54 AM

CO-CHAIR THOMAS announced consideration of SB 224.

8:04:27 AM

CO-CHAIR MEYER moved to adopt the committee substitute (CS) for SB 224, labeled 26-GS2771\E as the working document. There being no objection, the motion carried and version E was before the committee.

MURRAY RICHMOND, aide to Senator Thomas, said when he began working on this bill the committee was already talking about a needs-based component. He discovered that SB 33, another scholarship bill that specifically targets students with financial need, was already moving through the system and used that to develop a needs-based component for the CS that is before the committee.

He provided a sectional analysis of the proposed committee substitute (CS), which he said is substantially different from the original bill.

- Section 1, page 1, provides that the districts will determine eligibility for the program.
- Section 2 adds language concerning administrative duties to the existing statutes.
- Section 3, page 4, updates language in the existing statutes.
- Section 4, page 5, allows the Department of Education and Early Development (DEED) to administer the program under 14.43.091-14.43.890.

- Section 5, page 7, includes the more substantial changes. In the governor's bill as submitted, the scholarship is defined as having two levels: a merit-based academic scholarship and a merit-based career and technical scholarship. The proposed CS has three tiers: a performance scholarship, an opportunity scholarship, and a career scholarship.

- Section 5, page 8, allows the department to design the programmatic elements. It defines the goals, which remain the same as those in the original bill. It also defines the qualifications of applicants, which differ slightly from the governor's bill; the CS requires a student to maintain at least a 2.5 grade point average (GPA) to remain eligible for the scholarship, while the original bill requires only that a student be attending college.

MR. RICHMOND said one of the best things about SB 224 is that it mandates a more rigorous curriculum at the high school level. Studies show that the more children learn in high school, the better they do in college.

He commented that he met recently with representatives of many school districts to discuss their curriculums and discovered that some of them offer only two years of math. They discussed internet possibilities to enhance the offerings in rural districts, but some of them don't have reliable access to the internet, so it will be challenging to get all of the state's schools up to the standards the governor proposed.

MR. RICHMOND returned to his analysis of the major changes in Section 5.

- Section 5, page 10, of the CS sets forth the core-curriculum that a student must have completed in high school. In the governor's plan, that includes four years of math, four years of language arts, four years of science, and three years of social studies. It is tiered at that point; if a student completes these basic elements and has an A average, he gets full tuition pegged at University of Alaska rates for 2010 to 2011.

8:10:05 AM

CO-CHAIR THOMAS interjected that the committee members' packets contain a side-by-side comparison of the governor's bill and the proposed CS, which follows Mr. Richmond's analysis.

MR. RICHMOND continued his discussion of Section 5, page 10 regarding the curriculum requirements.

- Of the 24 schools that offer Taylor plans, seven of them require only three units of math and only three require four units of math. Six of them require two units of a foreign language, and four require one unit of fine art, neither of which is included in the governor's plan, so the standard this plan sets for students is not universal and is simply not attainable at some schools. Another consideration, he added, is that some very bright students are not interested in careers that require a lot of math and may not be especially good at it; to weight the standard too heavily in favor of higher math skills might keep some of those students back. He said that while they want to maintain the high standards, they also want to provide a little more flexibility. What the committee substitute proposes is to allow students to choose the rigorous curriculum prescribed in the original bill, or to take three units of math, four years of language arts, three years of science, three years of social studies and then two years of a foreign language or Alaska Native language. He pointed out that a fine arts option could be added.

8:12:33 AM

SENATOR DAVIS said she appreciated Mr. Richmond's analysis and the side-by-side comparison, but wanted to know who had input and who decided on these changes.

MR. RICHMOND answered that staff have been working on this and have had discussions with University of Alaska President Mark Hamilton and others to help them prepare something for the committee to use as a starting point. This CS is intended to be a vehicle to get the members' thoughts, so they can craft a bill that reflects the will of the committee.

8:14:25 AM

CO-CHAIR MEYER said this is a good starting point.

8:15:06 AM

SENATOR HUGGINS said it is important that they understand the challenges districts will face in meeting the standard. He asked for details on the systemic challenges to bringing Alaska's schools in line with the requirements.

MR. RICHMOND said he would get that information for him.

CO-CHAIR THOMAS confirmed that the language of the original bill is fairly standard with regard to basics such as determination of scholarship eligibility, he said, and they will come back to that, but he hopes to first get some feedback on the changes and whether they are moving in the right direction.

8:17:04 AM

SENATOR STEVENS asked what joint committee he referred to.

CO-CHAIR THOMAS corrected himself; he meant to say the joint meetings of the House and Senate Education committees, which were held in the summer and earlier this session.

8:17:43 AM

SENATOR DAVIS repeated that she appreciates the work that has been done, but the joint meeting she attended offered only an overview, and the additional information she asked for at that time has not been provided. Someone was supposed to tell the committee whether the school districts will be able to meet the requirements.

CO-CHAIR THOMAS said he will follow up on that information.

8:19:17 AM

MR. RICHMOND stressed that his intent is to get the committee's questions and find the answers.

8:19:54 AM

SENATOR STEVENS said he thinks some of the mathematics, science and even foreign language courses could be taken in college and would not be considered remedial. He asked Mr. Richmond to do some research on that.

8:21:00 AM

MR. RICHMOND said there are even some Alaska Scholars who have completed a year at University of Alaska Fairbanks without receiving a single college credit, so it is an issue.

8:21:20 AM

He went on to say that he has researched opportunity scholarships in some depth and would like to propose that the committee discuss the option of an opportunity scholarship that has the same rigorous standards in high school as the performance scholarship, and requires students to have either a 3.5 or 3.75 GPA for the performance scholarship and have at least a 2.5 or 3.0 GPA with a demonstrated unmet need for the

opportunity scholarship. According to President Hamilton, some kids will go to college no matter what, and others wouldn't fill out the application to go even if they were offered a free Ford F-150 truck; that leaves the students in the middle, and the biggest barrier for them is financial need. This opportunity would give them an incentive to push themselves in high school to get money for college. He pointed out that one of the goals of this plan is to increase college graduation rates, and studies show that the best way to do that is through a needs-based solution.

8:24:40 AM

MR. RICHMOND returned to his analysis of the academic requirements in Section 5.

- Section 5, page 11, sets forth the requirements for the career scholarship. In the governor's bill, the career scholarship maintains the same standards as the academic scholarship; it has a minimum GPA, and minimum entrance test scores that are defined by the department. The reason the minimum test scores are not defined in the bill is that any change in the test would then require legislative action. Discussions with people in the field of vocational and technical education brought up the fact that some students who are pursuing career training do not have the need or the aptitude for that same high level of math and science preparation, so the CS proposes standards more appropriate to the needs of those students, including three years of math, three years of language arts, two years of science, and two years of social studies, with a GPA of at least 2.0 and demonstrated financial need. The limit on awards for career training is set at \$3000 per year in both the governor's bill and the CS.

8:26:35 AM

CO-CHAIR MEYER asked if the CS increases the minimum GPA for the performance scholarship to 3.5.

MR. RICHMOND said the original bill has tiers based on GPA with the top tier set at 4.0; the committee substitute would have a single tier and require students to have a B+ or better to qualify as merit scholars. Students who do C work in high school could qualify as opportunity scholars.

CO-CHAIR MEYER pointed out that the governor's bill required a C+ average for opportunity scholars. He also expressed concern

that most of the students who have at least a 3.5 GPA will also qualify for the Alaska Scholars' award.

MR. RICHMOND said that depends on what school district those student are in; it would not be true in the larger districts.

CO-CHAIR MEYER questioned where that puts students like his own daughter, who has a 3.5 GPA but does not qualify on the basis of need.

8:28:57 AM

MR. RICHMOND responded that both of his children fall into that category as well. Unfortunately, he said, funds are limited at this point; the governor proposed \$20 million per year from the endowment for the whole program, which comes to about \$133 per unit. At current rates, that amount will not even cover tuition.

CO-CHAIR MEYER commented that he prefers the governor's proposal in this area, because 3.0 students would still have an opportunity to attend with some sort of scholarship.

8:30:51 AM

SENATOR STEVENS said statistics show that 85 percent of kids who come from a family in the upper quartile of income and have a parent with some college experience will graduate from college. He opined that they should zero in on kids from the lower quartile, because 55 percent of them do not graduate due to lack of funding.

MR. RICHMOND said there was a study done of Gates Scholars, which found that these kids graduated from college at a higher level, in part because they did not have to work outside the university system in order to maintain their finances. As a result, they were better able to integrate into the college community and developed a greater stake in staying involved.

8:33:24 AM

CO-CHAIR THOMAS commented that the \$20 million sounds like a lot of money until they start spreading it among the large number of students and credit hours.

MR. RICHMOND agreed. He said they anticipate there will about 2300 students participating in the first year of the program, 4034 in the second year, 5187 in the third year, and 5763 by year four of the program.

CO-CHAIR MEYER asked if the needs-based award is based upon the Free Application for Federal Student Aid (FAFSA).

MR. RICHMOND said the application for the governor's scholarship program is the FAFSA form. He explained that students determine which school(s) they want to go to when they fill out the form, and the school itself distributes the funds.

8:36:05 AM

CO-CHAIR MEYER said he thought the governor's bill had no needs-based component.

MR. RICHMOND responded that the application is still the FAFSA form.

8:36:26 AM

SENATOR HUGGINS referred to language in the section on opportunity scholarships that says they are based on attendance at University of Alaska, and asked if they are using UA as the benchmark amount for awards.

MR. RICHMOND confirmed that they are, because at least one private school in the state could qualify for this program, and the amount of need would be significantly higher based on those costs.

8:37:15 AM

SENATOR HUGGINS said he believes they are going to have to reevaluate the merit scholarship, which is based on the top ten percent of high school graduates, because the new curriculum requirements in this bill will affect that too. He added that they need to know who is taking remedial courses and what schools they are from in order to do that.

MR. RICHMOND said he has been in touch with people at the University of Alaska and those numbers are a little harder to come by than they used to be because the University has instituted a mandatory remedial program in the last few years, which caused an increase in the number of students in remedial programs.

8:39:16 AM

SENATOR STEVENS pointed out that the meaning of that last sentence under opportunity scholarships is really not clear.

MR. RICHMOND returned to career scholarships; he said they would essentially lower some of the curriculum standards for the

career scholarship, while maintaining the high academic standards. He stressed that this scholarship, in both bills, can only be used at a two-year certificate or degree-awarding institution

8:40:21 AM

SENATOR HUGGINS mentioned that students' performance in high school isn't necessarily reflective of how they will do in college, and he thinks they should be careful not to narrow the opportunity for those needs-based scholars.

8:40:47 AM

MR. RICHMOND continued his analysis and noted that there are very few differences between the CS and the governor's bill from this point forward.

- Section 5, page 12, allows for students to attend part-time and receive a pro-rata distribution, but "part-time" is not defined; it actually says "half-time".
- The program terminates six years after graduation. Students are eligible for eight semesters at an academic institution under the governor's program; under the proposed CS, that applies to performance and opportunity scholarships as well. Students who are granted career scholarships are eligible for two years.

It is not clear what would happen if a top-notch scholar wanted to go to a career school, or a career student changed course and wanted to enter an academic program.

- Awards cannot exceed the cost of attendance under either version of the bill.

8:43:51 AM

SENATOR STEVENS referred to termination six years after graduation. He asked why it matters if a student decides to get some life experience before going on to college.

MR. RICHMOND could not speak for the administration on that issue, but speculated that the intent might be to encourage students to get started on their education promptly.

8:44:39 AM

MR. RICHMOND returned to his analysis of Section 5.

- Section 5, Page 12, also addresses alternative pathways for students who do not graduate from a traditional high school or for some other reason do not qualify for the scholarship due to circumstances beyond their control. It gives the department the latitude to establish a make-up procedure or alternative pathway to allow these students to meet the requirements.
- Section 5, page 13, defines the types of institutions that are eligible to receive the monies. These include regionally accredited academic institutions and/or career and technical schools certified by the Department of Labor and Workforce Development (DOLWD).
- Section 5, page 14, states that the Alaska Commission on Postsecondary Education (ACPE) is responsible to adopt procedures for payment of scholarship awards to the institutions. If insufficient funds exist to pay all eligible scholarships, the awards will be pro-rated. The amount available is 5 percent of a three-year average of the governor's fund.
- Also on page 14, the bill directs the commission, the University of Alaska, the Department of Revenue, and the Department of Labor and Workforce Development to prepare an annual report on the number of applicants, number and types of scholarships awarded, the dollar amount of scholarships awarded and projected, and data trends regarding the goals, for presentation to the legislature.
- Section 5, page 15, contains a list of definitions.
- Section 6, page 15, provides that students attending religious schools have to comply with the standards for reporting students' eligibility, just as districts do.
- Section 7, pages 15 and 16, allows the department to administer the scholarship as set out in the statute.
- Section 8, beginning on page 16, allows the department to disburse funds for the scholarship.
- Section 9, page 21, allows the scholarship fund to earn income, authorizes the commissioner of revenue to carry out investments in the fund, and defines the usage of the fund.

- Section 10, page 22, empowers the department to set regulations for the transition into the program and to deal with anomalies.

8:49:21 AM

SENATOR HUGGINS commented that he didn't hear any mention of graduate school and asked if Mr. Richmond would address that.

MR. RICHMOND said students are qualified for eight semesters of academic work, so it depends on how quickly they graduate. If a student were able to graduate in three years, he or she could use the scholarship for a year of graduate work.

8:50:10 AM

SENATOR HUGGINS said that if the state is going to increase the academic requirements for high schools, it will create a demand for more teachers and classrooms, and it will take some time to ramp up for that. He asked how the state is going help districts meet the standards.

MR. RICHMOND said the scholarship bill sets the bar and leaves it to the legislature and the department to figure out how to reach it. He acknowledged that the governor's bill is a challenge to the educational structure.

SENATOR HUGGINS pointed out that increasing the number of teachers and expanding the delivery systems is going to cost money, so they need to discuss that early on and understand the magnitude of the task. He went on to say that the governor's program was designed to get more kids into college or some other educational program and to improve student achievement in high school and middle school, and he wondered if they had watered that down in the CS.

MR. RICHMOND conceded that the CS does lower the standards the governor submitted, but said they are in line with the standards of other states that offer a similar type of program.

8:52:56 AM

SENATOR HUGGINS opined that, based on the dismal dropout statistics and the number of students requiring remedial courses in college, the legislature needs to take advantage of every opportunity to improve performance in middle school and secondary school.

8:53:23 AM

CO-CHAIR THOMAS reiterated that they need to look at the impacts on the system in terms of cost and how quickly districts can meet this standard.

8:53:34 AM

CO-CHAIR MEYER said that when the governor came out with this bill the goal was pretty simple, to encourage the state's brightest students to attend colleges in Alaska. He asked whether students who qualify for both the University of Alaska Scholars program and the performance scholarship would be granted both awards.

MR. RICHMOND answered that they cannot have both.

CO-CHAIR MEYER stressed that he wants to make sure they don't lower their standards in order to provide a needs-based program. He also expressed concern that they might be eliminating some good middle-class students by changing the GPA requirement for the performance scholarship, and suggested that they keep it at 3.0.

CO-CHAIR MEYER asked if a student on an opportunity scholarship who maintains a 2.5 GPA gets full tuition or just 50 percent.

MR. RICHMOND answered that students who drop below a 2.5 GPA in college lose their scholarship.

CO-CHAIR MEYER asked if the CS retains the tiers so that an A student still gets full tuition.

MR. RICHMOND indicated yes.

8:56:08 AM

CO-CHAIR THOMAS said he will try to get information from the department regarding how many schools will have difficulty providing the curriculum required under the scholarship plan.

8:56:36 AM

SENATOR DAVIS asked if they will hear from the administration regarding the CS today.

CO-CHAIR THOMAS said they will have the department speak to it at the next meeting. [SB 224 was held in committee

8:57:31 AM

There being no further business to come before the committee, Co-Chair Thomas adjourned the meeting at 8:57 a.m.

ALASKA PERFORMANCE SCHOLARSHIP



Collegiate Eligibility Checklist

Students with qualifying SAT/ACT scores may use either the CTE or Collegiate Award.
To apply for the APS students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year.

Level 1

UP TO **\$4,755** per year

CURRICULUM

GPA **3.5** (or greater)

TEST SCORES ACT 25
(only one required) SAT 1680

Level 2

UP TO **\$3,566** per year

CURRICULUM

GPA **3.0** (or greater)

TEST SCORES ACT 23
(only one required) SAT 1560

Level 3

UP TO **\$2,378** per year

CURRICULUM

GPA **2.5** (or greater)

TEST SCORES ACT 21
(only one required) SAT 1450

Math & Science Curriculum

4 UNITS MATH			
4 UNITS SCIENCE			
4 UNITS LANGUAGE ARTS			
4 UNITS SOCIAL STUDIES			

OR

Social Studies & Language Curriculum

2 UNITS WORLD LANGUAGE			must be the same foreign, Alaska Native, or American Sign language
3 UNITS MATH			
3 UNITS SCIENCE			
4 UNITS LANGUAGE ARTS			
4 UNITS SOCIAL STUDIES			

MATH

standard courses

- algebra 1
- algebra 2
- geometry
- trigonometry
- pre-calculus
- calculus
- calculus 2
- statistics
-
-

SCIENCE

standard courses

- physical science
- earth science
- biology
- chemistry
- physics
- marine biology
- anatomy & physiology
-
-

LANGUAGE ARTS

standard courses

- composition
- American literature
- world literature
- speech & debate
- advanced composition
- creative writing
- British literature
-
-

SOCIAL STUDIES

standard courses

- world history
- American history
- geography
- American government
- civics
- economics
- Alaska history
- western civilization
- eastern civilization
- psychology
- sociology
-

Each school district is responsible for providing students with a complete list of all courses that qualify for the APS.

Districts may include two APS qualifying course categories – standard and additional. Additional courses may be used as follows: for the Social Studies & Language Curriculum, one additional course is permitted in each subject area (math, science, language arts, and social studies). For the Math & Science Curriculum, one additional course each is permitted for math and language arts, two each are permitted for science and social studies. Also, (for the Math & Science Curriculum only) a foreign language, Alaska Native Language, American Sign Language, cultural heritage or fine arts course may be substituted for one standard course of social studies.

Contact your counselor for more information about APS-approved courses. Approved courses may also be available through resources such as Alaska's Learning Network (AKLearn.net) or the University of Alaska. Eligibility is determined based upon courses with a letter grade contained in your school's permanent student record.

01/08/2014



Student GPA: _____

Student Test Score & Test Date: _____

Questions? Visit APS.alaska.gov



On Track to Qualify? Get Ready to Put Your APS Award to Work!

To get the APS, you must file a FAFSA and be admitted (attending at least half time) to a qualifying program.
 The Collegiate APS Award can be used for certificate or degree programs.

INITIAL AWARD CHECKLIST

IMPORTANT TIPS:

My Institution

Institution: Major/Program: Program Full-Time Eligible? Yes No Advisor Contact:	All participating Alaska institutions are listed at APS.alaska.gov Meet with an enrollment or academic advisor and make sure he or she knows your plans include the APS.	ORIENTATION TIP: Sign up for your institution's New Student Orientation - learn about resources to help you succeed and connect to the campus community.
--	---	--

Admissions

Admissions Application Deadline: Admissions Requirements: Accepted? Yes No Conditions: Conditions Completed? Yes No N/A	Before the deadlines - Complete your application, pay any fees, and provide all required documents. Once accepted, let the institution know you plan to attend. Conditional admission means you still must complete the process - submit final high school transcripts immediately after you graduate and meet any other conditions promptly.	HOUSING TIP: At some institutions, housing fills up fast, so if you plan to live on campus, be sure to submit your housing application early, too.
---	---	--

Financial Aid

FAFSA Filed? Yes No Date Filed: Financial Aid Deadline: Financial Aid Advisor Contact: Notified of Intent to Enroll? Yes No	File your FAFSA as soon after January 1 as possible but no later than June 30 (APS deadline). File by your institution's financial aid deadline to be considered for more financial aid. Accept (or decline) the financial aid outlined in the school's award notice. Your APS may not appear in the first award notice. Tell your financial aid staff you plan to enroll using an APS. If you have significant other grant or scholarship aid, your APS amount may be affected - your financial aid staff can help with any questions.	
--	--	--

Courses

Date Course Registration Opens: Financial aid certification window: # of credits registered for: Deadlines to add/drop courses:	Don't wait to register for classes! Sign up as soon as registration opens. Early registration is critical to get the right classes. If you need English and/or Math placement tests, take them as early as you can. Find out your school's financial aid certification or census date. Before that date, register for 12 or more credits to receive a full-time APS award for that semester. Remember, 15 credits - the real full-time - will help you stay on track and meet APS continuing eligibility requirements.	
--	---	--

Now that you have the APS Award - Keep it!

My high school graduation date: _____ + 6 years = My APS expiration date: _____
 An APS can be used for no more than 8 semesters/12 quarters (4 academic years), for full-time or half-time attendance.

Continuing Eligibility

A new FAFSA must be filed every year:	Year 1:	Year 2:	Year 3:	Year 4:
	Cumulative GPA & Credits Completed			
Year 1: Semester: ___ credits ___ GPA	Satisfactory Academic Progress Requirements			
Final: ___ credits ___ cumulative GPA				
Year 2: Semester: ___ credits ___ GPA	During your 1st year, earn: 24 semester credits (12 if half-time) a 2.0+ cumulative GPA			
Final: ___ credits ___ cumulative GPA				
Year 3: Semester: ___ credits ___ GPA	During future years, earn: 30 semester credits (15 if half-time) a 2.5+ cumulative GPA			
Final: ___ credits ___ cumulative GPA				
Year 4: Semester: ___ credits ___ GPA	As a graduate student, earn: a 2.5+ cumulative GPA			
Final: ___ credits ___ cumulative GPA				
<i>You must also meet any satisfactory academic progress requirements of your postsecondary institution and program.</i>				

Note:
 Students attending half time (at least six credits) receive a reduced award. If you switch from half-time to full-time status (or vice versa), the minimum credits you must earn depends on the award - half time or full time - you receive for each term.

Sign up for an Alaska Student Aid Portal (ASAP) account to monitor your APS eligibility and usage online.

Visit APS.alaska.gov

ALASKA PERFORMANCE SCHOLARSHIP



Career & Technical Eligibility Checklist

Career & Technical APS Awards are for CERTIFICATE programs and cannot be used for associate or other degrees.

Students with qualifying SAT/ACT scores may use either the CTE or Collegiate Award.

Level 1

UP TO \$4,755 *per year*

CURRICULUM

GPA **3.5** (or greater)

TEST SCORES **WORKKEYS 13***
(ACT 25 or SAT 1680 may be used as a substitute)

Level 2

UP TO \$3,566 *per year*

CURRICULUM

GPA **3.0** (or greater)

TEST SCORES **WORKKEYS 13***
(ACT 23 or SAT 1560 may be used as a substitute)

Level 3

UP TO \$2,378 *per year*

CURRICULUM

GPA **2.5** (or greater)

TEST SCORES **WORKKEYS 13***
(ACT 21 or SAT 1450 may be used as a substitute)

*A combined score of 13 or higher, with no score below 4, is required in Applied Math, Locating Information, and Reading for Information.

Math & Science Curriculum

4 UNITS MATH			
4 UNITS SCIENCE			
4 UNITS LANGUAGE ARTS			
4 UNITS SOCIAL STUDIES			

OR

Social Studies & Language Curriculum

2 UNITS WORLD LANGUAGE			must be the same foreign, Alaska Native, or American Sign language
3 UNITS MATH			
3 UNITS SCIENCE			
4 UNITS LANGUAGE ARTS			
4 UNITS SOCIAL STUDIES			

- #### MATH
- standard courses
- algebra 1
 - algebra 2
 - geometry
 - trigonometry
 - pre-calculus
 - calculus
 - calculus 2
 - statistics
 -
 -

- #### SCIENCE
- standard courses
- physical science
 - earth science
 - biology
 - chemistry
 - physics
 - marine biology
 - anatomy & physiology
 -
 -

- #### LANGUAGE ARTS
- standard courses
- composition
 - American literature
 - world literature
 - speech & debate
 - advanced composition
 - creative writing
 - British literature
 -
 -

- #### SOCIAL STUDIES
- standard courses
- world history
 - American history
 - geography
 - American government
 - civics
 - economics
 - Alaska history
 - western civilization
 - eastern civilization
 - psychology
 - sociology
 -
 -

Each school district is responsible for providing students with a complete list of all courses that qualify for the APS.

Districts may include two APS qualifying course categories – standard and additional. Additional courses may be used as follows: for the Social Studies & Language Curriculum, one additional course is permitted in each subject area (math, science, language arts, and social studies). For the Math & Science Curriculum, one additional course each is permitted for math and language arts, two each are permitted for science and social studies. Also, (for the Math & Science Curriculum *only*) a foreign language, Alaska Native Language, American Sign Language, cultural heritage or fine arts course may be substituted for one standard course of social studies.

Contact your counselor for more information about APS-approved courses. Approved courses may also be available through resources such as Alaska's Learning Network (AKLearn.net) or the University of Alaska. Eligibility is determined based upon courses with a letter grade contained in your school's permanent student record.

01/08/2014

To apply for the APS students must complete a FAFSA (Free Application for Federal Student Aid) by June 30th of each year.

Student GPA: _____

Student Test Score & Test Date: _____



Questions? Visit APS.alaska.gov



On Track to Quality? Get Ready to Put Your Award to Work!

To get the APS, you must file a FAFSA and be admitted (attending at least half time) to a qualifying program. Career & Technical APS Awards are for certificate programs and cannot be used for associate or other degrees.

INITIAL AWARD CHECKLIST

TIPS:

My Institution

Institution:	<p>The CTE APS is for qualifying Alaska career and technical certificate programs. Participating institutions and eligible programs are listed online at APS.alaska.gov. Programs requiring fewer than 24 credits, or less than 30 clock hours per week for at least 12 weeks may be eligible for half-time awards.</p> <p>Occupational Endorsement Certificates (OECs) and private pilot programs are not eligible.</p> <p>Meet with an enrollment or academic advisor and let them know you plan to attend with an APS.</p>
Major/Program:	
Program Full-Time Eligible? Yes No	
Advisor Contact:	

Admissions

Admissions Application Deadline:	Before the deadlines – complete the application, pay any fees, and provide all required documents.	<p>HOUSING TIP:</p> <p>At some institutions, housing fills up fast, so if you plan to live on campus, be sure to submit your housing application early, too.</p>
Admissions Requirements:	Once accepted, let the institution know you plan to attend.	
Accepted? Yes No	Conditional admissions means you still must complete the process– submit final high school transcripts immediately after you graduate and meet any other conditions promptly.	
Conditions:		
Conditions Completed? Yes No N/A		

Financial Aid

FAFSA Filed? Yes No Date Filed:	<p>File your FAFSA as soon after January 1 as possible but no later than June 30 (APS deadline). Be sure to file by your institution's financial aid deadline to be considered for more financial aid.</p> <p>Accept (or decline) the financial aid outlined in the school's award notice. Your APS may not appear in your first award notice. Tell your financial aid staff you plan to attend using an APS. If you have significant other grant or scholarship aid, your APS amount may be affected – your financial aid staff can help with any questions.</p>
Financial Aid Deadline:	
Financial Aid Advisor Contact:	
Notified of Intent to Enroll? Yes No	

Courses

Date Course Registration Opens:	<p>Make sure you are registered for sufficient credits/clock hours. If you are responsible for registering for your own classes, register as soon as course registration opens. If you need English and/or Math placement tests, take them as early as you can – and remember to prepare for them!</p> <p>If you're in a credit-based program, find out your school's financial aid certification deadline. Before that date, register for 12 or more credits to receive a full-time APS, or 6 to 11 credits for a half-time APS.</p>
Financial aid certification window:	
# of credits registered for:	
Deadlines to add/drop courses:	

Now that you have the APS Award – Keep it!

Continuing Eligibility

My high school graduation date: _____ + 6 years = My APS expiration date: _____		<p>You must also meet applicable satisfactory academic progress requirements of your postsecondary institution and program.</p> <p>NOTE: Only one year of an award will be made for a single career and technical certificate program, regardless of program length. The CTE APS award cannot be used for other degree types, such as associate's or bachelor's. Occupational endorsement certificates and private pilot's programs are also not eligible.</p> <p>You may use the CTE APS to complete consecutive certificate programs. An APS may be used for no more than 8 semesters/12 quarters (4 academic years), for full-time or half-time attendance.</p>
Cumulative GPA & Credits Completed	Satisfactory Academic Progress Requirements	
Credit-Based Certificate Program:	In a credit-based certificate program, earn:	
Semester: ____ credits ____ GPA Final: ____ credits ____ cumulative GPA	⊕ 24 semester credits for a full-time award ⊕ 12 semester credits for a half-time award ⊕ a 2.0+ cumulative GPA	
Non-Credit-Based Certificate Program:	In a non-credit based certificate program, attend:	
Clock Hours: _____	⊕ at least 30 clock hours per week for not less than 12 weeks for a full-time award	
# of Weeks: _____	⊕ at least 15 clock hours per week for not less than 6 weeks for a half-time award	

Sign up for an Alaska Student Aid Portal (ASAP) account to monitor your APS eligibility and usage online.

Visit APS.alaska.gov



REWARD OFFERED



for Alaska's hard-working students

To apply to use the APS, STUDENTS MUST COMPLETE A FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID) by June 30th of each year, beginning their senior year of high school.

Level 1	Level 2	Level 3
UP TO \$4,755 per year	UP TO \$3,566 per year	UP TO \$2,378 per year
requirements	requirements	requirements
CURRICULUM: see below	CURRICULUM: see below	CURRICULUM: see below
GPA: 3.5 (or greater)	GPA: 3.0 (or greater)	GPA: 2.5 (or greater)
TEST SCORES: ACT: 25 OR SAT: 1680 or WorkKeys: 13 (CTE Award Only)*	TEST SCORES: ACT: 23 OR SAT: 1560 or WorkKeys: 13 (CTE Award Only)*	TEST SCORES: ACT: 21 OR SAT: 1450 or WorkKeys: 13 (CTE Award Only)*

STUDENTS QUALIFYING WITH ONLY WORKKEYS SCORES CAN RECEIVE A CAREER/TECHNICAL EDUCATION (CTE) APS AWARD TO FUND A CERTIFICATE PROGRAM BUT NOT AN ASSOCIATE'S OR OTHER DEGREE.

* A combined score of 13 or higher, with no score below 4, is required in Applied Math, Locating Information, and Reading for Information.

Math & Science

4 UNITS MATH + 4 UNITS SCIENCE + 4 UNITS LANGUAGE ARTS + 4 UNITS SOCIAL STUDIES

For the Math & Science Curriculum, a foreign language, Alaska Native Language, American Sign Language, cultural heritage or fine arts course may be substituted for one unit of social studies.

curriculum

or

Social Studies & Language

2 UNITS of WORLD LANGUAGE (Must be the same foreign, Alaska Native or American Sign language)
 3 UNITS of MATH
 3 UNITS of SCIENCE
 4 UNITS of LANGUAGE ARTS
 4 UNITS of SOCIAL STUDIES

APS Course Lists

MATH	SCIENCE	LANGUAGE ARTS	SOCIAL STUDIES
standard courses algebra 1 algebra 2 geometry trigonometry pre-calculus calculus calculus 2 statistics additional courses	standard courses physical science earth science biology chemistry physics marine biology anatomy & physiology additional courses	standard courses composition American literature world literature speech & debate advanced composition creative writing British literature additional courses	standard courses world history American history geography American government civics economics Alaska history western civilization eastern civilization psychology sociology additional courses

Each school district can offer other approved standard or additional courses. Any approved AP or IB course can be substituted for a relevant APS standard course.

Approved courses may be available through resources such as Alaska's Learning Network (ALearn.net) or Alaska universities. Eligibility is determined based upon courses contained in your school's permanent student record.

For the Social Studies & Language Curriculum, substitution of an approved additional course for a standard APS course is limited to one unit in each subject area (math, science, language arts, and social studies).

For the Math & Science Curriculum, substitution of an approved additional course is limited to one unit of math, two units of science, one unit of language arts, and two units of social studies; and, one unit of a world language, cultural heritage, or fine arts may be substituted for one unit of social studies.

Contact your counselor for more information about standard and additional courses available at your school district.

APS.ALASKA.GOV



Get \$\$ for College

FUTURE APS SCHOLAR

APS.alaska.gov

Alaska Performance Scholarship
GPA + Test Scores + Curriculum + FAFSA
aps.alaska.gov

Math & Science Curriculum

4 units each of: Math, Science,
Social Studies, and Language Arts

— or —

Social Studies & Language Curriculum

2 units of World Language
3 units of Math
3 units of Science
4 units of Language Arts
4 units of Social Studies



Take the right High School courses



Level UP

Level 1 up to \$4,755 per year

- High School GPA 3.5
- ACT 25 or SAT 1680
- Specified high school curriculum

Level 2 up to \$3,566 per year

- High School GPA 3.0
- ACT 23 or SAT 1560
- Specified high school curriculum

Level 3 up to \$2,378 per year

- High School GPA 2.5
- ACT 21 or SAT 1450
- Specified high school curriculum



Get Your

REWARD

Alaska Performance Scholarship

GPA + Test Scores + Curriculum + FAFSA

aps.alaska.gov

Alaska Performance Scholarship

GPA + Test Scores + Curriculum + FAFSA

Math & Science Curriculum

OR

Social Studies & Language Curriculum

4 + **4** + **4** + **4**
UNITS UNITS UNITS UNITS
MATH SCIENCE LANGUAGE SOCIAL
ARTS STUDIES

2 UNITS of WORLD LANGUAGE
3 UNITS of MATH
3 UNITS of SCIENCE
4 UNITS of LANGUAGE ARTS
4 UNITS of SOCIAL STUDIES

APS.alaska.gov





REWARD OFFERED

Up to \$4,755 a year for Alaska's hard-working students.





What should I do now ?

- ✓ Discuss the APS curriculum with your high school counselor or academic advisor.
- ✓ Sign up for the SAT and/or ACT ASAP!
Have your scores sent to your high school. They must be received before you graduate.

	Test Dates	Registration Deadlines		Test Dates	Registration Deadlines
SAT	Nov 8	Oct 9	ACT	Dec 13	Nov 7
	Dec 6	Nov 6		Feb 7	Jan 9
	Jan 24	Dec 29		Apr 18	Mar 13
	Mar 14	Feb 13			

sat.collegeboard.org

actstudent.org

The Alaska Performance Scholarship (APS) is an invitation to excellence for Alaska's students, parents, and educators. To be eligible, students must take a specific, rigorous high school curriculum; earn a minimum 2.5 GPA; and do well on a qualifying college or career-readiness exam. Three award levels are offered and any future Alaska high school graduate may become eligible!

For more information and specific requirements go to: APS.alaska.gov

- ✓ To apply, most qualified students need to complete only the Free Application for Federal Student Aid (FAFSA). Awards can be used at participating colleges or universities in Alaska, or for approved career and technical education programs in the state.

Administered by the Alaska Commission on Postsecondary Education, the APS is a program of the State of Alaska and subject to annual approval of funding.

9/2014



REWARD OFFERED

Up to \$4,755* a year for Alaska's hard-working students.



Alaska Performance
Scholarship



The Alaska Performance Scholarship (APS) is an invitation to excellence for Alaska's students, parents, and educators. To be eligible, students must take a specific, rigorous high school curriculum; earn a minimum 2.5 GPA; and do well on a qualifying college or career-readiness exam. Three award levels are offered and any future Alaska high school graduate may become eligible!

For more information and specific requirements go to: APS.alaska.gov

To apply, most qualified students need to complete only the Free Application for Federal Student Aid (FAFSA). Awards can be used at participating colleges or universities in Alaska, or for approved career and technical education programs in the state.

*Administered by the Alaska Commission on Postsecondary Education, the APS is a program of the State of Alaska and subject to annual approval of funding

REPRESENTATIVE JIM COLVER
ALASKA STATE LEGISLATURE HOUSE DISTRICT 9

SESSION
Alaska State Capitol
Juneau, AK 99801
Phone: (907) 465-4859
Fax: (907) 465-3799
Toll Free: 888-465-4859



INTERIM
600 E. Railroad Avenue
Wasilla, AK 99654
Phone: (907) 373-6287
Fax: (907) 373-6288

**HB 97 – AN ACT RELATING TO APPLICATION REQUIREMENTS FOR
THE ALASKA PERFORMANCE SCHOLARSHIP PROGRAM**

HB 98 prohibits the Department of Education or the Alaska Commission on Higher Education from requiring an applicant for an Alaska Performance Scholarship to submit the FAFSA (Free application for Federal Student Aid).

The Alaska Performance Scholarship is a merit-based scholarship that awards an Alaskan high school student's hard work. It is measured by completing specified coursework, GPA, and test score on ACT or SAT.

The FAFSA is used to determine a family's eligibility for federal financial aid programs and delves into the students' financial situation and often their parent's financial situation.

HB 98 was introduced because there is no compelling state interest in gathering personal financial data to award a merit-based scholarship. I urge your support.

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version: HB 97
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB097-EED-SSA-2-27-15
Title: AK PERFORMANCE SCHOLARSHIP: FINANCIAL AID
Sponsor: COLVER
Requester: House Education Committee

Department: Department of Education and Early Development
Appropriation: Teaching and Learning Support
Allocation: Student and School Achievement
OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates					
			FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services	160.0							
Commodities	45.0							
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	205.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

1004 Gen Fund	205.0							
Total	205.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time								
Part-time								
Temporary								

Change in Revenues								
---------------------------	--	--	--	--	--	--	--	--

Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? no
If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By:	Dr. Susan McCauley	Phone:	(907)465-2857
Division:	Director, Teaching and Learning Support	Date:	02/26/2015 03:50 PM
Approved By:	Mike Hanley	Date:	02/27/15
Agency:	Commissioner		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2015 LEGISLATIVE SESSION

BILL NO. HB 97

Analysis

Currently, DEED gathers student academic eligibility data for the Alaska Performance Scholarship (APS) on July 15th through the summer on-line Alaska information system (OASIS). Under this legislation, DEED would be required to gather data needed to determine APS eligibility, and to collect individual student contact information through a new data collection early in June. This new data collection will be verified through the Student Report Manager system (SRM).

The SRM would need to be modified to gather the additional APS data as a separate collection outside of OASIS. Modifying the SRM system runs \$40,000 per data element. In order to gather student address information, it is estimated that a minimum of four new data elements would need to be added to the SRM. Estimated cost: \$160.00. Modifying data collection handbooks and training materials is estimated at \$45.0. Building the additional data collection would need to take place in FY16 with full implementation effective in FY17.

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version: HB 97
Fiscal Note Number: _____
() Publish Date: _____

Identifier: HB097-EED-ACPE-2-27-15
Title: AK PERFORMANCE SCHOLARSHIP; FINANCIAL
AID
Sponsor: COLVER
Requester: (H) EDC

Department: Department of Education and Early Development
Appropriation: Alaska Performance Scholarship Awards
Allocation: Alaska Performance Scholarship Awards
OMB Component Number: 2990

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016 Appropriation Requested	Included in Governor's FY2016 Request	Out-Year Cost Estimates				
			FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES	FY 2016	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Personal Services	93.0		41.7	41.7	41.7	41.7	41.7
Travel							
Services	50.0		50.0	50.0	50.0	50.0	50.0
Commodities							
Capital Outlay	1.2						
Grants & Benefits							
Miscellaneous							
Total Operating	144.2	0.0	91.7	91.7	91.7	91.7	91.7

Fund Source (Operating Only)

1226 High Ed	144.2		91.7	91.7	91.7	91.7	91.7
Total	144.2	0.0	91.7	91.7	91.7	91.7	91.7

Positions

Full-time	1.0						
Part-time							
Temporary	1.0						

Change in Revenues							
---------------------------	--	--	--	--	--	--	--

Estimated SUPPLEMENTAL (FY2015) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 100.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
If yes, by what date are the regulations to be adopted, amended or repealed? 03/01/16

Why this fiscal note differs from previous version:

Prepared By: <u>Diane Barrans</u>	Phone: <u>(907)465-6740</u>
Division: <u>Alaska Commission on Postsecondary Education</u>	Date: <u>02/27/2015 04:25 PM</u>
Approved By: <u>Diane Barrans</u>	Date: <u>02/27/15</u>
Agency: <u>Alaska Commission on Postsecondary Education</u>	

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2015 LEGISLATIVE SESSION

BILL NO. HB97

Analysis

Under HB 97, which would disallow use of the existing Free Application for Federal Student Aid (FAFSA) based process, an alternative scholarship application would need to be developed for Alaska Performance Scholarships (APS).

Currently student information to determine APS eligibility comes to ACPE from two different sources:

1) The great majority of individuals planning to attend an accredited postsecondary institution complete the FAFSA each spring (between January 1 and June 30). As Alaska's state grant agency, ACPE receives student SSN, address and planned postsecondary school of attendance electronically from the United States Department of Education, at the same time FAFSA information is sent to the student's planned postsecondary institution.

2) ACPE then matches FAFSA-provided information with incoming APS eligibility information received from EED (late July to early August)(district-provided information about students' scholarship eligibility level and type).

Based on this information ACPE sends eligibility notices to both students and postsecondary institutions and requests the institutions to certify student enrollment in an eligible program.

Should this application process be nullified, ACPE will need a process to: collect student eligibility, address and contact information from the school districts; conduct an annual communication campaign to ensure eligible students are aware of the need to complete a separate APS application; collect planned postsecondary school of attendance and related information from students (new application process to replace FAFSA); and validate and link the two data sets collected from districts and students

Staffing

Business Analyst – Range 18 (temporary) \$51,269

Financial Aid Servicing Specialist – Range 14 (permanent) \$41,732

Capital Appropriation

Analysis, design, development and testing of enhancements to scholarship management system to 1) create ability to accept an electronic file from school districts and link individual information to student applications, 2) create new APS application to replace FAFSA, 3) enhance enrollment certification process for postsecondary institutions, and 4) manage communications with individual students. \$100,000 Fund source: 1226 Higher Education Investment Fund

Annual estimated increase in system maintenance costs due to new functionalities \$20,000

Annual server hosting and maintenance \$30,000

Supplies and Equipment

Server Hardware \$1,200

Total \$244,201

Note that this estimate does not include costs to districts of generating files to ACPE or costs to postsecondary institutions of certifying enrollment eligibility.

Section 2 of the bill nullifies current scholarship application regulations in their totality which will require ACPE to promulgate regulations to establish an alternative application process no later than spring 2016.



myAlaska | Resident | Business in Alaska | Visiting Alaska | State Employees

Login Register

ABOUT US MY ACCOUNT FINANCIAL AID PLANNING REPORTS



Alaska Performance Scholarship

FINANCIAL AID > Grants & Scholarships > Alaska Performance Scholarship

Alaska High School Students –
Earn the Alaska Performance Scholarship (APS) to pay for college or training in Alaska



Grants & Scholarships

AK Performance Scholarship

AK Education Grant

Loans

The FAFSA

Exchange Programs

Login to ASAP
Alaska Student Aid Portal

Level 1	Level 2	Level 3
up to \$4,755 per year	up to \$3,566 per year	up to \$2,378 per year
<ul style="list-style-type: none"> High School GPA 3.5 ACT - 25 or SAT 1680 Specified high school curriculum 	<ul style="list-style-type: none"> High School GPA 3.0 ACT - 23 or SAT 1560 Specified high school curriculum 	<ul style="list-style-type: none"> High School GPA 2.5 ACT - 21 or SAT 1450 Specified high school curriculum

Career and Technical Awards can be earned with qualifying WorkKeys instead of ACT/SAT scores.

- Same curriculum requirements and award levels as the collegiate award
- With the determining factor for the level awarded being the students GPA

Track your Alaska Performance Scholarship (APS) and AlaskAdvantage Education Grant (AEG).

- Was my FAFSA received?
- What APS level did my school report for me?
- How much time do I have left to use my awards?
- Why did I not get an award this year?

LOGIN >

I want to be alerted to new scholarship information!

I am a(n):*

Name:*

Email:*

* required

- About the APS
- Getting Ready
- Qualifying/Eligibility
- Testing
- Application Information
- Receiving the First Award
- Continuing to Receive Awards
- Download APS Checklists
- Private/Home-School Students
- Program Rules and Reports

WHAT is the Alaska Performance Scholarship (APS)?

The Alaska Performance Scholarship provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams, can earn an Alaska Performance Scholarship to qualified Alaska colleges, universities, or vocational/technical programs.

WHO can get the APS?

Alaska residents who graduate from an Alaska high school (public, private, or home school), in 2011 or later and meet the qualifying requirements are eligible for an APS award.

WHERE can the APS be used?

The APS can be used at any participating college or university in Alaska, or for approved career and technical education programs in the state. Click here for more information on participating Alaska postsecondary institutions.

HOW MUCH is the APS?

There are three maximum annual award levels: up to \$4,755, \$3,566, and \$2,378. Maximum levels are established based on a combination of minimum GPA and test scores. An APS award may not exceed qualifying costs of attendance (which typically include tuition; fees; required books, supplies, and equipment; room and board; and transportation)

Postsecondary Institutions

remaining after considering all other non-loan aid the student is eligible for. Students may remain eligible for up to 8 semesters, but must fully use the APS within six years of high school graduation.

WHEN will the APS be available?

The APS is sent to schools in two payments, usually 50% of the award when the student begins attendance, and the other 50% at the start of the next term or midpoint of a CTE program. Generally, your school will first apply your APS funds to your outstanding school debt for that year, if any, and then pay any remaining funds to you. Final award notification is made after the postsecondary education confirms qualifying enrollment. Students can monitor their status in their Alaska Student Aid Portal (ASAP) account.

FAQ about the Scholarship

- > **When will I be able to find out my APS award level?**
- > **Is funding available for scholarships?**
- > **How much is the scholarship award?**
- > **What determines the level of scholarship earned?**
- > **What is the difference between the UA Scholars program and the Alaska Performance Scholarship?**
- > **Can students who are UA Scholars also receive an Alaska Performance Scholarship?**
- > **What Does APS/AEG Set -Aside Eligible High Schools Mean?**

FAQs about Curriculum

- > **What does a "rigorous high school curriculum" mean?**
- > **Is there anything I can do if my school doesn't offer enough courses to meet the curriculum requirements?**

Alaska School Contact Lookup Tool

Select a school for the drop down menu below. Information for an Alaska Performance Scholarship contact person will display to the right.

Please report incorrect school contact information to Shari Paul .

- MAKE A SELECTION -

Information for School District Staff

APS Program Participation For Educational Institutions

Thank you for your work helping students prepare to be eligible for the Alaska Performance Scholarship (APS).

Shari Paul is the APS Program Coordinator for the Department of Education & Early Development (EED). She is responsible for helping school districts meet their obligations to: 1) determine students' APS eligibility, 2) ensure this information becomes part of each student's permanent school records, and, 3) ensure student eligibility status is transmitted to EED.

School districts will provide this information to EED through their Summer OASIS reporting. The due date for the Summer OASIS data collection is July 15. EED encourages school districts to submit their complete and accurate data in a timely fashion so that students will receive ample notice of their eligibility status.

Check back frequently for new information or subscribe to updates for important changes.



All schools or postsecondary training providers requesting to administer Alaska Performance Scholarship (APS) funds must:

1. Have an established status with the Commission on Postsecondary Education.
2. Submit the Program Participation Agreement and all supporting documentation.

View a list of participating Alaska postsecondary institutions .

Important Information: The deadline for the application period for Alaska postsecondary institutions wishing to enroll students receiving APS funds is June 30 of the preceding year the institution wishes to enroll students receiving APS funds. For more information, please contact our school compliance manager at EED.ACPE-IA@alaska.gov or direct at 907-465-6678.

> **Information for School Districts**

> **Course Approval Information for School Districts (provided by Department of Education & Early Development)**

> **APS/AEG SET-ASIDE ELIGIBLE HIGH SCHOOLS:**

> **Accredited or ACPE-Authorized**

> **Non-Accredited, Non-Authorized**

MEET APS RECIPIENTS – We are proud of all the dedicated students that have received the APS, here are 3 student stories.



Andrew Lastimoso

– APS Level 2, 2013

Money was tight when Andrew's parents were raised in the Philippines, so tight that as children they would



Sheryce Marshall

– APS Level 3, 2012

Life didn't always come easy for Thunder Mountain High School graduate Sheryce Marshall. But with a positive



Ian Sanders

– APS Level 1, 2011

Ian said his family could not afford to send him to college. Then he learned about the Alaska Performance

study by candlelight because their families couldn't afford electricity. Both parents, knowing the value of an education, pursued and instilled that same value in Dimond HS graduate Andrew Lastimoso. Andrew now shares his journey for the Alaska Performance Scholarship with the rest of us.



attitude, perseverance, and a little help from the Alaska Performance Scholarship Sheryce is living the dream she's envisioned for herself. This is Sheryce's story.



Scholarship from his Bethel High School College & Career Guide. Loaded with this information and focused determination, Ian graduated with a 4.4 GPA! He is now attending UAA and ready to change the world! This is Ian's story.



COLLEGE PLANNING

- AKCIS
- Success Center
- College & Career Advising Corps
- Going to College in AK Magazine
- College Goal Alaska
- I Know I Can
- Kids2College
- Meet APS Recipients

FINANCIAL AID

- Alaska Performance Scholarship
- Alaskadvantage Education Grant
- Education Loans
- FAFSA
- Forms
- Make a Payment
- Repayment Plans

ABOUT US

- About Us
- Programs & Services
- Press Releases
- Publications
- Employment

CONSUMER PROTECTION

- Student Complaints
- Institutional Authorization

RESEARCH & POLICY ANALYSIS

- ANSWERS
- Research

CONTACTS



Copyright (c) 2015 Alaska Commission on Postsecondary Education - Alaska Student Loan Corporation | Privacy Statement | Terms Of Use
This site is the official website of the Alaska Commission on Postsecondary Education (ACPE) - funded by the Alaska Student Loan Corporation (ASLC) - and its affiliated programs. ACPE offers a suite of financial aid and outreach services, including low-cost student education loans. A complete list of related programs is available under Programs and Services. ACPE does not provide payday loans or cash advances, nor does ACPE endorse or lend its name to any such products. All content and materials on the ACPE site are protected by State, U.S., and international copyright laws. For more information, read our Terms of Use.





myAlaska | Resident | Business In Alaska | Visiting Alaska | State Employees

Login Register

ABOUT US MY ACCOUNT FINANCIAL AID PLANNING REPORTS



The FAFSA

FINANCIAL AID > The FAFSA

What is the FAFSA?

The U.S. Department of Education uses the Free Application for Federal Student Aid (FAFSA) to evaluate a family's eligibility for federal student financial aid programs such as the Pell Grant, Work-Study, and federal student loans. Detailed information on federal student aid programs is available at www.studentaid.ed.gov.

Many other organizations also use it to determine eligibility for their financial aid programs. The ACPE uses information from the FAFSA to award:

- the Alaska Education Grant
- the Alaska Performance Scholarship

It is also required to qualify for many campus-based and private scholarships.

Complete the FAFSA Now!

Applying is fast, safe, free and easy at www.fafsa.ed.gov.



January 1st through February 15th (starting in your senior year in high school) is the best time to submit your FAFSA. However, some institutions have earlier FAFSA deadlines - *check with your financial aid office to find out.*

Did you know you can file the FAFSA before your taxes? You can use estimated information to meet deadlines, and file a correction once your taxes are complete.

Many programs also have later deadlines. The deadline to file a FAFSA for the Alaska Performance Scholarship and Alaska Education Grant is June 30. Don't hesitate to file your FAFSA later in the year even if you missed the best time to file - you may still qualify for some aid.

Remember that you need to submit a new FAFSA every year while you attend school. Fill out your FAFSA at www.fafsa.ed.gov.

Grants & Scholarships

Loans

The FAFSA

Exchange Programs

COLLEGE PLANNING

- AKCIS
- Success Center
- College & Career Advising Corps
- Going to College in AK Magazine
- College Goal Alaska
- I Know I Can
- Kids2College
- Meet APS Recipients

FINANCIAL AID

- Alaska Performance Scholarship
- Alaskadvantage Education Grant

ABOUT US

- About Us
- Programs & Services
- Press Releases
- Publications
- Employment

CONSUMER PROTECTION

- Student Complaints
- Institutional Authorization

RESEARCH & POLICY ANALYSIS

- ANSWERS
- Research

CONTACTS

- Education Loans
- FAFSA
- Forms
- Make a Payment
- Repayment Plans



Copyright (c) 2015 Alaska Commission on Postsecondary Education - Alaska Student Loan Corporation | [Privacy Statement](#) | [Terms Of Use](#)
This site is the official website of the Alaska Commission on Postsecondary Education (ACPE) - funded by the Alaska Student Loan Corporation (ASLC) - and its affiliated programs. ACPE offers a suite of financial aid and outreach services, including low-cost student education loans. A complete list of related programs is available under [Programs and Services](#). ACPE does not provide payday loans or cash advances, nor does ACPE endorse or lend its name to any such products. All content and materials on the ACPE site are protected by State, U.S., and international copyright laws. For more information, read our [Terms of Use](#).



20 AAC 16.215. Application procedure

(a) No later than June 30 of the year the student intends to enroll in postsecondary education, a student attending an institution that is authorized to participate in federal student aid programs under 20 U.S.C. 1070 - 1099d (Title IV of the Higher Education Act of 1965), and who meets the eligibility requirements of 20 AAC 16.210, must annually submit a completed Free Application for Federal Student Aid (FAFSA) that results in generation of an Institutional Student Information Record (ISIR).

(b) An applicant may be required to submit supplemental information to verify eligibility, including verifying FAFSA data and institutional certifications.

(c) No later than June 30 of the year the student intends to enroll in postsecondary education, a student who is attending an institution that is not authorized to participate in federal student aid programs under 20 U.S.C. 1070 - 1099d (Title IV of the Higher Education Act of 1965), but who meets the eligibility requirements of 20 AAC 16.210, must submit a completed alternate application provided by the commission.

(d) Notwithstanding any other provision in this section, and subject to the availability of appropriations, the executive director may consider applications from students submitting a completed FAFSA after June 30 but before December 16 of a year.



(<https://www.cornell.edu>)Cornell University Law School (<http://www.lawschool.cornell.edu/>)Search Cornell (<https://www.cornell.edu/search/>)

U.S. Code (</uscode/text/>) › Title 20 (</uscode/text/20/>) › Chapter 28 (</uscode/text/20/chapter-28/>) › Subchapter IV (</uscode/text/20/chapter-28/subchapter-IV/>) › Part B (</uscode/text/20/chapter-28/subchapter-IV/part-B/>) › § 1082

20 U.S. Code § 1082 - Legal powers and responsibilities

Current through Pub. L. 113-234 (<http://www.gpo.gov/fdsys/pkg/PLAW-113publ234/html/PLAW-113publ234.htm>). (See Public Laws for the current Congress (<http://thomas.loc.gov/home/LegislativeData.php?n=PublicLaws>.)

US Code (/uscode/text/20/1082?qt-us_code_temp_noupdates=0#qt-us_code_temp_noupdates)

Notes (/uscode/text/20/1082?qt-us_code_temp_noupdates=1#qt-us_code_temp_noupdates)

Authorities (CFR) (/uscode/text/20/1082?qt-us_code_temp_noupdate [prev \(/uscode/text/20/1081\)](/uscode/text/20/1081) | [next \(/uscode/text/20/1083\)](/uscode/text/20/1083))

(a) General powers

In the performance of, and with respect to, the functions, powers, and duties, vested in him by this part, the Secretary may—

(1) prescribe such regulations as may be necessary to carry out the purposes of this part, including regulations applicable to third party servicers (including regulations concerning financial responsibility standards for, and the assessment of liabilities for program violations against, such servicers) to establish minimum standards with respect to sound management and accountability of programs under this part, except that in no case shall damages be assessed against the United States for the actions or inactions of such servicers;

(2) sue and be sued in any court of record of a State having general jurisdiction or in any district court of the United States, and such district courts shall have jurisdiction of civil actions arising under this part without regard to the amount in controversy, and action instituted under this subsection by or against the Secretary shall survive notwithstanding any change in the person occupying the office of Secretary or any vacancy in that office; but no attachment, injunction, garnishment, or other similar process, mesne or final, shall be issued against the Secretary or property under the Secretary's control and nothing herein shall be construed to except litigation arising out of activities under this part from the application of sections 509 (</uscode/text/28/509>), 517 (</uscode/text/28/517>), 547 (</uscode/text/28/547>), and 2679 (</uscode/text/28/2679>) of title 28 (</uscode/text/28/>);

(3) include in any contract for Federal loan insurance such terms, conditions, and covenants relating to repayment of principal and payment of interest, relating to the Secretary's obligations and rights to

U.S. Code Toolbox

Wex: Education Law: Overview (</wex/education/>)

Download the PDF (13 pgs)

(<http://www.law.cornell.edu/uscode/pdf/uscode/text/20/1082.pdf>) Title 20 USC, RSS Feed

(<http://www.law.cornell.edu/uscode/rss/uscode/text/20/1082.rss>) Table of Popular Names (</topn/>)

Parallel Table of Authorities (</ptoa/>)

2+1 0



GET STARTED NOW

Stay Involved

- LII Announce Blog (<http://blog.law.cornell.edu>)
- LII Supreme Court Bulletin (<http://liibulletin.law.cornell.edu>)
- Make a donation (<http://www.law.cornell.edu/donors/>)
- Contribute content (<http://www.law.cornell.edu/wex/>)
- Become a sponsor (<http://www.law.cornell.edu/lii/busin/>)
- Give feedback (<http://www.law.cornell.edu/contact>)

those of eligible lenders, and borrowers in case of default, and relating to such other matters as the Secretary determines to be necessary to assure that the purposes of this part will be achieved; and any term, condition, and covenant made pursuant to this paragraph or pursuant to any other provision of this part may be modified by the Secretary, after notice and opportunity for a hearing, if the Secretary finds that the modification is necessary to protect the United States from the risk of unreasonable loss;

(4) subject to the specific limitations in this part, consent to modification, with respect to rate of interest, time of payment of any installment of principal and interest or any portion thereof, or any other provision of any note or other instrument evidencing a loan which has been insured by the Secretary under this part;

(5) enforce, pay, or compromise, any claim on, or arising because of, any such insurance or any guaranty agreement under section 1078 (/uscode/text/20/1078) (c) (/uscode/text/20/usc_sec_20_00001078---000-#c) of this title; and

(6) enforce, pay, compromise, waive, or release any right, title, claim, lien, or demand, however acquired, including any equity or any right of redemption.

(b) Financial operations responsibilities

The Secretary shall, with respect to the financial operations arising by reason of this part prepare annually and submit a budget program as provided for wholly owned Government corporations by chapter 91 (/uscode/text/31/subtitle-VI/chapter-91) of title 31 (/uscode/text/31). The transactions of the Secretary, including the settlement of insurance claims and of claims for payments pursuant to section 1078 (/uscode/text/20/1078) of this title, and transactions related thereto and vouchers approved by the Secretary in connection with such transactions, shall be final and conclusive upon all accounting and other officers of the Government. The Secretary may not enter into any settlement of any claim under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-I/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-I) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) that exceeds \$1,000,000 unless—

- (1) the Secretary requests a review of the proposed settlement of such claim by the Attorney General; and
- (2) the Attorney General responds to such request, which may include, at the Attorney General's discretion, a written opinion related to such proposed settlement.

(c) Data collection

(1) Collection by category of loan

(A) For loans insured after December 31, 1976, or in the case of each insurer after such earlier date where the data required by this subsection are available, the Secretary and all other insurers under this part shall collect and accumulate all data relating to

- (i) loan volume insured and
- (ii) defaults reimbursed or default rates according to the categories of loans listed in subparagraph (B) of this paragraph.

Found: Energy Source Hidden in Rocky Mountains

Armed guards surround this technology.

Full report reveals shocking details.



Find a Lawyer
Get your Free Report

Lawyers

near Auke Bay, Alaska

Lawyers: get listed for free!

(<https://lawyers.justia.com/signup?ref=cornell>)

(<http://lawyers.law.cornell.edu/lawyer/larrywoolford-898012>)

Larry Woolford

(<http://lawyers.law.cornell.edu/lawyer/larrywoolford-898012>)

Personal Injury

Juneau, AK

claimed Badge



(<http://lawyers.law.cornell.edu/lawyer/brandonmarx-897945>)

Brandon Marx

(<http://lawyers.law.cornell.edu/lawyer/brandonmarx-897945>)

Business Law, Criminal Law,

Divorce, Family Law, Legal

Malpractice, Personal Injury, Real

Estate Law

Sitka, AK

claimed Badge



(<http://lawyers.law.cornell.edu/lawyer/lisa-a-mariotti-1014255>)

Lisa A. Mariotti

(<http://lawyers.law.cornell.edu/lawyer/lisa-a-mariotti-1014255>)

JUNEAU, AK

claimed Badge

(B) The data indicated in subparagraph (A) of this paragraph shall be accumulated according to the category of lender making the loan and shall be accumulated separately for lenders who are

- (i) eligible institutions,
- (ii) State or private, nonprofit direct lenders,
- (iii) commercial financial institutions who are banks, savings and loan associations, or credit unions, and
- (iv) all other types of institutions or agencies.

(C) The Secretary may designate such additional subcategories within the categories specified in subparagraph (B) of this paragraph as the Secretary deems appropriate.

(D) The category or designation of a loan shall not be changed for any reason, including its purchase or acquisition by a lender of another category.

(2) Collection and reporting requirements

(A) The Secretary shall collect data under this subsection from all insurers under this part and shall publish not less often than once every fiscal year a report showing loan volume guaranteed and default data for each category specified in subparagraph (B) of paragraph (1) of this subsection and for the total of all lenders.

(B) The reports specified in subparagraph (A) of this paragraph shall include a separate report for each insurer under this part including the Secretary, and where an insurer insures loans for lenders in more than one State, such insurer's report shall list all data separately for each State.

(3) Institutional, public, or nonprofit lenders

For purposes of clarity in communications, the Secretary shall separately identify loans made by the lenders referred to in clause (i) and loans made by the lenders referred to in clause (ii) of paragraph (1)(B) of this subsection.

(d) Delegation

(1) Regional offices

The functions of the Secretary under this part listed in paragraph (2) of this subsection may be delegated to employees in the regional office of the Department.

(2) Delegable functions

The functions which may be delegated pursuant to this subsection are—

- (A) reviewing applications for loan insurance under section 1079 (/uscode/text/20/1079) of this title and issuing contracts for Federal loan insurance, certificates of insurance, and certificates of comprehensive insurance coverage to eligible lenders which are financial or credit institutions subject to examination and supervision by an agency of the United States or of any State;



(<http://lawyers.law.cornell.edu/lawyer/jame-mcgowan-898575>)

James McGowan

(<http://lawyers.law.cornell.edu/lawyer/jame-mcgowan-898575>)

Business Law, Criminal Law, Gov & Administrative Law, Insurance Claims, Municipal Law
Sitka, AK

claimed Badge

(<http://lawyers.law.cornell.edu/lawyer/brian-hanson-896090>)

Brian E. Hanson

(<http://lawyers.law.cornell.edu/lawyer/brian-hanson-896090>)

Business Law, Divorce, Family Law, Real Estate Law
Sitka, AK

claimed Badge

See More Lawyers

(<http://lawyers.law.cornell.edu/lawyers/alaska>)

All lawyers

(<http://lawyers.law.cornell.edu/lawyers/local>)

(B) receiving claims for payments under section 1080 (/uscode/text/20/1080) (a) (/uscode/text/20/usc_sec_20_00001080—000-#a) of this title, examining those claims, and pursuant to regulations of the Secretary, approving claims for payment, or requiring lenders to take additional collection action as a condition for payment of claims; and

(C) certifying to the central office when collection of defaulted loans has been completed, compromising or agreeing to the modification of any Federal claim against a borrower (pursuant to regulations of the Secretary issued under subsection (a) of this section), and recommending litigation with respect to any such claim.

(e) Use of information on borrowers

Notwithstanding any other provision of law, the Secretary may provide to eligible lenders, and to any guaranty agency having a guaranty agreement under section 1078 (/uscode/text/20/1078) (c)(1) (/uscode/text/20/usc_sec_20_00001078—000-#c_1) of this title, any information with respect to the names and addresses of borrowers or other relevant information which is available to the Secretary, from whatever source such information may be derived.

(f) Audit of financial transactions

(1) Comptroller General and Inspector General authority

The Comptroller General and the Inspector General of the Department of Education shall each have the authority to conduct an audit of the financial transactions of—

(A) any guaranty agency operating under an agreement with the Secretary pursuant to section 1078 (/uscode/text/20/1078) (b) (/uscode/text/20/usc_sec_20_00001078—000-#b) of this title;

(B) any eligible lender as defined in section 1085 (/uscode/text/20/1085) (d)(1) (/uscode/text/20/usc_sec_20_00001085—000-#d_1) of this title;

(C) a representative sample of eligible lenders under this part, upon the request of either of the authorizing committees, with respect to the payment of the special allowance under section 1087-1 (/uscode/text/20/1087-1) of this title in order to evaluate the program authorized by this part.

(2) Access to records

For the purpose of carrying out this subsection, the records of any entity described in subparagraph (A), (B), (C), or (D) ⁽¹⁾ of paragraph (1) shall be available to the Comptroller General and the Inspector General of the Department of Education. For the purpose of section 716 (/uscode/text/31/716) (c) (/uscode/text/31/usc_sec_31_00000716—000-#c) of title 31 (/uscode/text/31), such records shall be considered to be records to which the Comptroller General has access by law, and for the purpose of section 6(a)(4) of the Inspector General Act of 1978, such records shall be considered to be records necessary in the performance of functions assigned by that Act to the Inspector General.

(3) "Record" defined

For the purpose of this subsection, the term "record" includes any information, document, report, answer, account, paper, or other data or documentary evidence.

(4) Audit procedures

In conducting audits pursuant to this subsection, the Comptroller General and the Inspector General of the Department of Education shall audit the records to determine the extent to which they, at a minimum, comply with Federal statutes, and rules and regulations prescribed by the Secretary, in effect at the time that the record was made, and in no case shall the Comptroller General or the Inspector General apply subsequently determined standards, procedures, or regulations to the records of such agency, lender, or Authority.

(g) Civil penalties

(1) Authority to impose penalties

Upon determination, after reasonable notice and opportunity for a hearing, that a lender or a guaranty agency—

(A) has violated or failed to carry out any provision of this part or any regulation prescribed under this part, or

(B) has engaged in substantial misrepresentation of the nature of its financial charges,

the Secretary may impose a civil penalty upon such lender or agency of not to exceed \$25,000 for each violation, failure, or misrepresentation.

(2) Limitations

No civil penalty may be imposed under paragraph (1) of this subsection unless the Secretary determines that—

(A) the violation, failure, or substantial misrepresentation referred to in that paragraph resulted from a violation, failure, or misrepresentation that is material; and

(B) the lender or guaranty agency knew or should have known that its actions violated or failed to carry out the provisions of this part or the regulations thereunder.

(3) Correction of failure

A lender or guaranty agency has no liability under paragraph (1) of this subsection if, prior to notification by the Secretary under that paragraph, the lender or guaranty agency cures or corrects the violation or failure or notifies the person who received the substantial misrepresentation of the actual nature of the financial charges involved.

(4) Consideration as single violation

For the purpose of paragraph (1) of this subsection, violations, failures, or substantial misrepresentations arising from a specific practice of a lender or guaranty agency, and occurring prior to notification by the Secretary under that paragraph, shall be deemed to be a single violation, failure, or substantial misrepresentation even if the violation, failure, or substantial misrepresentation affects more than one loan or more than one borrower, or both. The Secretary may only impose a

single civil penalty for each such violation, failure, or substantial misrepresentation.

(5) Assignees not liable for violations by others

If a loan affected by a violation, failure, or substantial misrepresentation is assigned to another holder, the lender or guaranty agency responsible for the violation, failure, or substantial misrepresentation shall remain liable for any civil money penalty provided for under paragraph (1) of this subsection, but the assignee shall not be liable for any such civil money penalty.

(6) Compromise

Until a matter is referred to the Attorney General, any civil penalty under paragraph (1) of this subsection may be compromised by the Secretary. In determining the amount of such penalty, or the amount agreed upon in compromise, the Secretary shall consider the appropriateness of the penalty to the resources of the lender or guaranty agency subject to the determination; the gravity of the violation, failure, or substantial misrepresentation; the frequency and persistence of the violation, failure, or substantial misrepresentation; and the amount of any losses resulting from the violation, failure, or substantial misrepresentation. The amount of such penalty, when finally determined, or the amount agreed upon in compromise, may be deducted from any sums owing by the United States to the lender or agency charged, unless the lender or agency has, in the case of a final agency determination, commenced proceedings for judicial review within 90 days of the determination, in which case the deduction may not be made during the pendency of the proceeding.

(h) Authority of the Secretary to impose and enforce limitations, suspensions, and terminations

(1) Imposition of sanctions

(A) If the Secretary, after a reasonable notice and opportunity for hearing to an eligible lender, finds that the eligible lender—

(I) has substantially failed—

(I) to exercise reasonable care and diligence in the making and collecting of loans under the provisions of this part,

(II) to make the reports or statements under section 1078

(/uscode/text/20/1078) (a)(4)

(/uscode/text/20/usc_sec_20_00001078---000-#a_4) of this title, or

(III) to pay the required loan insurance premiums to any guaranty agency, or

(II) has engaged in—

(I) fraudulent or misleading advertising or in solicitations that have resulted in the making of loans insured or guaranteed under this part to borrowers who are ineligible; or

(II) the practice of making loans that violate the certification for eligibility provided in section 1078 (/uscode/text/20/1078) of this title,

the Secretary shall limit, suspend, or terminate that lender from participation in the insurance programs operated by guaranty agencies under this part.

(B) The Secretary shall not lift any such limitation, suspension, or termination until the Secretary is satisfied that the lender's failure under subparagraph (A)(i) of this paragraph or practice under subparagraph (A)(ii) of this paragraph has ceased and finds that there are reasonable assurances that the lender will—

- (i)** exercise the necessary care and diligence,
- (ii)** comply with the requirements described in subparagraph (A)(i), or
- (iii)** cease to engage in the practices described in subparagraph (A)(ii),

as the case may be.

(2) Review of sanctions on lenders

(A) The Secretary shall review each limitation, suspension, or termination imposed by any guaranty agency pursuant to section 1078 ([/uscode/text/20/1078](#)) (b)(1)(U) ([/uscode/text/20/usc_sec_20_00001078---000-#b_1_U](#)) of this title within 60 days after receipt by the Secretary of a notice from the guaranty agency of the imposition of such limitation, suspension, or termination, unless the right to such review is waived in writing by the lender. The Secretary shall uphold the imposition of such limitation, suspension, or termination in the student loan insurance program of each of the guaranty agencies under this part, and shall notify such guaranty agencies of such sanction—

- (i)** if such review is waived; or
- (ii)** if such review is not waived, unless the Secretary determines that the limitation, suspension, or termination was not imposed in accordance with requirements of such section.

(B) The Secretary's review under this paragraph of the limitation, suspension, or termination imposed by a guaranty agency pursuant to section 1078 ([/uscode/text/20/1078](#)) (b)(1)(U) ([/uscode/text/20/usc_sec_20_00001078---000-#b_1_U](#)) of this title shall be limited to—

- (i)** a review of the written record of the proceedings in which the guaranty agency imposed such sanctions; and
- (ii)** a determination as to whether the guaranty agency complied with section 1078 ([/uscode/text/20/1078](#)) (b)(1)(U) ([/uscode/text/20/usc_sec_20_00001078---000-#b_1_U](#)) of this title and any notice and hearing requirements prescribed in regulations of the Secretary under this part.

(C) The Secretary shall not lift any such sanction until the Secretary is satisfied that the lender has corrected the failures which led to the limitation, suspension, or termination, and finds that there are reasonable assurances that the lender will, in the future, comply with the requirements of this part. The Secretary shall notify each guaranty agency of the lifting of any such sanction.

(3) Review of sanctions on eligible institutions

(A) The Secretary shall review each limitation, suspension, or termination imposed by any guaranty agency pursuant to section 1078 (/uscode/text/20/1078) (b)(1)(T) (/uscode/text/20/usc_sec_20_00001078—000-#b_1_T) of this title within 60 days after receipt by the Secretary of a notice from the guaranty agency of the imposition of such limitation, suspension, or termination, unless the right to such review is waived in writing by the institution. The Secretary shall uphold the imposition of such limitation, suspension, or termination in the student loan insurance program of each of the guaranty agencies under this part, and shall notify such guaranty agencies of such sanctions—

(i) if such review is waived; or

(ii) if such review is not waived, unless the Secretary determines that the limitation, suspension, or termination was not imposed in accordance with requirements of such section.

(B) The Secretary's review under this paragraph of the limitation, suspension, or termination imposed by a guaranty agency pursuant to section 1078 (/uscode/text/20/1078) (b)(1)(T) (/uscode/text/20/usc_sec_20_00001078—000-#b_1_T) of this title shall be limited to—

(i) a review of the written record of the proceedings in which the guaranty agency imposed such sanctions; and

(ii) a determination as to whether the guaranty agency complied with section 1078 (/uscode/text/20/1078) (b)(1)(T) (/uscode/text/20/usc_sec_20_00001078—000-#b_1_T) of this title and any notice and hearing requirements prescribed in regulations of the Secretary under this part.

(C) The Secretary shall not lift any such sanction until the Secretary is satisfied that the institution has corrected the failures which led to the limitation, suspension, or termination, and finds that there are reasonable assurances that the institution will, in the future, comply with the requirements of this part. The Secretary shall notify each guaranty agency of the lifting of any such sanction.

(i) Authority to sell defaulted loans

In the event that all other collection efforts have failed, the Secretary is authorized to sell defaulted student loans assigned to the United States under this part to collection agencies, eligible lenders, guaranty agencies, or other qualified purchaser on such terms as the Secretary determines are in the best financial interests of the United States. A loan may not be sold pursuant to this subsection if such loan is in repayment status.

(j) Authority of Secretary to take emergency actions against lenders

(1) Imposition of sanctions

If the Secretary—

(A) receives information, determined by the Secretary to be reliable, that a lender is violating any provision of this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34

(/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), any regulation prescribed under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), or any applicable special arrangement, agreement, or limitation;

(B) determines that immediate action is necessary to prevent misuse of Federal funds; and

(C) determines that the likelihood of loss outweighs the importance of following the limitation, suspension, or termination procedures authorized in subsection (h) of this section;

the Secretary shall, effective on the date on which a notice and statement of the basis of the action is mailed to the lender (by registered mail, return receipt requested), take emergency action to stop the issuance of guarantee commitments and the payment of interest benefits and special allowance to the lender.

(2) Length of emergency action

An emergency action under this subsection may not exceed 30 days unless a limitation, suspension, or termination proceeding is initiated against the lender under subsection (h) of this section before the expiration of that period.

(3) Opportunity to show cause

The Secretary shall provide the lender, if it so requests, an opportunity to show cause that the emergency action is unwarranted.

(k) Program of assistance for borrowers

(1) In general

The Secretary shall undertake a program to encourage corporations and other private and public employers, including the Federal Government, to assist borrowers in repaying loans received under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), including providing employers with options for payroll deduction of loan payments and offering loan repayment matching provisions as part of employee benefit packages.

(2) Publication

The Secretary shall publicize models for providing the repayment assistance described in paragraph (1) and each year select entities that deserve recognition, through means devised by the Secretary, for the development of innovative plans for providing such assistance to employees.

(3) Recommendation

The Secretary shall recommend to the appropriate committees in the Senate and House of Representatives changes to statutes that could be made in order to further encourage such efforts.

(l) Uniform administrative and claims procedures

(1) In general

The Secretary shall, by regulation developed in consultation with guaranty agencies, lenders, institutions of higher education, secondary markets, students, third party servicers and other organizations involved in providing loans under this part, prescribe standardized forms and procedures regarding—

- (A) origination of loans;
- (B) electronic funds transfer;
- (C) guaranty of loans;
- (D) deferments;
- (E) forbearance;
- (F) servicing;
- (G) claims filing;
- (H) borrower status change and anticipated graduation date; and
- (I) cures.

(2) Special rules

(A) The forms and procedures described in paragraph (1) shall include all aspects of the loan process as such process involves eligible lenders and guaranty agencies and shall be designed to minimize administrative costs and burdens (other than the costs and burdens involved in the transition to new forms and procedures) involved in exchanges of data to and from borrowers, schools, lenders, secondary markets, and the Department.

(B) Nothing in this paragraph shall be construed to limit the development of electronic forms and procedures.

(3) Simplification requirements

Such regulations shall include—

(A) standardization of computer formats, forms design, and guaranty agency procedures relating to the origination, servicing, and collection of loans made under this part;

(B) authorization of alternate means of document retention, including the use of microfilm, microfiche, laser disc, compact disc, and other methods allowing the production of a facsimile of the original documents;

(C) authorization of the use of computer or similar electronic methods of maintaining records relating to the performance of servicing, collection, and other regulatory requirements under this chapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter 1 ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)); and

(D) authorization and implementation of electronic data linkages for the exchange of information to and from lenders, guarantors, institutions of higher education, third party servicers, and the Department of Education for student status confirmation reports, claim filing, interest and special allowance billing, deferment

processing, and all other administrative steps relating to loans made pursuant to this part where using electronic data linkage is feasible.

(4) Additional recommendations

The Secretary shall review regulations prescribed pursuant to paragraph (1) and seek additional recommendations from guaranty agencies, lenders, institutions of higher education, students, secondary markets, third party servicers and other organizations involved in providing loans under this part, not less frequently than annually, for additional methods of simplifying and standardizing the administration of the programs authorized by this part.

(m) Common forms and formats

(1) Common guaranteed student loan application form and promissory note

(A) In general

The Secretary, in cooperation with representatives of guaranty agencies, eligible lenders, and organizations involved in student financial assistance, shall prescribe common application forms and promissory notes, or master promissory notes, to be used for applying for loans under this part.

(B) Requirements

The forms prescribed by the Secretary shall—

- (i) use clear, concise, and simple language to facilitate understanding of loan terms and conditions by applicants; and
- (ii) be formatted to require the applicant to clearly indicate a choice of lender.

(C) Free application form

For academic year 1999–2000 and succeeding academic years, the Secretary shall prescribe the form developed under section 1090 (/uscode/text/20/1090) of this title as the application form under this part, other than for loans under sections 1078–2 (/uscode/text/20/1078-2) and 1078–3 (/uscode/text/20/1078-3) of this title.

(D) Master promissory note

- (i) In general The Secretary shall develop and require the use of master promissory note forms for loans made under this part and part C of this subchapter. Such forms shall be available for periods of enrollment beginning not later than July 1, 2000. Each form shall allow eligible borrowers to receive, in addition to initial loans, additional loans for the same or subsequent periods of enrollment through a student confirmation process approved by the Secretary. Such forms shall be used for loans made under this part or part C of this subchapter as directed by the Secretary. Unless otherwise notified by the Secretary, each institution of higher education that participates in the program under this part or part C may use a master promissory note for loans under this part and part C.
- (ii) Consultation In developing the master promissory note under this subsection, the Secretary shall consult with representatives of

0 U.S.C.
782(m)(1)(c)



guaranty agencies, eligible lenders, institutions of higher education, students, and organizations involved in student financial assistance.

(iii) Sale; assignment; enforceability Notwithstanding any other provision of law, each loan made under a master promissory note under this subsection may be sold or assigned independently of any other loan made under the same promissory note and each such loan shall be separately enforceable in all Federal and State courts on the basis of an original or copy of the master promissory note in accordance with the terms of the master promissory note.

(E) Perfection of security interests in student loans

(i) In general Notwithstanding the provisions of any State law to the contrary, including the Uniform Commercial Code as in effect in any State, a security interest in loans made under this part, on behalf of any eligible lender (as defined in section 1085

(/uscode/text/20/1085) (d) (/uscode/text/20/usc_sec_20_00001085-000-#d) of this title) shall attach, be perfected, and be assigned priority in the manner provided by the applicable State's law for perfection of security interests in accounts, as such law may be amended from time to time (including applicable transition provisions). If any such State's law provides for a statutory lien to be created in such loans, such statutory lien may be created by the entity or entities governed by such State law in accordance with the applicable statutory provisions that created such a statutory lien.

(ii) Collateral description In addition to any other method for describing collateral in a legally sufficient manner permitted under the laws of the State, the description of collateral in any financing statement filed pursuant to this subparagraph shall be deemed legally sufficient if it lists such loans, or refers to records (identifying such loans) retained by the secured party or any designee of the secured party identified in such financing statement, including the debtor or any loan servicer.

(iii) Sales Notwithstanding clauses (i) and (ii) and any provisions of any State law to the contrary, other than any such State's law providing for creation of a statutory lien, an outright sale of loans made under this part shall be effective and perfected automatically upon attachment as defined in the Uniform Commercial Code of such State.

(2) Common deferment form

The Secretary, in cooperation with representatives of guaranty agencies, institutions of higher education, and lenders involved in loans made under this part, shall prescribe a common deferment reporting form to be used for the processing of deferments of loans made under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42).

(3) Common reporting formats

The Secretary shall promulgate standards including necessary rules, regulations (including the definitions of all relevant terms), and

procedures so as to require all lenders and guaranty agencies to report information on all aspects of loans made under this part in uniform formats, so as to permit the direct comparison of data submitted by individual lenders, servicers, or guaranty agencies.

(4) Electronic forms

Nothing in this section shall be construed to limit the development and use of electronic forms and procedures.

(n) Default reduction management

(1) Authorization

There are authorized to be appropriated \$25,000,000 for fiscal year 1999 and each of the four succeeding fiscal years, for the Secretary to expend for default reduction management activities for the purposes of establishing a performance measure that will reduce defaults by 5 percent relative to the prior fiscal year. Such funds shall be in addition to, and not in lieu of, other appropriations made for such purposes.

(2) Allowable activities

Allowable activities for which such funds shall be expended by the Secretary shall include the following:

- (A) program reviews;
- (B) audits;
- (C) debt management programs;
- (D) training activities; and
- (E) such other management improvement activities approved by the Secretary.

(3) Plan for use required

The Secretary shall submit a plan, for inclusion in the materials accompanying the President's budget each fiscal year, detailing the expenditure of funds authorized by this section to accomplish the 5 percent reduction in defaults. At the conclusion of the fiscal year, the Secretary shall report the Secretary's findings and activities concerning the expenditure of funds and whether the performance measure was met. If the performance measure was not met, the Secretary shall report the following:

- (A) why the goal was not met, including an indication of any managerial deficiencies or of any legal obstacles;
- (B) plans and a schedule for achieving the established performance goal;
- (C) recommended legislative or regulatory changes necessary to achieve the goal; and
- (D) if the performance standard or goal is impractical or infeasible, why that is the case and what action is recommended, including whether the goal should be changed or the program altered or eliminated.

This report shall be submitted to the Appropriations Committees of the House of Representatives and the Senate and to the authorizing committees.

(o) Consequences of guaranty agency insolvency

In the event that the Secretary has determined that a guaranty agency is unable to meet its insurance obligations under this part, the holder of loans insured by the guaranty agency may submit insurance claims directly to the Secretary and the Secretary shall pay to the holder the full insurance obligation of the guaranty agency, in accordance with insurance requirements no more stringent than those of the guaranty agency. Such arrangements shall continue until the Secretary is satisfied that the insurance obligations have been transferred to another guarantor who can meet those obligations or a successor will assume the outstanding insurance obligations.

(p) Reporting requirement

All officers and directors, and those employees and paid consultants of eligible institutions, eligible lenders, guaranty agencies, loan servicing agencies, accrediting agencies or associations, State licensing agencies or boards, and entities acting as secondary markets (including the Student Loan Marketing Association), who are engaged in making decisions as to the administration of any program or funds under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)) or as to the eligibility of any entity or individual to participate under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)), shall report to the Secretary, in such manner and at such time as the Secretary shall require, on any financial interest which such individual may hold in any other entity participating in any program assisted under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)).

[1] See References in Text note below.

LII has no control over and does not endorse any external Internet site that contains links to or references LII.

Student Loan Forgiveness

Get rid of your Student Debt Now Payments start at \$0/month

About LII
([/lii/about/about_lii](#))

Contact us
([/lii/about/contact_us](#))

Advertise here ([/lii/help_out/sponsor](#))

Help
([/lii/help](#))

Terms of use

Privacy

[\(/lii/terms/documentation\)](#) [\(/lii/terms/privacy_policy\)](#)

[LII] (0)



(<https://www.cornell.edu>) Cornell University Law School (<http://www.lawschool.cornell.edu>) Search Cornell (<https://www.cornell.edu/search/>)

U.S. Code (</uscode/text/>) › Title 20 (</uscode/text/20/>) › Chapter 28 (</uscode/text/20/chapter-28/>) › Subchapter IV (</uscode/text/20/chapter-28/subchapter-IV/>) › Part F (</uscode/text/20/chapter-28/subchapter-IV/part-F/>) › § 1090

20 U.S. Code § 1090 - Forms and regulations

Current through Pub. L. 113-234 (<http://www.gpo.gov/fdsys/pkg/PLAW-113publ234/html/PLAW-113publ234.htm>). (See Public Laws for the current Congress (<http://thomas.loc.gov/home/LegislativeData.php?n=PublicLaws>.)

US Code (/uscode/text/20/1090?qt-us_code_temp_noupdates=0#qt-us_code_temp_noupdates)

Notes (/uscode/text/20/1090?qt-us_code_temp_noupdates=1#qt-us_code_temp_noupdates)

Authorities (CFR) (/uscode/text/20/1090?qt-us_code_temp_noupdate
prev (</uscode/text/20/1089>) | next (</uscode/text/20/1091>))

(a) Common financial aid form development and processing

(1) In general

The Secretary, in cooperation with representatives of agencies and organizations involved in student financial assistance, shall produce, distribute, and process free of charge common financial reporting forms as described in this subsection to be used for application and reapplication to determine the need and eligibility of a student for financial assistance under parts A through D of this subchapter and part C (</uscode/text/42/chapter-34/subchapter-I/part-C/>) of subchapter I (</uscode/text/42/chapter-34/subchapter-I/>) of chapter 34 (</uscode/text/42/chapter-34/>) of title 42 (</uscode/text/42/>) (other than under subpart 4 of part A of this subchapter). The forms shall be made available to applicants in both paper and electronic formats and shall be referred to as the "Free Application for Federal Student Aid" or the "FAFSA". The Secretary shall work to make the FAFSA consumer-friendly and to make questions on the FAFSA easy for students and families to read and understand, and shall ensure that the FAFSA is available in formats accessible to individuals with disabilities.

(2) Paper format

(A) In general

The Secretary shall develop, make available, and process—

(i) a paper version of EZ FAFSA, as described in subparagraph (B); and

(ii) a paper version of the other forms described in this subsection, in accordance with subparagraph (C), for any applicant who does not meet the requirements of or does not wish to use the process described in subparagraph (B).

U.S. Code Toolbox

Wex: Education Law: Overview (</wex/education/>)

Download the PDF (16 pgs) (<http://www.law.cornell.edu/uscode/pdf/uscode20 USC.pdf>)

Title 20 USC, RSS Feed (<http://www.law.cornell.edu/uscode/rss/uscode20 USC.rss>)

Table of Popular Names (</topn/>)

Parallel Table of Authorities (</ptoa/>)

3+1 0

START TODAY

Related bills now in Congress

- 113 H. R. 3136 (<https://beta.congress.gov/bill/113th-congress/house-bill/3136>) : education, competency-based, program, demonstration, establish
- 113 H. R. 5 (<https://beta.congress.gov/bill/113th-congress/house-bill/5>) : local, state, purposes, schools, children

Data courtesy of the Cato Institute Deepbills Project (<http://www.cato.org/resources/data>)

(B) EZ FAFSA

(i) In general The Secretary shall develop and use, after appropriate field testing, a simplified paper form, to be known as the EZ FAFSA, to be used for applicants meeting the requirements of subsection (b) or (c) of section 1087ss ([/uscode/text/20/1087ss](#)) of this title.

(ii) Reduced data requirements The EZ FAFSA shall permit an applicant to submit, for financial assistance purposes, only the data elements required to make a determination of whether the applicant meets the requirements under subsection (b) or (c) of section 1087ss ([/uscode/text/20/1087ss](#)) of this title.

(iii) State data The Secretary shall include on the EZ FAFSA such data items as may be necessary to award State financial assistance, as provided under paragraph (5), except that the Secretary shall not include a State's data if that State does not permit the State's resident applicants to use the EZ FAFSA for State assistance.

(iv) Free availability and processing The provisions of paragraph (6) shall apply to the EZ FAFSA, and the data collected by means of the EZ FAFSA shall be available to institutions of higher education, guaranty agencies, and States in accordance with paragraph (10).

(C) Promoting the use of electronic FAFSA

(i) In general The Secretary shall make all efforts to encourage all applicants to utilize the electronic version of the forms described in paragraph (3).

(ii) Maintenance of the FAFSA in a printable electronic file The Secretary shall maintain a version of the paper forms described in subparagraphs (A) and (B) in a printable electronic file that is easily portable, accessible, and downloadable to students on the same website used to provide students with the electronic version of the forms described in paragraph (3).

(iii) Requests for printed copy The Secretary shall provide a printed copy of the full paper version of FAFSA upon request.

(iv) Reporting requirement The Secretary shall maintain data, and periodically report to Congress, on the impact of the digital divide on students completing applications for aid under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)). The Secretary shall report on the steps taken to eliminate the digital divide and reduce production of the paper form described in subparagraph (A). The Secretary's report shall specifically address the impact of the digital divide on the following student populations:

- (I) Independent students.
- (II) Traditionally underrepresented students.
- (III) Dependent students.

Stay Involved

- LII Announce Blog (<http://blog.law.cornell.edu>)
- LII Supreme Court Bulletin (<http://liibulletin.law.cornell.edu>)
- Make a donation (<http://www.law.cornell.edu/donors/>)
- Contribute content (<http://www.law.cornell.edu/wex>)
- Become a sponsor (<http://www.law.cornell.edu/lii/businr>)
- Give feedback (<http://www.law.cornell.edu/contact>)

Neiman Marcus

SHOP THE TREND

ONLINE AND IN STORES
SPRING 2015THE NM
LIST**Find a Lawyer****Lawyers**

near Auke Bay, Alaska

Lawyers: get listed for free!

([https://lawyers.justia.com/signup?](https://lawyers.justia.com/signup?ref=cornell)
ref=cornell)(<http://lawyers.law.cornell.edu/lawyer/larry-woolford-898012>)**Larry Woolford**(<http://lawyers.law.cornell.edu/lawyer/larry-woolford-898012>)

Personal Injury

Juneau, AK

claimed Badge

(<http://lawyers.law.cornell.edu/lawyer/lisa-a-mariotti-1014255>)**Lisa A. Mariotti**(<http://lawyers.law.cornell.edu/lawyer/lisa-a-mariotti-1014255>)

(3) Electronic format**(A) In general**

The Secretary shall produce, distribute, and process forms in electronic format to meet the requirements of paragraph (1). The Secretary shall develop an electronic version of the forms for applicants who do not meet the requirements of subsection (b) or (c) of section 1087ss (/uscode/text/20/1087ss) of this title.

(B) Simplified applications: FAFSA on the web

(i) In general The Secretary shall develop and use a simplified electronic version of the form to be used by applicants meeting the requirements under subsection (b) or (c) of section 1087ss (/uscode/text/20/1087ss) of this title.

(ii) Reduced data requirements The simplified electronic version of the forms shall permit an applicant to submit, for financial assistance purposes, only the data elements required to make a determination of whether the applicant meets the requirements under subsection (b) or (c) of section 1087ss (/uscode/text/20/1087ss) of this title.

(iii) Use of forms Nothing in this subsection shall be construed to prohibit the use of the forms developed by the Secretary pursuant to this paragraph by an eligible institution, eligible lender, guaranty agency, State grant agency, private computer software provider, a consortium thereof, or such other entities as the Secretary may designate.

(C) State data

The Secretary shall include on the electronic version of the forms such items as may be necessary to determine eligibility for State financial assistance, as provided under paragraph (5), except that the Secretary shall not require an applicant to enter data pursuant to this subparagraph that are required by any State other than the applicant's State of residence.

(D) Availability and processing

The data collected by means of the simplified electronic version of the forms shall be available to institutions of higher education, guaranty agencies, and States in accordance with paragraph (10).

(E) Privacy

The Secretary shall ensure that data collection under this paragraph complies with section 552a (/uscode/text/5/552a) of title 5 (/uscode/text/5) and that any entity using the electronic version of the forms developed by the Secretary pursuant to this paragraph shall maintain reasonable and appropriate administrative, technical, and physical safeguards to ensure the integrity and confidentiality of the information, and to protect against security threats, or unauthorized uses or disclosures of the information provided on the electronic version of the forms. Data collected by such electronic version of the forms shall be used only for the application, award, and administration of aid awarded under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34

JUNEAU, AK

claimed Badge



(<http://lawyers.law.cornell.edu/lawyer/denton-j-pearson-898119>)

Denton J Pearson

(<http://lawyers.law.cornell.edu/lawyer/denton-j-pearson-898119>)

Bankruptcy, Business Law, Real Estate Law
Sitka, AK

claimed Badge

(<http://lawyers.law.cornell.edu/lawyer/brian-e-hanson-896090>)

Brian E. Hanson

(<http://lawyers.law.cornell.edu/lawyer/brian-e-hanson-896090>)

Business Law, Divorce, Family Law, Real Estate Law
Sitka, AK

claimed Badge

(<http://lawyers.law.cornell.edu/lawyer/corrie-jill-bosman-1486746>)

Corrie Jill Bosman

(<http://lawyers.law.cornell.edu/lawyer/corrie-jill-bosman-1486746>)

Arbitration & Mediation, Business Law, Criminal Law, Family Law, Maritime
Sitka, AK

claimed Badge

See More Lawyers

(<http://lawyers.law.cornell.edu/lawyers/alaska>)

All lawyers

(<http://lawyers.law.cornell.edu/lawyers/local>)

(/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), State aid, or aid awarded by eligible institutions or such entities as the Secretary may designate. No data collected by such electronic version of the forms shall be used for making final aid awards under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) until such data have been processed by the Secretary or a contractor or designee of the Secretary, except as may be permitted under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42).

(F) Signature

Notwithstanding any other provision of this chapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), the Secretary may continue to permit an electronic version of the form under this paragraph to be submitted without a signature, if a signature is subsequently submitted by the applicant or if the applicant uses a personal identification number provided by the Secretary under subparagraph (G).

(G) Personal identification numbers authorized

The Secretary may continue to assign to an applicant a personal identification number—

(i) to enable the applicant to use such number as a signature for purposes of completing an electronic version of a form developed under this paragraph; and

(ii) for any purpose determined by the Secretary to enable the Secretary to carry out this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42).

(H) Personal identification number improvement

The Secretary shall continue to work with the Commissioner of Social Security to minimize the time required for an applicant to obtain a personal identification number when applying for aid under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) through an electronic version of a form developed under this paragraph.

(4) Streamlining

(A) Streamlined reapplication process

(i) In general The Secretary shall continue to streamline reapplication forms and processes for an applicant who applies for financial assistance under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I

(/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) in the next succeeding academic year subsequent to an academic year for which such applicant applied for financial assistance under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42).

(ii) Updating of data elements The Secretary shall determine, in cooperation with States, institutions of higher education, agencies, and organizations involved in student financial assistance, the data elements that may be transferred from the previous academic year's application and those data elements that shall be updated.

(iii) Reduced data authorized Nothing in this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) shall be construed as limiting the authority of the Secretary to reduce the number of data elements required of reapplicants.

(iv) Zero family contribution Applicants determined to have a zero family contribution pursuant to section 1087ss (/uscode/text/20/1087ss) (c) (/uscode/text/20/usc_sec_20_00001087--ss000-#c) of this title shall not be required to provide any financial data in a reapplication form, except data that are necessary to determine eligibility under such section.

(B) Reduction of data elements

(i) Reduction encouraged Of the number of data elements on the FAFSA used for the 2009–2010 award year, the Secretary, in cooperation with representatives of agencies and organizations involved in student financial assistance and consistent with efforts under subsection (c), shall continue to reduce the number of such data elements required to be entered by all applicants, with the goal of reducing such number by 50 percent.

(ii) Report The Secretary shall submit a report on the process of this reduction to each of the authorizing committees by June 30, 2011.

(5) State requirements

(A) In general

Except as provided in paragraphs (2)(B)(iii), (3)(B), and (4)(A)(ii), the Secretary shall include on the forms developed under this subsection, such State-specific data items as the Secretary determines are necessary to meet State requirements for need-based State aid. Such items shall be selected in consultation with State agencies in order to assist in the awarding of State financial assistance in accordance with the terms of this subsection. The number of such data items shall not be less than the number included on the form for the 2008–2009 award year unless a State notifies the Secretary that the State no longer requires those data items for the distribution of State need-based aid.

(B) Annual review

The Secretary shall conduct an annual review to determine—

- (I) which data items each State requires to award need-based State aid; and
- (II) if the State will permit an applicant to file a form described in paragraph (2)(B) or (3)(B).

(C) Federal register notice

Beginning with the forms developed under paragraphs (2)(B) and (3)(B) for the award year 2010–2011, the Secretary shall publish on an annual basis a notice in the Federal Register requiring State agencies to inform the Secretary—

- (I) if the State agency is unable to permit applicants to utilize the simplified forms described in paragraphs (2)(B) and (3)(B); and
- (II) of the State-specific nonfinancial data that the State agency requires for delivery of State need-based financial aid.

(D) Use of simplified forms encouraged

The Secretary shall encourage States to take such steps as are necessary to encourage the use of simplified forms under this subsection, including those forms described in paragraphs (2)(B) and (3)(B), for applicants who meet the requirements of subsection (b) or (c) of section 1087ss ([/uscode/text/20/1087ss](#)) of this title.

(E) Consequences if State does not accept simplified forms

If a State does not permit an applicant to file a form described in paragraph (2)(B) or (3)(B) for purposes of determining eligibility for State need-based financial aid, the Secretary may determine that State-specific questions for such State will not be included on a form described in paragraph (2)(B) or (3)(B). If the Secretary makes such determination, the Secretary shall advise the State of the Secretary's determination.

(F) Lack of State response to request for information

If a State does not respond to the Secretary's request for information under subparagraph (B), the Secretary shall—

- (i) permit residents of that State to complete simplified forms under paragraphs (2)(B) and (3)(B); and
- (ii) not require any resident of such State to complete any data items previously required by that State under this section.

(G) Restriction

The Secretary shall, to the extent practicable, not require applicants to complete any financial or nonfinancial data items that are not required—

- (I) by the applicant's State; or
- (II) by the Secretary.

(6) Charges to students and parents for use of forms prohibited

The need and eligibility of a student for financial assistance under parts A through D of this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-I/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-I](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)) (other than under subpart 4 of part A of this subchapter) may be determined only by using a form developed by the Secretary under this subsection. Such forms shall be produced, distributed, and processed by the Secretary, and no parent or student shall be charged a fee by the Secretary, a contractor, a third-party servicer or private software provider, or any other public or private entity for the collection, processing, or delivery of financial aid through the use of such forms. No data collected on a form for which a fee is charged shall be used to complete the form prescribed under this section, except that a Federal or State income tax form prepared by a paid income tax preparer or preparer service for the primary purpose of filing a Federal or State income tax return may be used to complete the form prescribed under this section.

(7) Restrictions on use of PIN

No person, commercial entity, or other entity may request, obtain, or utilize an applicant's personal identification number assigned under paragraph (3)(G) for purposes of submitting a form developed under this subsection on an applicant's behalf.

(8) Application processing cycle

The Secretary shall enable students to submit forms developed under this subsection and initiate the processing of such forms under this subsection, as early as practicable prior to January 1 of the student's planned year of enrollment.

(9) Early estimates

The Secretary shall continue to—

(A) permit applicants to enter data in such forms as described in this subsection in the years prior to enrollment in order to obtain a non-binding estimate of the applicant's family contribution (as defined in section 1087mm ([/uscode/text/20/1087mm](#)) of this title);

(B) permit applicants to update information submitted on forms described in this subsection, without needing to re-enter previously submitted information;

(C) develop a means to inform applicants, in the years prior to enrollment, of student aid options for individuals in similar financial situations;

(D) develop a means to provide a clear and conspicuous notice that the applicant's expected family contribution is subject to change and may not reflect the final expected family contribution used to determine Federal student financial aid award amounts under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-I/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-I](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)); and

(E) consult with representatives of States, institutions of higher education, and other individuals with experience or expertise in student financial assistance application processes in making updates to forms used to provide early estimates under this paragraph.

(10) Distribution of data

Institutions of higher education, guaranty agencies, and States shall receive, without charge, the data collected by the Secretary using a form developed under this subsection for the purposes of processing loan applications and determining need and eligibility for institutional and State financial aid awards. Entities designated by institutions of higher education, guaranty agencies, or States to receive such data shall be subject to all the requirements of this section, unless such requirements are waived by the Secretary.

(11) Third party servicers and private software providers

To the extent practicable and in a timely manner, the Secretary shall provide, to private organizations and consortia that develop software used by institutions of higher education for the administration of funds under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)), all the necessary specifications that the organizations and consortia must meet for the software the organizations and consortia develop, produce, and distribute (including any diskette, modem, or network communications) to be so used. The specifications shall contain record layouts for required data. The Secretary shall develop in advance of each processing cycle an annual schedule for providing such specifications. The Secretary, to the extent practicable, shall use multiple means of providing such specifications, including conferences and other meetings, outreach, and technical support mechanisms (such as training and printed reference materials). The Secretary shall, from time to time, solicit from such organizations and consortia means of improving the support provided by the Secretary.

(12) Parent's social security number and birth date

The Secretary is authorized to include space on the forms developed under this subsection for the social security number and birth date of parents of dependent students seeking financial assistance under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)).

(b) Information to committees of Congress

Copies of all rules, regulations, guidelines, instructions, and application forms published or promulgated pursuant to this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)) shall be provided to the authorizing committees at least 45 days prior to their effective date.

(c) Toll-free information

The Secretary shall contract for, or establish, and publicize a toll-free telephone service to provide timely and accurate information to the general public. The information provided shall include specific instructions on completing the application form for assistance under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)). Such service shall also include a service accessible by telecommunications devices for the deaf (TDD's) and shall, in addition to the services provided for in the previous sentence, refer such students to the national clearinghouse on postsecondary education or other appropriate provider of technical assistance and information on postsecondary educational services for individuals with disabilities, including the National Technical Assistance Center under section 1140q ([/uscode/text/20/1140q](#)) of this title. The Secretary shall continue to implement, to the extent practicable, a toll-free telephone based system to permit applicants who meet the requirements of subsection (b) or (c) of section 1087ss ([/uscode/text/20/1087ss](#)) of this title to submit an application over such system.

(d) Assistance in preparation of financial aid application

(1) Preparation authorized

Notwithstanding any provision of this chapter, an applicant may use a preparer for consultative or preparation services for the completion of a form developed under subsection (a) if the preparer satisfies the requirements of this subsection.

(2) Preparer identification required

If an applicant uses a preparer for consultative or preparation services for the completion of a form developed under subsection (a), and for which a fee is charged, the preparer shall—

(A) include, at the time the form is submitted to the Department, the name, address or employer's address, social security number or employer identification number, and organizational affiliation of the preparer on the applicant's form; and

(B) be subject to the same penalties as an applicant for purposely giving false or misleading information in the application.

(3) Additional requirements

A preparer that provides consultative or preparation services pursuant to this subsection shall—

(A) clearly inform each individual upon initial contact, including contact through the Internet or by telephone, that the FAFSA and EZ FAFSA are free forms that may be completed without professional assistance via paper or electronic version of the forms that are provided by the Secretary;

(B) include in any advertising clear and conspicuous information that the FAFSA and EZ FAFSA are free forms that may be completed without professional assistance via paper or electronic version of the forms that are provided by the Secretary;

(C) if advertising or providing any information on a website, or if providing services through a website, include on the website a link to

the website that provides the electronic version of the forms developed under subsection (a); and

(D) not produce, use, or disseminate any other form for the purpose of applying for Federal student financial aid other than the form developed by the Secretary under subsection (a).

(4) Special rule

Nothing in this chapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) shall be construed to limit preparers of the forms required under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) that meet the requirements of this subsection from collecting source information from a student or parent, including Internal Revenue Service tax forms, in providing consultative and preparation services in completing the forms.

(e) Early application and estimated award demonstration program

(1) Purpose and objectives

The purpose of the demonstration program under this subsection is to measure the benefits, in terms of student aspirations and plans to attend an institution of higher education, and any adverse effects, in terms of program costs, integrity, distribution, and delivery of aid under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), of implementing an early application system for all dependent students that allows dependent students to apply for financial aid using information from two years prior to the year of enrollment. Additional objectives associated with implementation of the demonstration program are the following:

(A) To measure the feasibility of enabling dependent students to apply for Federal, State, and institutional financial aid in their junior year of secondary school, using information from two years prior to the year of enrollment, by completing any of the forms under this subsection.

(B) To identify whether receiving final financial aid award estimates not later than the fall of the senior year of secondary school provides students with additional time to compete for the limited resources available for State and institutional financial aid and positively impacts the college aspirations and plans of these students.

(C) To measure the impact of using income information from the years prior to enrollment on—

(I) eligibility for financial aid under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) and for other State and institutional aid; and

(ii) the cost of financial aid programs under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42).

(D) To effectively evaluate the benefits and adverse effects of the demonstration program on program costs, integrity, distribution, and delivery of financial aid.

(2) Program authorized

Not later than two years after August 14, 2008, the Secretary shall implement an early application demonstration program enabling dependent students who wish to participate in the program—

(A) to complete an application under this subsection during the academic year that is two years prior to the year such students plan to enroll in an institution of higher education; and

(B) based on the application described in subparagraph (A), to obtain, not later than one year prior to the year of the students' planned enrollment, information on eligibility for Federal Pell Grants, Federal student loans under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), and State and institutional financial aid for the student's first year of enrollment in the institution of higher education.

(3) Early application and estimated award

For all dependent students selected for participation in the demonstration program who submit a completed FAFSA, or, as appropriate, an EZ FAFSA, two years prior to the year such students plan to enroll in an institution of higher education, the Secretary shall, not later than one year prior to the year of such planned enrollment—

(A) provide each student who completes an early application with an estimated determination of such student's—

(I) expected family contribution for the first year of the student's enrollment in an institution of higher education, and

(II) Federal Pell Grant award for the first such year, based on the Federal Pell Grant amount, determined under section 1070a (/uscode/text/20/1070a) (b)(2)(A) (/uscode/text/20/usc_sec_20_00001070--a000-#b_2_A) of this title, for which a student is eligible at the time of application; and

(B) remind the students of the need to update the students' information during the calendar year of enrollment using the expedited reapplication process provided for in subsection (a)(4)(A).

(4) Participants

The Secretary shall include as participants in the demonstration program—

(A) States selected through the application process described in paragraph (5);

(B) institutions of higher education within the selected States that are interested in participating in the demonstration program, and that can make estimates or commitments of institutional student financial aid, as appropriate, to students the year before the students' planned enrollment date; and

(C) secondary schools within the selected States that are interested in participating in the demonstration program, and that can commit resources to—

(i) advertising the availability of the program;

(ii) identifying students who might be interested in participating in the program,

(iii) encouraging such students to apply; and

(iv) participating in the evaluation of the program.

(5) Applications

Each State that is interested in participating in the demonstration program shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary shall require. The application shall include—

(A) information on the amount of the State's need-based student financial assistance available, and the eligibility criteria for receiving such assistance;

(B) a commitment to make, not later than the year before the dependent students participating in the demonstration program plan to enroll in an institution of higher education, an estimate of the award of State financial aid to such dependent students;

(C) a plan for recruiting institutions of higher education and secondary schools with different demographic characteristics to participate in the program;

(D) a plan for selecting institutions of higher education and secondary schools to participate in the program that—

(i) demonstrate a commitment to encouraging students to submit a FAFSA, or, as appropriate, an EZ FAFSA, two years before the students' planned date of enrollment in an institution of higher education;

(ii) serve different populations of students;

(iii) in the case of institutions of higher education—

(I) to the extent possible, are of varying types and sectors; and

(II) commit to making, not later than the year prior to the year that dependent students participating in the demonstration program plan to enroll in the institution—

(aa) estimated institutional awards to participating dependent students; and

(bb) estimated grants or other financial aid available under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34

(/uscode/text/42/chapter-34) of title 42 (/uscode/text/42) (including supplemental grants under subpart 3 of part A of this subchapter), for all participating dependent students, along with information on State awards, as provided to the institution by the State;

(E) a commitment to participate in the evaluation conducted by the Secretary; and

(F) such other information as the Secretary may require.

(6) Special provisions

(A) Discretion of student financial aid administrators

A financial aid administrator at an institution of higher education participating in a demonstration program under this subsection may use the discretion provided under section 1087tt (/uscode/text/20/1087tt) of this title as necessary for students participating in the demonstration program.

(B) Waivers

The Secretary is authorized to waive, for an institution of higher education participating in the demonstration program, any requirements under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), or regulations prescribed under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42), that will make the demonstration program unworkable, except that the Secretary shall not waive any provisions with respect to the maximum award amounts for grants and loans under this subchapter and part C (/uscode/text/42/chapter-34/subchapter-1/part-C) of subchapter I (/uscode/text/42/chapter-34/subchapter-1) of chapter 34 (/uscode/text/42/chapter-34) of title 42 (/uscode/text/42).

(7) Outreach

The Secretary shall make appropriate efforts to notify States of the demonstration program under this subsection. Upon determination of participating States, the Secretary shall continue to make efforts to notify institutions of higher education and dependent students within participating States of the opportunity to participate in the demonstration program and of the participation requirements.

(8) Evaluation

The Secretary shall conduct a rigorous evaluation of the demonstration program to measure the program's benefits and adverse effects, as the benefits and effects relate to the purpose and objectives of the program described in paragraph (1). In conducting the evaluation, the Secretary shall—

(A) determine whether receiving financial aid estimates one year prior to the year in which the student plans to enroll in an institution of

higher education, has a positive impact on the higher education aspirations and plans of such student;

(B) measure the extent to which using a student's income information from the year that is two years prior to the student's planned enrollment date had an impact on the ability of States and institutions of higher education to make financial aid awards and commitments;

(C) determine what operational changes are required to implement the program on a larger scale;

(D) identify any changes to Federal law that are necessary to implement the program on a permanent basis;

(E) identify the benefits and adverse effects of providing early estimates on program costs, program operations, program integrity, award amounts, distribution, and delivery of aid; and

(F) examine the extent to which estimated awards differ from actual awards made to students participating in the program.

(9) Consultation

The Secretary shall consult, as appropriate, with the Advisory Committee on Student Financial Assistance established under section 1098 ([/uscode/text/20/1098](#)) of this title on the design, implementation, and evaluation of the demonstration program.

(f) Reduction of income and asset information to determine eligibility for student financial aid

(1) Continuation of current FAFSA simplification efforts

The Secretary shall continue to examine—

(A) how the Internal Revenue Service can provide to the Secretary income and other data needed to compute an expected family contribution for taxpayers and dependents of taxpayers, and when in the application cycle the data can be made available;

(B) whether data provided by the Internal Revenue Service can be used to—

(i) prepopulate the electronic version of the FAFSA with student and parent taxpayer data; or

(ii) generate an expected family contribution without additional action on the part of the student and taxpayer; and

(C) whether the data elements collected on the FAFSA that are needed to determine eligibility for student aid, or to administer the Federal student financial aid programs under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)), but are not needed to compute an expected family contribution, such as information regarding the student's citizenship or permanent residency status, registration for selective service, or driver's license number, can be reduced without adverse effects.

(2) Report on FAFSA simplification efforts to date

Not later than 90 days after August 14, 2008, the Secretary shall provide a written report to the authorizing committees on the work the Department has done with the Secretary of the Treasury regarding—

(A) how the expected family contribution of a student can be calculated using substantially less income and asset information than was used on March 31, 2008;

(B) the extent to which the reduced income and asset information will result in a redistribution of Federal grants and subsidized loans under this subchapter and part C (*uscode/text/42/chapter-34/subchapter-I/part-C*) of subchapter I (*uscode/text/42/chapter-34/subchapter-I*) of chapter 34 (*uscode/text/42/chapter-34*) of title 42 (*uscode/text/42*), State aid, or institutional aid, or in a change in the composition of the group of recipients of such aid, and the amount of such redistribution;

(C) how the alternative approaches for calculating the expected family contribution will—

(i) rely mainly, in the case of students and parents who file income tax returns, on information available on the 1040, 1040EZ, and 1040A; and

(ii) include formulas for adjusting income or asset information to produce similar results to the existing approach with less data;

(D) how the Internal Revenue Service can provide to the Secretary of Education income and other data needed to compute an expected family contribution for taxpayers and dependents of taxpayers, and when in the application cycle the data can be made available;

(E) whether data provided by the Internal Revenue Service can be used to—

(i) prepopulate the electronic version of the FAFSA with student and parent taxpayer data; or

(ii) generate an expected family contribution without additional action on the part of the student and taxpayer;

(F) the extent to which the use of income data from two years prior to a student's planned enrollment date will change the expected family contribution computed in accordance with part E, and potential adjustments to the need analysis formula that will minimize the change; and

(G) the extent to which the data elements collected on the FAFSA on March 31, 2008, that are needed to determine eligibility for student aid or to administer the Federal student financial aid programs, but are not needed to compute an expected family contribution, such as information regarding the student's citizenship or permanent residency status, registration for selective service, or driver's license number, can be reduced without adverse effects.

(3) Study

(A) Formation of study group

Not later than 90 days after August 14, 2008, the Comptroller General shall convene a study group the membership of which shall include the Secretary of Education, the Secretary of the Treasury, the

Director of the Office of Management and Budget, the Director of the Congressional Budget Office, representatives of institutions of higher education with expertise in Federal and State financial aid assistance, State chief executive officers of higher education with a demonstrated commitment to simplifying the FAFSA, and such other individuals as the Comptroller General and the Secretary of Education may designate.

(B) Study required

The Comptroller General, in consultation with the study group convened under subparagraph (A) shall—

- (i) review and build on the work of the Secretary of Education and the Secretary of the Treasury, and individuals with expertise in analysis of financial need, to assess alternative approaches for calculating the expected family contribution under the statutory need analysis formula in effect on the day before August 14, 2008, and under a new calculation that will use substantially less income and asset information than was used for the 2008–2009 FAFSA;
- (ii) conduct an additional analysis if necessary, and
- (iii) make recommendations to the authorizing committees.

(C) Objectives of study

The objectives of the study required under subparagraph (B) are—

- (i) to determine methods to shorten the FAFSA and make the FAFSA easier and less time-consuming to complete, thereby increasing higher education access for low-income students;
- (ii) to identify changes to the statutory need analysis formula that will be necessary to reduce the amount of financial information students and families need to provide to receive a determination of eligibility for student financial aid without causing significant redistribution of Federal grants and subsidized loans under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-1/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-1](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)); and
- (iii) to review State and institutional needs and uses for data collected on the FAFSA, and to determine the best means of addressing such needs in the case of modification of the FAFSA as described in clause (i), or modification of the need analysis formula as described in clause (ii).

(D) Required subjects of study

The study required under subparagraph (B) shall examine—

- (i) with respect to simplification of the financial aid application process using the statutory requirements for need analysis—
 - (I) additional steps that can be taken to simplify the financial aid application process for students who (or, in the case of dependent students, whose parents) are not required to file a Federal income tax return for the prior taxable year;

(II) information on State use of information provided on the FAFSA, including—

- (aa) whether a State uses, as of the time of the study, or can use, a student's expected family contribution based on data from two years prior to the student's planned enrollment date;
- (bb) the extent to which States and institutions will accept the data provided by the Internal Revenue Service to prepopulate the electronic version of the FAFSA to determine the distribution of State and institutional student financial aid funds;
- (cc) what data are used by States, as of the time of the study, to determine eligibility for State student financial aid, and whether the data are used for merit- or need-based aid;
- (dd) whether State data are required by State law, State regulations, or policy directives; and
- (ee) the extent to which any State-specific information requirements can be met by completion of a State application linked to the electronic version of the FAFSA; and

(III) information on institutional needs, including the extent to which institutions of higher education are already using supplemental forms to collect additional data from students and their families to determine eligibility for institutional funds; and

(II) ways to reduce the amount of financial information students and families need to provide to receive a determination of eligibility for student financial aid, taking into account—

(I) the amount of redistribution of Federal grants and subsidized loans under this subchapter and part C ([/uscode/text/42/chapter-34/subchapter-I/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-I](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title 42 ([/uscode/text/42](#)) caused by such a reduction, and the benefits to be gained by having an application process that will be easier for students and their families;

(II) students and families who do not file income tax returns;

(III) the extent to which the full array of income and asset information collected on the FAFSA, as of the time of the study, plays an important role in the awarding of need-based State financial aid, and whether the State can use an expected family contribution generated by the FAFSA, instead of income and asset information or a calculation with reduced data elements, to support determinations of eligibility for such State aid programs and, if not, what additional information will be needed or what changes to the FAFSA will be required; and

(IV) information on institutional needs, including the extent to which institutions of higher education are already using supplemental forms to collect additional data from students and their families to determine eligibility for institutional funds; and

(V) changes to this chapter and part C ([/uscode/text/42/chapter-34/subchapter-I/part-C](#)) of subchapter I ([/uscode/text/42/chapter-34/subchapter-I](#)) of chapter 34 ([/uscode/text/42/chapter-34](#)) of title

42 ([/uscode/text/42](#)) or other laws that will be required to implement a modified need analysis system.

(4) Consultation

The Secretary shall consult with the Advisory Committee on Student Financial Assistance established under section 1098 ([/uscode/text/20/1098](#)) of this title as appropriate in carrying out this subsection.

(5) Reports

(A) Reports on study

The Secretary shall prepare and submit to the authorizing committees—

(i) not later than one year after August 14, 2008, an interim report on the progress of the study required under paragraph (3) that includes any preliminary recommendations by the study group established under such paragraph; and

(ii) not later than two years after August 14, 2008, a final report on the results of the study required under paragraph (3) that includes recommendations by the study group established under such paragraph.

(B) Reports on FAFSA simplification efforts

The Secretary shall report to the authorizing committees, from time to time, on the progress of the simplification efforts under this subsection.

(g) Addressing the digital divide

The Secretary shall utilize savings accrued by moving more applicants to the electronic version of the forms described in subsection (a)(3) to improve access to the electronic version of the forms described in such subsection for applicants meeting the requirements of subsection (b) or (c) of section 1087ss ([/uscode/text/20/1087ss](#)) of this title.

(h) Adjustments

The Secretary shall disclose, on the form notifying a student of the student's expected family contribution, that the student may, on a case-by-case basis, qualify for an adjustment under section 1087tt ([/uscode/text/20/1087tt](#)) of this title to the cost of attendance or the values of the data items required to calculate the expected contribution for the student or parent. Such disclosure shall specify—

(1) the special circumstances under which a student or family member may qualify for such adjustment; and

(2) additional information regarding the steps a student or family member may take in order to seek an adjustment under section 1087tt ([/uscode/text/20/1087tt](#)) of this title.

LII has no control over and does not endorse any external Internet site that contains links to or references LII.

2015 Financial Aid

Would You Go Back to School with Financial Aid? See if You Qualify!

[About LII](#)

[\(/lii/about/about_lii\)](/lii/about/about_lii)

[Contact us](#)

[\(/lii/about/contact_us\)](/lii/about/contact_us)

[Advertise here \(/lii/help_out/sponsor\)](#)

[Help](#)

[\(/lii/help\)](/lii/help)

[Terms of use](#)

[\(/lii/terms/documentation\)](/lii/terms/documentation)

[Privacy](#)

[\(/lii/terms/privacy_policy\)](/lii/terms/privacy_policy)

[LII] (1)

FAFSA®

FREE APPLICATION for FEDERAL STUDENT AID

July 1, 2015 – June 30, 2016

Federal Student Aid

An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of the AMERICAN MIND®

Use this form to apply free for federal and state student grants, work-study, and loans.

Or apply free online at www.fafsa.gov.

Applying by the Deadlines

For federal aid, submit your application as early as possible, but no earlier than January 1, 2015. We must receive your application no later than June 30, 2016. Your college must have your correct, complete information by your last day of enrollment in the 2015-2016 school year.

For state or college aid, the deadline may be as early as January 2015. See the table to the right for state deadlines. You may also need to complete additional forms.

Check with your high school guidance counselor or a financial aid administrator at your college about state and college sources of student aid and deadlines.

If you are filing close to one of these deadlines, we recommend you file online at www.fafsa.gov. This is the fastest and easiest way to apply for aid.

Using Your Tax Return

We recommend that you complete and submit your FAFSA as soon as possible on or after January 1, 2015. If you (or your parents) need to file a 2014 income tax return with the Internal Revenue Service (IRS), and have not done so yet, you can submit your FAFSA now using estimated tax information, and then you **must correct** that information **after you file** your return.

The easiest way to complete or correct your FAFSA with accurate tax information is by using the IRS Data Retrieval Tool through www.fafsa.gov. In a few simple steps, most students and parents who filed a 2014 tax return can view and transfer their tax return information directly into their FAFSA.

Note: Both parents or both the student and spouse may need to report income information on the FAFSA if they did not file a joint tax return for 2014. For assistance with answering the income information questions in this situation, call 1-800-4-FED-AID (1-800-433-3243).

Filling Out the FAFSA*

If you or your family experienced significant changes to your financial situation (such as loss of employment), complete this form to the extent you can and submit it as instructed. Consult with the financial aid office at the college(s) you applied to or plan to attend.

For help in filling out the FAFSA, go to www.studentaid.gov/completfafsa or call 1-800-433-3243. TTY users (for the hearing impaired) may call 1-800-730-8913.

Fill the answer fields directly on your screen or print the form and complete it by hand. Your answers will be read electronically; therefore if you complete the form by hand:

- use black ink and fill in circles completely:
- print clearly in CAPITAL letters and skip a box between words:
- report dollar amounts (such as \$12,356.41) like this:

Correct ● Incorrect ⊗ ✓

1	5	E	L	M	S	T
---	---	---	---	---	---	---

\$

1	2	3	5	6
---	---	---	---	---

 no cents

Yellow is for student information and purple is for parent information.

Mailing Your FAFSA*

After you complete this application, make a copy of pages 3 through 8 for your records. Then mail the original of pages 3 through 8 to:

Federal Student Aid Programs, P.O. Box 7002, Mt. Vernon, IL 62864-0072.

After your application is processed, you will receive a summary of your information in your *Student Aid Report (SAR)*. If you provide an e-mail address, your SAR will be sent by e-mail within three to five days. If you do not provide an e-mail address, your SAR will be mailed to you within three weeks. If you would like to check the status of your FAFSA, go to www.fafsa.gov or call 1-800-433-3243.

Let's Get Started!

Now go to page 3 of the application form and begin filling it out. Refer to the notes as instructed.

APPLICATION DEADLINES

Federal Aid Deadline - June 30, 2016

State Aid Deadlines - See below.

Check with your financial aid administrator for these states and territories:
AL, AS*, AZ, CO, FM*, GA, GU*, HI*, MH*, MP*, NE, NH*, NM, NV*, OH*, PR, PW*, SD*, TX, UT, VA*, VI*, WI and WY*.

Pay attention to the symbols that may be listed after your state deadline.

- AK Alaska Performance Scholarship - June 30, 2015
Alaska Education Grant - As soon as possible after January 1, 2015. Awards made until funds are depleted.
- AR Academic Challenge - June 1, 2015 (date received)
Workforce Grant - Contact the financial aid office.
Higher Education Opportunity Grant - June 1, 2015 (date received)
- CA For many state financial aid programs - March 2, 2015 (date postmarked) +*
For additional community college Cal Grants - September 2, 2015 (date postmarked) +*
Contact the California Student Aid Commission or your financial aid administrator for more information.
- CT February 15, 2015 (date received) #*
- DC FAFSA completed by April 1, 2015
For DCTAG, complete the DC OneApp and submit supporting documents by April 30, 2015.
- DE April 15, 2015 (date received)
- FL May 15, 2015 (date processed)
- IA July 1, 2015 (date received) Earlier priority deadlines may exist for certain programs.*
- ID Opportunity Grant - March 1, 2015 (date received) #*
- IL As soon as possible after January 1, 2015. Awards made until funds are depleted.
- IN March 10, 2015 (date received)
- KS April 1, 2015 (date received) #*
- KY As soon as possible after January 1, 2015. Awards made until funds are depleted.
- LA June 30, 2016 (July 1, 2015 recommended)
- MA May 1, 2015 (date received) #
- MD March 1, 2015 (date received)
- ME May 1, 2015 (date received)
- MI March 1, 2015 (date received)
- MN 30 days after term starts (date received)
- MO April 1, 2015 (date received)
- MS MTAG and MESH Grants - September 15, 2015 (date received)
HELP Scholarship - March 31, 2015 (date received)
- MT March 1, 2015 (date received) #
- NC As soon as possible after January 1, 2015. Awards made until funds are depleted.
- ND April 15, 2015 (date received) # Earlier priority deadlines may exist for institutional programs.
- NJ 2014-2015 Tuition Aid Grant recipients - June 1, 2015 (date received)
All other applicants
- October 1, 2015, fall & spring terms (date received)
- March 1, 2016, spring term only (date received)
- NY June 30, 2016 (date received) #*
- OK March 1, 2015 (date received) #
- OR OSAC Private Scholarships - March 1, 2015
Oregon Opportunity Grant - As soon as possible after January 1, 2015. Awards made until funds are depleted.
- PA All first-time applicants enrolled in a: community college; business/trade/technical school; hospital school of nursing; designated Pennsylvania Open-Admission institution; or non-transferable two-year program - August 1, 2015 (date received)
All other applicants - May 1, 2015 (date received)
- RI March 1, 2015 (date received) #
- SC Tuition Grants - June 30, 2015 (date received)
SC Commission on Higher Education Need-based Grants - As soon as possible after January 1, 2015. Awards made until funds are depleted.
- TN State Grant - Prior-year recipients receive award if eligible and apply by March 1, 2015. All other awards made to neediest applicants until funds are depleted.
State Lottery - fall term, September 1, 2015 (date received); spring & summer terms, February 1, 2016 (date received)
- VT As soon as possible after January 1, 2015. Awards made until funds are depleted.*
- WA As soon as possible after January 1, 2015. Awards made until funds are depleted.
- WV PROMISE Scholarship - March 1, 2015. New applicants must submit additional application. Contact your financial aid administrator or your state agency.
WV Higher Education Grant Program - April 15, 2015

STATE AID DEADLINES

For priority consideration, submit application by date specified.
+ Applicants encouraged to obtain proof of mailing.
* Additional form may be required.

Notes for question 8 (page 3)

Enter your Social Security Number (SSN) as it appears on your Social Security card. If you are a resident of the Freely Associated States (i.e., the Republic of Palau, the Republic of the Marshall Islands, or the Federated States of Micronesia) and were issued an identification number beginning with "666" when submitting a FAFSA previously, enter that number here. If you are a first-time applicant from the Freely Associated States, enter "666" in the first three boxes of the SSN field and leave the remaining six positions blank and we will create an identification number to be used for federal student aid purposes.

Notes for questions 14 and 15 (page 3)

If you are an eligible noncitizen, write in your eight- or nine-digit Alien Registration Number. Generally, you are an eligible noncitizen if you are (1) a permanent U.S. resident with a Permanent Resident Card (I-551); (2) a conditional permanent resident with a Conditional Green Card (I-551C); (3) the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms that you were paroled for a minimum of one year and status has not expired), T-Visa holder (T-1, T-2, T-3, etc.) or "Cuban-Haitian Entrant;" or (4) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking."

If you are in the U.S. and have been granted Deferred Action for Childhood Arrivals (DACA), an F1 or F2 student visa, a J1 or J2 exchange visitor visa, or a G series visa (pertaining to international organizations), select "No, I am not a citizen or eligible noncitizen." You will not be eligible for federal student aid. If you have a Social Security Number but are not a citizen or an eligible noncitizen, including if you have been granted DACA, you should still complete the FAFSA because you may be eligible for state or college aid.

Notes for questions 16 and 17 (page 3)

Report your marital status as of the date you sign your FAFSA. If your marital status changes after you sign your FAFSA, check with the **financial aid office at the college**. Consistent with the Supreme Court decision holding Section 3 of the Defense of Marriage Act (DOMA) unconstitutional, same-sex couples must report their marital status as married if they were legally married in a state or other jurisdiction (foreign country) that permits same-sex marriage, without regard to where the couple resides.

Notes for questions 21 and 22 (page 3)

To be eligible for federal student aid, male citizens and male immigrants residing in the U.S. aged 18 through 25 are required to register with the Selective Service System, with limited exceptions. This requirement applies to any person assigned the sex of male at birth. The Selective Service System and the registration requirement for males preserve America's ability to provide resources in an emergency to the U.S. Armed Forces (Army, Navy, Air Force, Marines, or Coast Guard). For more information about the Selective Service System, visit www.sss.gov. Forms are available at your local U.S. Post Office.

Notes for questions 33 (page 4) and 81 (page 6)

If you filed or will file a foreign tax return, a tax return with Puerto Rico, another U.S. territory (e.g., Guam, American Samoa, the U.S. Virgin Islands, Swain's Island or the Northern Marianas Islands) or one of the Freely Associated States, use the information from that return to fill out this form. If you filed a foreign return, convert all monetary units to U.S. dollars, using the exchange rate that is in effect today. To view the daily exchange rate, go to www.federalreserve.gov/releases/h10/current.

Notes for questions 35 (page 4) and 83 (page 6)

In general, a person is eligible to file a 1040A or 1040EZ if he or she makes less than \$100,000, does not itemize deductions, does not receive income from his or her own business or farm and does not receive alimony. A person is not eligible to file a 1040A or 1040EZ if he or she makes \$100,000 or more, itemizes deductions, receives income from his or her own business or farm, is self-employed, receives alimony or is required to file Schedule D for capital gains. If you filed a 1040 only to claim the American Opportunity Tax Credit or Lifetime Learning Tax Credit, and you would have otherwise been eligible to file a 1040A or 1040EZ, answer "Yes" to this question. If you filed a 1040 and were not required to file a tax return, answer "Yes" to this question.

Notes for questions 38 (page 4)

and 87 (page 7) — Notes for those who filed a 1040EZ

On the 1040EZ, if a person didn't check either box on line 5, enter 01 if he or she is single or has never been married, or 02 if he or she is married. If a person checked either the "you" or "spouse" box on line 5, use 1040EZ worksheet line F to determine the number of exemptions (\$3,950 equals one exemption).

Notes for questions 42 and 43 (page 4), 45j (page 5), and 91 and 92 (page 7)

Net worth means current value minus debt. If net worth is negative, enter 0.

Investments include real estate (do not include the home in which you live), rental property (includes a unit within a family home that has its own entrance, kitchen, and bath rented to someone other than a family member), trust funds, UGMA and UTMA accounts, money market funds, mutual funds, certificates of deposit, stocks, stock options, bonds, other securities, installment and land sale contracts (including mortgages held), commodities, etc.

Investments also include qualified educational benefits or education savings accounts (e.g., Coverdell savings accounts, 529 college savings plans and the refund value of 529 prepaid tuition plans). For a student who does not report parental information, the accounts owned by the student (and/or the student's spouse) are reported as student investments in question 42. For a student who must report parental information, the accounts are reported as parental investments in question 91, including all accounts owned by the student and all accounts owned by the parents for any member of the household.

Money received, or paid on your behalf, also includes distributions to you (the student beneficiary) from a 529 plan that is owned by someone other than you or your parents (such as your grandparents, aunts, uncles, and non-custodial parents). You must include these distribution amounts in question 45j.

Investments do not include the home you live in, the value of life insurance, retirement plans (401[k] plans, pension funds, annuities, non-education IRAs, Keogh plans, etc.) or cash, savings and checking accounts already reported in questions 41 and 90.

Investments also do not include UGMA and UTMA accounts for which you are the custodian, but not the owner.

Investment value means the current balance or market value of these investments as of today. Investment debt means only those debts that are related to the investments.

Business and/or investment farm value includes the market value of land, buildings, machinery, equipment, inventory, etc. Business and/or investment farm debt means only those debts for which the business or investment farm was used as collateral.

Business value does not include the value of a small business if your family owns and controls more than 50 percent of the business and the business has 100 or fewer full-time or full-time equivalent employees. For small business value, your family includes (1) persons directly related to you, such as a parent, sister or cousin, or (2) persons who are or were related to you by marriage, such as a spouse, stepparent or sister-in-law.

Investment farm value does not include the value of a family farm that you (your spouse and/or your parents) live on and operate.

Notes for question 49 (page 5)

Answer "Yes" if you are currently serving in the U.S. Armed Forces or are a National Guard or Reserves enlistee who is on active duty for other than state or training purposes.

Answer "No" if you are a National Guard or Reserves enlistee who is on active duty for state or training purposes.

Notes for question 50 (page 5)

Answer "Yes" (you are a veteran) if you (1) have engaged in active duty (including basic training) in the U.S. Armed Forces, or are a National Guard or Reserves enlistee who was called to active duty for other than state or training purposes, or were a cadet or midshipman at one of the service academies, **and** (2) were released under a condition other than dishonorable. Also answer "Yes" if you are not a veteran now but will be one by June 30, 2016.

Answer "No" (you are not a veteran) if you (1) have never engaged in active duty (including basic training) in the U.S. Armed Forces, (2) are currently an ROTC student or a cadet or midshipman at a service academy, (3) are a National Guard or Reserves enlistee activated only for state or training purposes, or (4) were engaged in active duty in the U.S. Armed Forces but released under dishonorable conditions.

Also answer "No" if you are currently serving in the U.S. Armed Forces and will continue to serve through June 30, 2016.

27. What is the name of the high school where you received or will receive your high school diploma? Enter the complete high school name, and the city and state where the high school is located.

High School Name

High School City

STATE

28. Will you have your first bachelor's degree before July 1, 2015?

Yes 1 No 2

29. When you begin the 2015-2016 school year, what will be your grade level?

- Never attended college and 1st year undergraduate 0
- Attended college before and 1st year undergraduate 1
- 2nd year undergraduate/sophomore 2
- 3rd year undergraduate/junior 3
- 4th year undergraduate/senior 4
- 5th year/other undergraduate 5
- 1st year graduate/professional 6
- Continuing graduate/professional or beyond 7

30. When you begin the 2015-2016 school year, what degree or certificate will you be working on?

- 1st bachelor's degree 1
- 2nd bachelor's degree 2
- Associate degree (occupational or technical program) 3
- Associate degree (general education or transfer program) 4
- Certificate or diploma (occupational, technical or education program of less than two years) 5
- Certificate or diploma (occupational, technical or education program of two or more years) 6
- Teaching credential (nondegree program) 7
- Graduate or professional degree 8
- Other/undecided 9

31. Are you interested in being considered for work-study?

Yes 1 No 2 Don't know 3

Step Two (Student):

Answer questions 32–58 about yourself (the student). If you were never married or are separated, divorced or widowed, answer only about yourself. If you are married or remarried as of today, include information about your spouse.

32. For 2014, have you (the student) completed your IRS income tax return or another tax return listed in question 33?

- I have already completed my return 1
- I will file but have not yet completed my return 2
- I'm not going to file. **Skip to question 39.** 3

33. What income tax return did you file or will you file for 2014?

- IRS 1040 1
- IRS 1040A or 1040EZ 2
- A foreign tax return. **See Notes page 2.** 3
- A tax return with Puerto Rico, another U.S. territory, or Freely Associated State. **See Notes page 2.** 4

34. For 2014, what is or will be your tax filing status according to your tax return?

- Single 1
- Head of household 4
- Married—filed joint return 2
- Married—filed separate return 3
- Qualifying widow(er) 5
- Don't know 6

35. If you have filed or will file a 1040, were you eligible to file a 1040A or 1040EZ? **See Notes page 2.**

Yes 1 No 2 Don't know 3

For questions 36–45, if the answer is zero or the question does not apply to you, enter 0. Report whole dollar amounts with no cents.

36. What was your (and spouse's) adjusted gross income for 2014? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4.

\$

37. Enter your (and spouse's) income tax for 2014. Income tax amount is on IRS Form 1040—line 56; 1040A—line 37; or 1040EZ—line 10.

\$

38. Enter your (and spouse's) exemptions for 2014. Exemptions are on IRS Form 1040—line 6d or Form 1040A—line 6d. For Form 1040EZ, **see Notes page 2.**

Questions 39 and 40 ask about earnings (wages, salaries, tips, etc.) in 2014. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); on 1040A—line 7; or on 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation.

39. How much did you earn from working in 2014?

\$

40. How much did your spouse earn from working in 2014?

\$

41. As of today, what is your (and spouse's) total current balance of cash, savings and checking accounts? **Don't include** student financial aid.

\$

42. As of today, what is the net worth of your (and spouse's) investments, including real estate? **Don't include** the home you live in. Net worth means current value minus debt. **See Notes page 2.**

\$

43. As of today, what is the net worth of your (and spouse's) current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. **See Notes page 2.**

\$

44. Student's 2014 Additional Financial Information (Enter the combined amounts for you and your spouse.)

- a. Education credits (American Opportunity Tax Credit and Lifetime Learning Tax Credit) from IRS Form 1040—line 50 or 1040A—line 33. \$

--	--	--	--	--	--	--	--	--	--
- b. Child support paid because of divorce or separation or as a result of a legal requirement. **Don't include** support for children in your household, as reported in question 95. \$

--	--	--	--	--	--	--	--	--	--
- c. Taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships. \$

--	--	--	--	--	--	--	--	--	--
- d. Taxable student grant and scholarship aid **reported to the IRS in your adjusted gross income**. Includes AmeriCorps benefits (awards, living allowances and interest accrual payments), as well as grant and scholarship portions of fellowships and assistantships. \$

--	--	--	--	--	--	--	--	--	--
- e. Combat pay or special combat pay. Only enter the amount that was taxable and included in your adjusted gross income. **Don't include** untaxed combat pay. \$

--	--	--	--	--	--	--	--	--	--
- f. Earnings from work under a cooperative education program offered by a college. \$

--	--	--	--	--	--	--	--	--	--

45. Student's 2014 Untaxed Income (Enter the combined amounts for you and your spouse.)

- a. Payments to tax-deferred pension and retirement savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 forms in Boxes 12a through 12d, codes D, E, F, G, H and S. **Don't include** amounts reported in code DD (employer contributions toward employee health benefits). \$

--	--	--	--	--	--	--	--	--	--
- b. IRA deductions and payments to self-employed SEP, SIMPLE, Keogh and other qualified plans from IRS Form 1040—line 28 + line 32 or 1040A—line 17. \$

--	--	--	--	--	--	--	--	--	--
- c. Child support received for any of your children. **Don't include** foster care or adoption payments. \$

--	--	--	--	--	--	--	--	--	--
- d. Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b. \$

--	--	--	--	--	--	--	--	--	--
- e. Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here. \$

--	--	--	--	--	--	--	--	--	--
- f. Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here. \$

--	--	--	--	--	--	--	--	--	--
- g. Housing, food and other living allowances paid to members of the military, clergy and others (including cash payments and cash value of benefits). **Don't include** the value of on-base military housing or the value of a basic military allowance for housing. \$

--	--	--	--	--	--	--	--	--	--
- h. Veterans noneducation benefits, such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances. \$

--	--	--	--	--	--	--	--	--	--
- i. Other untaxed income not reported in items 45a through 45h, such as workers' compensation, disability, etc. Also include the untaxed portions of health savings accounts from IRS Form 1040—line 25. **Don't include** extended foster care benefits, student aid, earned income credit, additional child tax credit, welfare payments, untaxed Social Security benefits, Supplemental Security Income, Workforce Investment Act educational benefits, on-base military housing or a military housing allowance, combat pay, benefits from flexible spending arrangements (e.g., cafeteria plans), foreign income exclusion or credit for federal tax on special fuels. \$

--	--	--	--	--	--	--	--	--	--
- j. Money received, or paid on your behalf (e.g., bills), not reported elsewhere on this form. This includes money that you received from a parent whose financial information is not reported on this form and that is not part of a legal child support agreement. **See Notes page 2.** \$

--	--	--	--	--	--	--	--	--	--

Step Three (Student): Answer the questions in this step to determine if you will need to provide parental information. Once you answer "Yes" to any of the questions in this step, skip Step Four and go to Step Five on page 8.

- 46. Were you born before January 1, 1992? Yes 1 No 2
- 47. As of today, are you married? (Also answer "Yes" if you are separated but not divorced.) Yes 1 No 2
- 48. At the beginning of the 2015-2016 school year, will you be working on a master's or doctorate program (such as an MA, MBA, MD, JD, PhD, EdD, graduate certificate, etc.)? Yes 1 No 2
- 49. Are you currently serving on active duty in the U.S. Armed Forces for purposes other than training? **See Notes page 2.** Yes 1 No 2
- 50. Are you a veteran of the U.S. Armed Forces? **See Notes page 2.** Yes 1 No 2
- 51. Do you now have or will you have children who will receive more than half of their support from you between July 1, 2015 and June 30, 2016? Yes 1 No 2
- 52. Do you have dependents (other than your children or spouse) who live with you and who receive more than half of their support from you, now and through June 30, 2016? Yes 1 No 2
- 53. At any time since you turned age 13, were both your parents deceased, were you in foster care or were you a dependent or ward of the court? **See Notes page 9.** Yes 1 No 2
- 54. As determined by a court in your state of legal residence, are you or were you an emancipated minor? **See Notes page 9.** Yes 1 No 2
- 55. As determined by a court in your state of legal residence, are you or were you in legal guardianship? **See Notes page 9.** Yes 1 No 2
- 56. At any time on or after July 1, 2014, did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 9.** Yes 1 No 2
- 57. At any time on or after July 1, 2014, did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 9.** Yes 1 No 2
- 58. At any time on or after July 1, 2014, did the director of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 9.** Yes 1 No 2

If you (the student) answered "No" to every question in Step Three, go to Step Four.
If you answered "Yes" to any question in Step Three, skip Step Four and go to Step Five on page 8.
 (Health professions students: Your college may require you to complete Step Four even if you answered "Yes" to any Step Three question.)
If you believe that you are unable to provide parental information, see Notes page 9.

Step Four (Parent): Complete this step if you (the student) answered "No" to all questions in Step Three.

Answer all the questions in Step Four even if you do not live with your legal parents (biological, adoptive, or as determined by the state [for example, if the parent is listed on the birth certificate]). Grandparents, foster parents, legal guardians, widowed stepparents, aunts and uncles are not considered parents on this form unless they have legally adopted you. If your legal parents are married to each other, or are not married to each other and **live together**, answer the questions about both of them. If your parent was never married or is remarried, divorced, separated or widowed, see **Notes page 9** for additional instructions.

59. As of today, what is the marital status of your legal parents?

Never married..... 2 Married or remarried..... 1

Unmarried and both parents living together..... 5 Divorced or separated..... 3

Widowed..... 4

60. Month and year they were married, remarried, separated, divorced or widowed.

MONTH	YEAR
<input type="text"/>	<input type="text"/>

What are the Social Security Numbers, names and dates of birth of the parents reporting information on this form?
 If your parent does not have a Social Security Number, you must enter 000-00-0000. If the name includes a suffix, such as Jr. or III, include a space between the last name and suffix. Enter two digits for each day and month (e.g., for May 31, enter 05 31).

Questions 61-64 are for Parent 1 (father/mother/stepparent)

61. SOCIAL SECURITY NUMBER --

62. LAST NAME, AND

63. FIRST INITIAL

64. DATE OF BIRTH / /

Questions 65-68 are for Parent 2 (father/mother/stepparent)

65. SOCIAL SECURITY NUMBER --

66. LAST NAME, AND

67. FIRST INITIAL

68. DATE OF BIRTH / /

69. **Your parents' e-mail address.** If you provide your parents' e-mail address, we will let them know your FAFSA has been processed. This e-mail address will also be shared with your state and the colleges listed on your FAFSA to allow them to electronically communicate with your parents.

70. What is your parents' state of legal residence? STATE

71. Did your parents become legal residents of this state before January 1, 2010? Yes 1 No 2

72. If the answer to question 71 is "No," give the month and year legal residency began for the parent who has lived in the state the longest.

MONTH	YEAR
<input type="text"/>	<input type="text"/>

73. How many people are in your parents' household? Include:

- yourself, even if you don't live with your parents,
- your parents,
- your parents' other children if (a) your parents will provide more than half of their support between July 1, 2015 and June 30, 2016, or (b) the children could answer "No" to every question in Step Three on page 5 of this form, and
- other people if they now live with your parents, your parents provide more than half of their support and your parents will continue to provide more than half of their support between July 1, 2015 and June 30, 2016.

74. How many people in your parents' household (from question 73) will be college students between July 1, 2015 and June 30, 2016? Always count yourself as a college student. Do not include your parents. Do not include siblings who are in U.S. military service academies. You may include others only if they will attend, at least half-time in 2015-2016, a program that leads to a college degree or certificate.

In 2013 or 2014, did you, your parents or anyone in your parents' household (from question 73) receive benefits from any of the federal programs listed? Mark all that apply. Answering these questions will not reduce eligibility for student aid or these programs. TANF may have a different name in your parents' state. Call 1-800-433-3243 to find out the name of the state's program.

75. Supplemental Security Income (SSI) 76. Supplemental Nutrition Assistance Program (SNAP) 77. Free or Reduced Price Lunch 78. Temporary Assistance for Needy Families (TANF) 79. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

If your answer to question 59 was "Unmarried and both parents living together," contact 1-800-433-3243 for assistance with answering questions 80-94.

80. For 2014, have your parents completed their IRS income tax return or another tax return listed in question 81?

My parents have already completed their return... 1

My parents will file but have not yet completed their return..... 2

My parents are not going to file. **Skip to question 88.**..... 3

81. What income tax return did your parents file or will they file for 2014?

IRS 1040..... 1

IRS 1040A or 1040EZ..... 2

A foreign tax return. **See Notes page 2.**..... 3

A tax return with Puerto Rico, another U.S. territory or Freely Associated State. **See Notes page 2.**..... 4

82. For 2014, what is or will be your parents' tax filing status according to their tax return?

Single..... 1

Head of household..... 4

Married—filed joint return..... 2

Married—filed separate return..... 3

Qualifying widow(er)..... 5

Don't know..... 6

83. If your parents have filed or will file a 1040, were they eligible to file a 1040A or 1040EZ? **See Notes page 2.**

Yes 1

No 2

Don't know 3

84. As of today, is either of your parents a dislocated worker? **See Notes page 9.**

Yes 1

No 2

Don't know 3

For questions 85–94, if the answer is zero or the question does not apply, enter 0. Report whole dollar amounts with no cents.

85. What was your parents' adjusted gross income for 2014? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4. \$
86. Enter your parents' income tax for 2014. Income tax amount is on IRS Form 1040—line 56; 1040A—line 37; or 1040EZ—line 10. \$
87. Enter your parents' exemptions for 2014. Exemptions are on IRS Form 1040—line 6d or on Form 1040A—line 6d. For Form 1040EZ, see Notes page 2.

Questions 88 and 89 ask about earnings (wages, salaries, tips, etc.) in 2014. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); on 1040A—line 7; or on 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation.

88. How much did Parent 1 (father/mother/stepparent) earn from working in 2014? \$
89. How much did Parent 2 (father/mother/stepparent) earn from working in 2014? \$

90. As of today, what is your parents' total current balance of cash, savings and checking accounts? \$
91. As of today, what is the net worth of your parents' investments, including real estate? **Don't include** the home in which your parents live. Net worth means current value minus debt. See Notes page 2. \$
92. As of today, what is the net worth of your parents' current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. See Notes page 2. \$

93. Parents' 2014 Additional Financial Information (Enter the amounts for your parent[s].)

- a. Education credits (American Opportunity Tax Credit and Lifetime Learning Tax Credit) from IRS Form 1040—line 50 or 1040A—line 33. \$
- b. Child support paid because of divorce or separation or as a result of a legal requirement. **Don't include** support for children in your parents' household, as reported in question 73. \$
- c. Your parents' taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships. \$
- d. Your parents' taxable student grant and scholarship aid **reported to the IRS in your parents' adjusted gross income**. Includes AmeriCorps benefits (awards, living allowances and interest accrual payments), as well as grant and scholarship portions of fellowships and assistantships. \$
- e. Combat pay or special combat pay. Only enter the amount that was taxable and included in your parents' adjusted gross income. Do not enter untaxed combat pay. \$
- f. Earnings from work under a cooperative education program offered by a college. \$

94. Parents' 2014 Untaxed Income (Enter the amounts for your parent[s].)

- a. Payments to tax-deferred pension and retirement savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 forms in Boxes 12a through 12d, codes D, E, F, G, H and S. **Don't include** amounts reported in code DD (employer contributions toward employee health benefits). \$
- b. IRA deductions and payments to self-employed SEP, SIMPLE, Keogh and other qualified plans from IRS Form 1040—line 28 + line 32 or 1040A—line 17. \$
- c. Child support received for any of your parents' children. **Don't include** foster care or adoption payments. \$
- d. Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b. \$
- e. Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here. \$
- f. Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here. \$
- g. Housing, food and other living allowances paid to members of the military, clergy and others (including cash payments and cash value of benefits). **Don't include** the value of on-base military housing or the value of a basic military allowance for housing. \$
- h. Veterans noneducation benefits, such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances. \$
- i. Other untaxed income not reported in items 94a through 94h, such as workers' compensation, disability, etc. Also include the untaxed portions of health savings accounts from IRS Form 1040—line 25. **Don't include** extended foster care benefits, student aid, earned income credit, additional child tax credit, welfare payments, untaxed Social Security benefits, Supplemental Security Income, Workforce Investment Act educational benefits, on-base military housing or a military housing allowance, combat pay, benefits from flexible spending arrangements (e.g., cafeteria plans), foreign income exclusion or credit for federal tax on special fuels. \$

Step Five (Student): Complete this step only if you (the student) answered "Yes" to any questions in Step Three.

95. How many people are in your household?

Include:

- yourself (and your spouse),
- your children, if you will provide more than half of their support between July 1, 2015 and June 30, 2016, and
- other people if they now live with you, you provide more than half of their support and you will continue to provide more than half of their support between July 1, 2015 and June 30, 2016.

--	--

96. How many people in your (and your spouse's) household (from question 95) will be college students between July 1, 2015 and June 30, 2016? Always count yourself as a college student. Include others only if they will attend, at least half-time in 2015-2016, a program that leads to a college degree or certificate.

--

In 2013 or 2014, did you (or your spouse) or anyone in your household (from question 95) receive benefits from any of the federal programs listed? Mark all that apply. Answering these questions will not reduce eligibility for student aid or these programs. TANF may have a different name in your state. Call 1-800-433-3243 to find out the name of the state's program.

97. Supplemental Security Income (SSI) 98. Supplemental Nutrition Assistance Program (SNAP) 99. Free or Reduced Price Lunch 100. Temporary Assistance for Needy Families (TANF) 101. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

102. As of today, are you (or your spouse) a dislocated worker? See Notes page 9. Yes ¹ No ² Don't know ³

Step Six (Student): Indicate which colleges you want to receive your FAFSA information.

Enter the six-digit federal school code and your housing plans. You can find the school codes at www.fafsa.gov or by calling 1-800-433-3243. If you cannot obtain the code, write in the complete name, address, city and state of the college. The information you report on the FAFSA is sent to each college listed, including the names of the other colleges listed. If you do not want this information sent to a particular college, do not list that school. For federal student aid purposes, it does not matter in what order you list your selected schools. For state aid, you may want to list your preferred college first. To find out how to have more colleges receive your FAFSA information, read *What is the FAFSA?* on page 10.

<p>103. a</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"> <tr> <td style="font-size: 8px;">1ST FEDERAL SCHOOL CODE</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>OR</p> <p>103. c</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"> <tr> <td style="font-size: 8px;">2ND FEDERAL SCHOOL CODE</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>OR</p> <p>103. e</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"> <tr> <td style="font-size: 8px;">3RD FEDERAL SCHOOL CODE</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>OR</p> <p>103. g</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"> <tr> <td style="font-size: 8px;">4TH FEDERAL SCHOOL CODE</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	1ST FEDERAL SCHOOL CODE						2ND FEDERAL SCHOOL CODE						3RD FEDERAL SCHOOL CODE						4TH FEDERAL SCHOOL CODE						<p>NAME OF COLLEGE</p> <table border="1" style="width: 100%; height: 20px;"></table> <p>ADDRESS AND CITY</p> <table border="1" style="width: 100%; height: 20px;"></table> <p>OR</p> <p>NAME OF COLLEGE</p> <table border="1" style="width: 100%; height: 20px;"></table> <p>ADDRESS AND CITY</p> <table border="1" style="width: 100%; height: 20px;"></table> <p>OR</p> <p>NAME OF COLLEGE</p> <table border="1" style="width: 100%; height: 20px;"></table> <p>ADDRESS AND CITY</p> <table border="1" style="width: 100%; height: 20px;"></table> <p>OR</p> <p>NAME OF COLLEGE</p> <table border="1" style="width: 100%; height: 20px;"></table> <p>ADDRESS AND CITY</p> <table border="1" style="width: 100%; height: 20px;"></table>	<p>STATE</p> <table border="1" style="width: 20px; height: 20px;"></table> <p>STATE</p> <table border="1" style="width: 20px; height: 20px;"></table> <p>STATE</p> <table border="1" style="width: 20px; height: 20px;"></table> <p>STATE</p> <table border="1" style="width: 20px; height: 20px;"></table>	<p>HOUSING PLANS</p> <p>103. b on campus <input type="radio"/> ¹</p> <p style="padding-left: 20px;">with parent <input type="radio"/> ²</p> <p style="padding-left: 20px;">off campus <input type="radio"/> ³</p> <p>103. d on campus <input type="radio"/> ¹</p> <p style="padding-left: 20px;">with parent <input type="radio"/> ²</p> <p style="padding-left: 20px;">off campus <input type="radio"/> ³</p> <p>103. f on campus <input type="radio"/> ¹</p> <p style="padding-left: 20px;">with parent <input type="radio"/> ²</p> <p style="padding-left: 20px;">off campus <input type="radio"/> ³</p> <p>103. h on campus <input type="radio"/> ¹</p> <p style="padding-left: 20px;">with parent <input type="radio"/> ²</p> <p style="padding-left: 20px;">off campus <input type="radio"/> ³</p>
1ST FEDERAL SCHOOL CODE																											
2ND FEDERAL SCHOOL CODE																											
3RD FEDERAL SCHOOL CODE																											
4TH FEDERAL SCHOOL CODE																											

Step Seven (Student and Parent): Read, sign and date.

If you are the student, by signing this application you certify that you (1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) are not in default on a federal student loan or have made satisfactory arrangements to repay it, (3) do not owe money back on a federal student grant or have made satisfactory arrangements to repay it, (4) will notify your college if you default on a federal student loan and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

If you are the parent or the student, by signing this application you certify that all of the information you provided is true and complete to the best of your knowledge and you agree, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file. Also, you certify that you understand that **the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies.** If you sign any document related to the federal student aid programs electronically using a personal identification number (PIN), username and password, and/or any other credential, you certify that you are the person identified by that PIN, username and password, and/or other credential, and have not disclosed that PIN, username and password, and/or other credential to anyone else. If you purposely give false or misleading information, you may be fined up to \$20,000, sent to prison, or both.

104. Date this form was completed

MONTH		DAY		2015 <input type="radio"/>	or	2016 <input type="radio"/>
-------	--	-----	--	----------------------------	----	----------------------------

105. Student (Sign below)

1

Parent (A parent from Step Four sign below.)

2

If you or your family paid a fee for someone to fill out this form or to advise you on how to fill it out, that person must complete this part.

Preparer's name, firm and address

1

106. Preparer's Social Security Number (or 107)

--	--	--	--	--	--	--	--	--	--	--	--

107. Employer ID number (or 106)

--	--	--	--	--	--	--	--	--	--	--	--

108. Preparer's signature and date

1

COLLEGE USE ONLY

- D/O ¹ Homeless Youth Determination ⁴

FAA Signature

1

DATA ENTRY USE ONLY: P * L E

Notes for question 53 (page 5)

Answer **"Yes"** if at any time since you turned age 13:

- You had no living parent, even if you are now adopted; or
- You were in foster care, even if you are no longer in foster care today; or
- You were a dependent or ward of the court, even if you are no longer a dependent or ward of the court today. For federal student aid purposes, someone who is incarcerated is not considered a ward of the court.

The financial aid administrator at your school may require you to provide proof that you were in foster care or a dependent or ward of the court.

Notes for questions 54 and 55 (page 5)

The definition of legal guardianship does not include your parents, even if they were appointed by a court to be your guardians. You are also not considered a legal guardian of yourself.

Answer **"Yes"** if you can provide a copy of a court's decision that as of today you are an emancipated minor or are in legal guardianship. Also answer **"Yes"** if you can provide a copy of a court's decision that you were an emancipated minor or were in legal guardianship immediately before you reached the age of being an adult in your state. The court must be located in your state of legal residence at the time the court's decision was issued.

Answer **"No"** if you are still a minor and the court decision is no longer in effect or the court decision was not in effect at the time you became an adult.

The financial aid administrator at your college may require you to provide proof that you were an emancipated minor or in legal guardianship.

Notes for questions 56–58 (page 5)

Answer **"Yes"** if you received a determination at any time on or after July 1, 2014, that you were an unaccompanied youth who was homeless or at risk of being homeless.

- **"Homeless"** means lacking fixed, regular and adequate housing. You may be homeless if you are living in shelters, parks, motels or cars, or are temporarily living with other people because you have nowhere else to go. Also, if you are living in any of these situations and fleeing an abusive parent you may be considered homeless even if your parent would provide support and a place to live.
- **"Unaccompanied"** means you are not living in the physical custody of your parent or guardian.
- **"Youth"** means you are 21 years of age or younger or you are still enrolled in high school as of the day you sign this application.

Answer **"No"** if you are not homeless or at risk of being homeless, or do not have a determination. You should contact your financial aid office for assistance if you do not have a determination but believe you are an unaccompanied youth who is homeless or are an unaccompanied youth providing for your own living expenses who is at risk of being homeless.

The financial aid administrator at your college may require you to provide a copy of the determination if you answered **"Yes"** to any of these questions.

Notes for students unable to provide parental information on pages 6 and 7

Under very limited circumstances (for example, your parents are incarcerated; you have left home due to an abusive family environment; or you do not know where your parents are and are unable to contact them), you may be able to submit your FAFSA without parental information. **If you are unable to provide parental information**, skip Steps Four and Five, and go to Step Six. Once you submit your FAFSA without parental data, **you must follow up with the financial aid office at the college you plan to attend**, in order to complete your FAFSA.

Notes for Step Four, questions 59–94 (pages 6 and 7)

Review all instructions below to determine who is considered a parent on this form:

- If your parent was never married and does not live with your other legal parent, or if your parent is widowed or not remarried, answer the questions about that parent.
- If your legal parents (biological, adoptive, or as determined by the state [for example, if the parent is listed on the birth certificate]) are not married to each other and **live together**, select "Unmarried and both parents living together" and provide information about both of them regardless of their gender. Do not include any person who is not married to your parent and who is not a legal or biological parent. Contact 1-800-433-3243 for assistance in completing questions 80-94.
- If your legal parents are married, select "Married or remarried." Consistent with the Supreme Court decision holding Section 3 of the Defense of Marriage Act (DOMA) unconstitutional, same-sex couples must be reported as married if they were legally married in a state or other jurisdiction (foreign country) that permits same-sex marriage, without regard to where the couple resides. If your legal parents are divorced but living together, select "Unmarried and both parents living together." If your legal parents are separated but living together, select "Married or remarried," not "Divorced or separated."
- If your parents are divorced or separated, answer the questions about the parent you lived with more during the past 12 months. (If you did not live with one parent more than the other, give answers about the parent who provided more financial support during the past 12 months or during the most recent year that you actually received support from a parent.) If this parent is remarried as of today, answer the questions about that parent and your stepparent.
- If your widowed parent is remarried as of today, answer the questions about that parent and your stepparent.

Notes for questions 84 (page 6) and 102 (page 8)

In general, a person may be considered a dislocated worker if he or she:

- is receiving unemployment benefits due to being laid off or losing a job and is unlikely to return to a previous occupation;
- has been laid off or received a lay-off notice from a job;
- was self-employed but is now unemployed due to economic conditions or natural disaster; or
- is the spouse of an active duty member of the Armed Forces and has experienced a loss of employment because of relocating due to permanent change in duty station; or
- is the spouse of an active duty member of the Armed Forces and is a displaced homemaker (as described below); or
- is a displaced homemaker. A displaced homemaker is generally a person who previously provided unpaid services to the family (e.g., a stay-at-home mom or dad), is no longer supported by the spouse, is unemployed or underemployed, and is having trouble finding or upgrading employment.

Except for the spouse of an active duty member of the Armed Forces, if a person quits work, generally he or she is not considered a dislocated worker even if, for example, the person is receiving unemployment benefits.

Answer **"Yes"** to question 84 if your parent is a dislocated worker. Answer **"Yes"** to question 102 if you or your spouse is a dislocated worker.

Answer **"No"** to question 84 if your parent is not a dislocated worker. Answer **"No"** to question 102 if neither you nor your spouse is a dislocated worker.

Answer **"Don't know"** to question 84 if you are not sure whether your parent is a dislocated worker. Answer **"Don't know"** to question 102 if you are not sure whether you or your spouse is a dislocated worker. You can contact your financial aid office for assistance in answering these questions.

The financial aid administrator at your college may require you to provide proof that your parent is a dislocated worker, if you answered **"Yes"** to question 84, or that you or your spouse is a dislocated worker, if you answered **"Yes"** to question 102.

What is the FAFSA®?

Why fill out a FAFSA?

The **Free Application for Federal Student Aid** (FAFSA) is the first step in the financial aid process. You use the FAFSA to apply for federal student aid, such as grants, work-study, and loans. In addition, most states and colleges use information from the FAFSA to award nonfederal aid.

Why all the questions?

The questions on the FAFSA are required to calculate your Expected Family Contribution (EFC). The EFC measures your family's financial strength and is used to determine your eligibility for federal student aid. Your state and the colleges you list may also use some of your responses. They will determine if you may be eligible for school or state aid, in addition to federal aid.

How do I find out what my Expected Family Contribution (EFC) is?

Your EFC will be listed on your *Student Aid Report* (SAR). Your SAR summarizes the information you submitted on your FAFSA. It is important to review your SAR to make sure all of your information is correct and complete. Make corrections or provide additional information, as necessary.

How much aid will I receive?

Using the information on your FAFSA and your EFC, the financial aid office at your college will determine the amount of aid you will receive. The college will use your EFC to prepare a financial aid package to help you meet your financial need. Financial need is the difference between your EFC and your college's cost of attendance (which can include living expenses), as determined by the college. If you or your family have unusual circumstances that should be taken into account, contact your college's financial aid office. Some examples of unusual circumstances are: unusual medical or dental expenses or a large change in income from last year to this year.

When will I receive the aid?

Any financial aid you are eligible to receive will be paid to you through your college. Typically, your college will first use the aid to pay tuition, fees and room and board (if provided by the college). Any remaining aid is paid to you for your other educational expenses. If you are eligible for a Federal Pell Grant, you may receive it from only one college for the same period of enrollment.

How can I have more colleges receive my FAFSA information?

If you are completing a paper FAFSA, you can only list four colleges in the school code step. You may add more colleges by doing one of the following:

1. After your FAFSA has been processed, go to *FAFSA on the Web* at www.fafsa.gov. Click the "Login" button on the home page to log in to *FAFSA on the Web*, then click "Make FAFSA Corrections."
2. Use the *Student Aid Report* (SAR), which you will receive after your FAFSA is processed. Your Data Release Number (DRN) verifies your identity and will be listed on the first page of your SAR. You can call 1-800-433-3243 and provide your DRN to a customer service representative, who will add more school codes for you.
3. Provide your DRN to the financial aid administrator at the college you want added, and he or she can add their school code to your FAFSA.

Note: Your FAFSA record can only list up to ten school codes. If there are ten school codes on your record, any new school codes that you add will replace one or more of the school codes listed.

Where can I receive more information on student aid?

The best place for information about student financial aid is the financial aid office at the college you plan to attend. The financial aid administrator can tell you about student aid available from your state, the college itself and other sources.

- You can also visit our web site StudentAid.gov.
- For information by phone you can call our Federal Student Aid Information Center at 1-800-433-3243. TTY users (for the hearing impaired) may call 1-800-730-8913.
- You can also check with your high school counselor, your state aid agency or your local library's reference section.

Information about other nonfederal assistance may be available from foundations, religious organizations, community organizations and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with your parents' employers or unions to see if they award scholarships or have tuition payment plans.

Information on the Privacy Act and use of your Social Security Number

We use the information that you provide on this form to determine if you are eligible to receive federal student financial aid and the amount that you are eligible to receive. Sections 483 and 484 of the Higher Education Act of 1965, as amended, give us the authority to ask you and your parents these questions, and to collect the Social Security Numbers of you and your parents. We use your Social Security Number to verify your identity and retrieve your records, and we may request your Social Security Number again for those purposes.

State and institutional student financial aid programs may also use the information that you provide on this form to determine if you are eligible to receive state and institutional aid and the need that you have for such aid. Therefore, we will disclose the information that you provide on this form to each institution you list in questions 103a - 103h, state agencies in your state of legal residence and the state agencies of the states in which the colleges that you list in questions 103a - 103h are located.

If you are applying solely for federal aid, you must answer all of the following questions that apply to you: 1-9, 14-16, 18, 21-23, 26, 28-29, 32-37, 39-59, 61-68, 70, 73-86, 88-102, 104-105. If you do not answer these questions, you will not receive federal aid.

Without your consent, we may disclose information that you provide to entities under a published "routine use." Under such a routine use, we may disclose information to third parties that we have authorized to assist us in administering the above programs; to other federal agencies under computer matching programs, such as those with the Internal Revenue Service, Social Security Administration, Selective Service System, Department of Homeland Security, Department of Justice and Veterans Affairs; to your parents or spouse; and to members of Congress if you ask them to help you with student aid questions.

If the federal government, the U.S. Department of Education, or an employee of the U.S. Department of Education is involved in litigation, we may send information to the Department of Justice, or a court or adjudicative body, if the disclosure is related to financial aid and certain conditions are met. In addition, we may send your information to a foreign, federal, state, or local enforcement agency if the information that you submitted indicates a violation or potential violation of law, for which that agency has jurisdiction for investigation or prosecution. Finally, we may send information regarding a claim that is determined to be valid and overdue to a consumer reporting agency. This information includes identifiers from the record; the amount, status and history of the claim; and the program under which the claim arose.

State Certification

By submitting this application, you are giving your state financial aid agency permission to verify any statement on this form and to obtain income tax information for all persons required to report income on this form.

The Paperwork Reduction Act of 1995

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 1845-0001. Public reporting burden for this collection of information is estimated to average two 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. The obligation to respond to this collection is voluntary. If you have comments or concerns regarding the status of your individual submission of this form, please contact the Federal Student Aid Information Center, P.O. Box 84, Washington, D.C. 20044 directly. [Note: Please do not return the completed form to this address.]

We may request additional information from you to process your application more efficiently. We will collect this additional information only as needed and on a voluntary basis.