



Grants for Students with Intellectual and Developmental Disabilities Annual Report

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About the Minnesota Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$224 million in need-based grants to Minnesota residents attending accredited institutions in Minnesota. The agency oversees tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

About This Report

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$1142.89 to prepare, including staff time.

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Executive Summary

The Grants for Students with Intellectual and Developmental Disabilities (ID Grant) program provides financial assistance to eligible Minnesota resident students with intellectual and developmental disabilities who attend eligible Minnesota postsecondary institutions. The grant program was established in fiscal year 2018 and has received \$1,200,000 total in state appropriations. Below are some highlights from the program:

- A total of 136 unique students have benefited from ID Grant awards. Students who received the award in multiple years were not counted twice.
- A total of 173 ID Grants have been awarded since program implementation.
- Since program inception, fiscal year 2023 had the largest ID Grant student population with 40 eligible students.
- The average annual ID Grant award for fiscal year 2023 was \$4,995.73 per student.

The Minnesota Office of Higher Education consults with institutions and stakeholders to understand how best to support students with intellectual and developmental disabilities in their education goals. One stakeholder group, Minnesota Inclusive Higher Education Consortium (MIHEC) is “committed to expanding Minnesota postsecondary education enrollment options to all interested youth, young adults, and adults with intellectual and developmental disabilities (ID/DD).” MIHEC has written a detailed report located in [Appendix C](#) about their resources and efforts to “remove barriers so that Minnesota’s inclusive higher education initiatives are accessible to students with ID/DD from diverse ethnic, cultural, linguistic, geographic, and socio-economic backgrounds.”

Per statute requirements, the Minnesota Office of Higher Education submits this report annually by February 15 to legislative committees with jurisdiction over higher education finance and policy. The report includes, at minimum: (1) the number of students receiving an award; (2) the average and total award amounts; and (3) summary demographic data on award recipients.

Introduction

The Grants for Students with Intellectual and Developmental Disabilities (ID Grant) was established by the 2017 Minnesota Legislature (<https://www.revisor.mn.gov/statutes/cite/136A.1215>) to provide financial assistance toward tuition and fees to postsecondary students with intellectual and developmental disabilities enrolled in a Comprehensive Transition & Postsecondary (CTP) program at an eligible Minnesota postsecondary institution. Programs at three institutions have qualified for the ID Grant during each fiscal year:

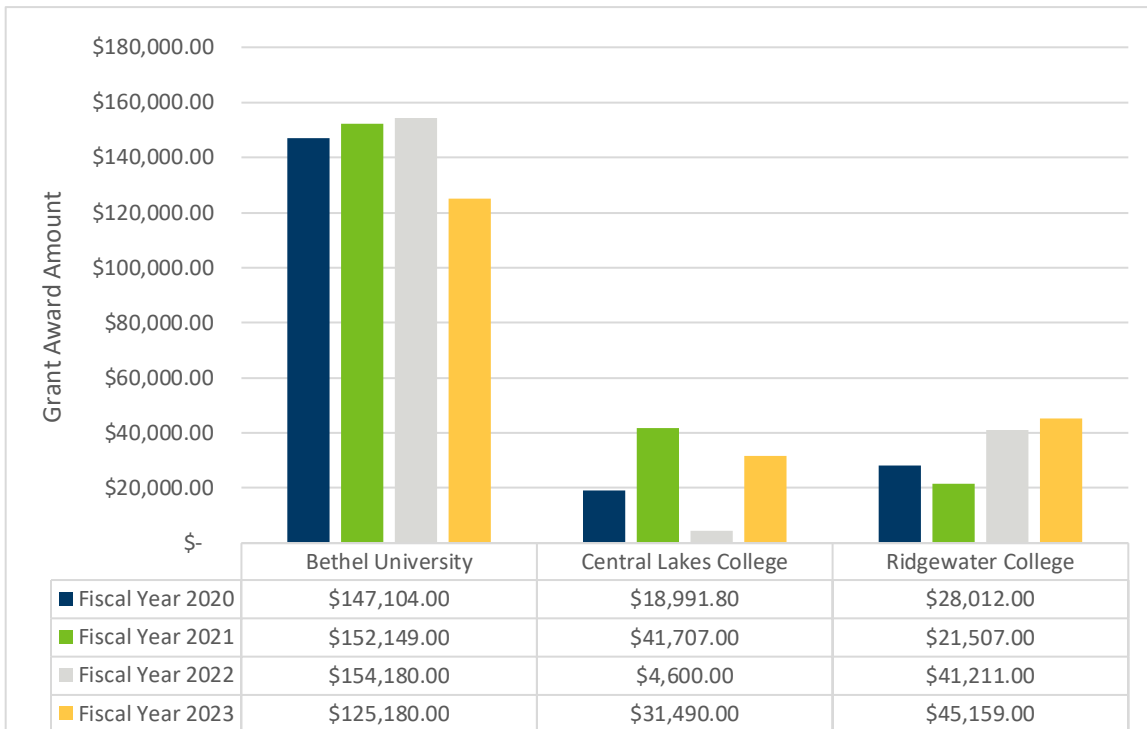
- Bethel University – Saint Paul
 - Bethel University Integrated Learning and Development (BUILD) Program
<https://www.bethel.edu/academics/build/>
- Central Lakes College – Brainerd
 - Occupational Skills Program (OSP)
<http://www.clcmn.edu/occupational-skills-diploma-2/>
- Ridgewater Community College – Willmar
 - Occupational Skills Program (OSP)
<https://ridgewater.edu/academics/areas-of-study/occupational-skills/>

The Minnesota Office of Higher Education (OHE) is responsible for issuing program guidance and providing funding awards to institutions. Institutions are responsible for meeting program deadlines set by OHE, identifying students, calculating awards, distributing award notifications, disbursing awards, adjusting awards, and refunding excess funds to OHE.

Financial Overview

The biennial appropriation for ID Grant for fiscal years (FY) 2022 and 2023 was \$400,000 (\$200,000 per year). The appropriation did not include funds for administrative costs. Total ID Grant disbursed to institutions for FY22 was \$199,991. The total ID Grant disbursed to institutions for FY23 was \$199,829.

Figure 1. Awards per Institution for Fiscal Years 2020 through 2023 - Grants for Students with Intellectual and Developmental Disabilities



Program Requirements

Postsecondary Institution Eligibility

To be eligible to award an ID Grant, an institution must meet all of the following conditions:

- Be located in Minnesota
- Offer a Comprehensive Transition and Postsecondary (CTP) program (degree, certificate, non-degree, or non-certificate program), as defined in the Code of Federal Regulations, title 34, section 668.231 ([Appendix B](#))
- Meet the definition of eligible institution, as defined in Minnesota Statute 136A.103 (<https://www.revisor.mn.gov/statutes/cite/136A.103>)
- Have the necessary administrative computing capability to administer the program on campus and electronically report student data records to OHE
- Provide student-level data to OHE, including information on student financial aid from federal, state, and institutional sources

Student Eligibility

To be eligible for an ID Grant, a student must meet all of the following conditions:

- Have an intellectual disability, as defined in the Code of Federal Regulations, title 34, section 668.231:
 - Cognitive impairment characterized by significant limitations in:
 - Intellectual and cognitive functioning
 - Adaptive behavior as expressed in conceptual, social, and practical adaptive skills
 - Currently, or was formerly, eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), including a student who was determined eligible for special education or related services under the IDEA but was home-schooled or attended a private school
- Be enrolled in and attend a CTP program at an eligible Minnesota postsecondary institution
- Apply using the Free Application for Federal Student Aid (FAFSA) or the Minnesota state financial aid application
- Have tuition and fees not covered by the Federal Pell Grant, State Grant, or institutional aid
- Be a Minnesota resident as defined in Minnesota Statutes 136A.101, Subd. 8 (<https://www.revisor.mn.gov/statutes/cite/136A.101>)
- Be a graduate of a secondary school/GED recipient or be at least 17 years of age at the time of disbursement (high school students enrolled in postsecondary courses prior to receiving their high school diploma are not eligible for an ID Grant)

- Not be in default on a student educational loan
- Not be more than 30 days in arrears for child support payments owed to a public child support enforcement agency unless the student is complying with a written repayment plan

Application Process

A student applies for an ID Grant by completing the FAFSA (<https://studentaid.gov/h/apply-for-aid/fafsa>). A student who is not a United States citizen or eligible non-citizen may apply for an ID Grant by completing the Minnesota state financial aid application (<http://www.ohe.state.mn.us/mPg.cfm?pageID=2056>).

To ensure available funds are distributed among eligible students in a timely manner, FAFSA and Minnesota state financial aid applications receive priority when completed prior to July 1 of the upcoming academic year. For example, an application completed prior to July 1, 2022 for academic year 2022 – 2023 (July 1, 2022 – June 30, 2023) would receive priority in the awarding process. Students with incomplete applications prior to or on July 1, or applications started on or after July 1, may be added to an institutional wait list as determined by the postsecondary institution.

Award Process and Formula

On July 1 of each academic year, institutions submit the demographic and financial data of eligible students to OHE including, but not limited to:

- Student name
- Cost of attendance (COA)
- Expected Family Contribution (EFC)
- Tuition and fees
- Pell Grant
- Minnesota State Grant
- Institutional aid
- Other government aid

ID Grant funds cannot be used for books, supplies, transportation, housing, or other educational expenses. ID Grant awards are calculated based on the student's remaining need in the following calculation. A student must have remaining need of at least \$50 in order to receive an award.

Program tuition and fees for semester

- Federal Pell Grant (actually received by student)
- Minnesota State Grant (actually received by student)
- Institutional Aid
- = ID Grant (\leq Maximum ID Grant)

Based on availability of funds, OHE determines an annual and term maximum grant amount. Institutions then award eligible students up to the maximum grant amount or their remaining need, whichever is less.

On January 1 of each academic year, institutions submit updated demographic and financial data of eligible students. Between July 1 and January 1, there are often updates to the eligible student data due to changes in enrollment. OHE reviews the updated data to determine any adjustments to award amounts and whether students on institutional wait lists can receive annual awards.

On August 31 of each academic year, institutions submit final demographic and financial data of students who received ID Grant awards. OHE reconciles the final data to ensure program funds were accurately awarded and disbursed to eligible students. OHE also relies upon the final data to monitor the progress of the ID Grant program and create this report.

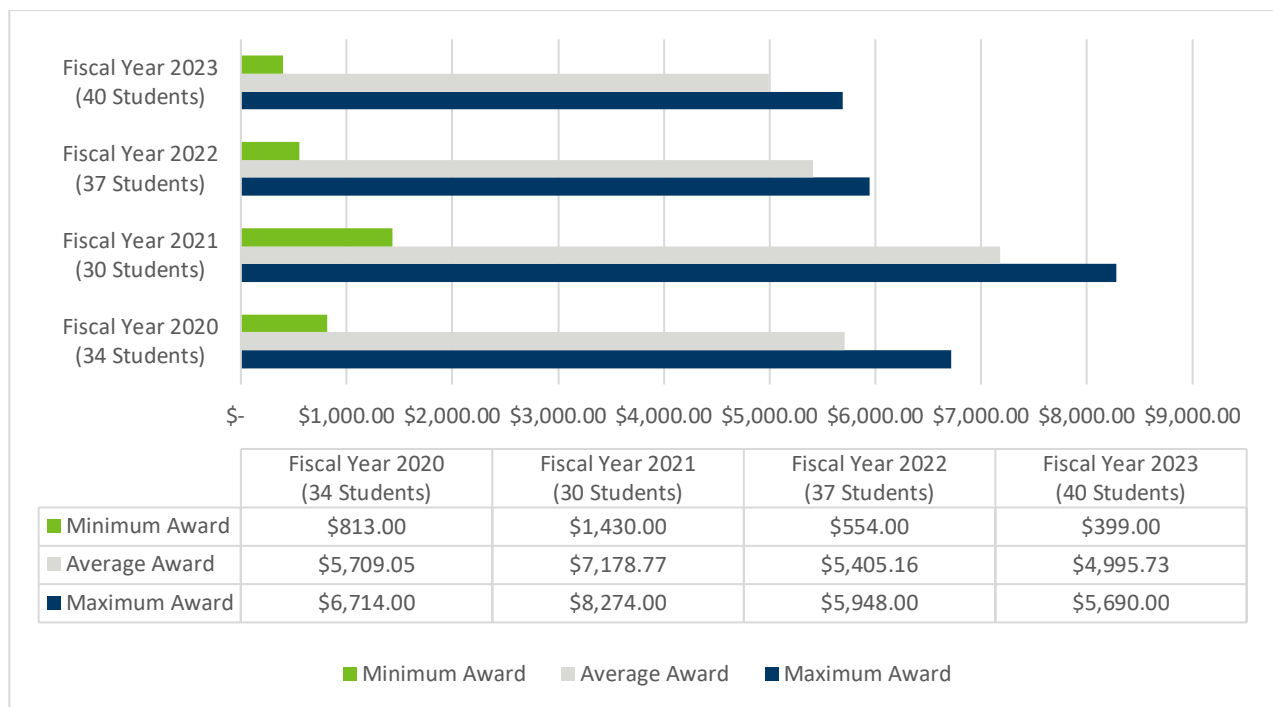
Awards

Overview

ID Grant data is specific to students who receive funding through the program. The data is not a representation of all students who have intellectual and developmental disabilities. For purposes of the ID Grant, OHE does not collect data on students attending CTP programs at the three institutions who are not eligible for the ID Grant. The main reason for ineligibility for a student is Federal Pell Grant and Minnesota State Grant cover all tuition and fee costs, so there is no remaining need for ID Grant. All students who apply and are eligible are awarded each year.

ID Grant award amounts received by students is impacted by the number of eligible students for the given year. More eligible students means lower award amounts per student. As demonstrated in the figure below, FY21 had 30 eligible students, so the maximum award was higher at \$8,274. FY23 had 40 eligible students, so the maximum award was lower at \$5,690.

Figure 2. Minimum, Average, and Maximum Awards Received by Students - Grants for Students with Intellectual and Developmental Disabilities



Some students receive other sources of aid prior to and in addition to their ID Grant awards. Federal Pell Grant, Minnesota State Grant, and Institutional Aid are awarded prior to ID Grant. Other Government Aid is awarded after ID Grant. Other Government Aid includes any aid being paid towards tuition and fees from a state or federal government entity.

After these five sources of aid are applied, most students still have remaining tuition and fees which they owe to their institutions. The following figures display summaries of annual tuition and fees, sources of aid, and remaining tuition and fees for ID Grant students for the last four years:

Figure 3. Aid Sources for Annual Tuition & Fees - Grants for Students with Intellectual and Developmental Disabilities

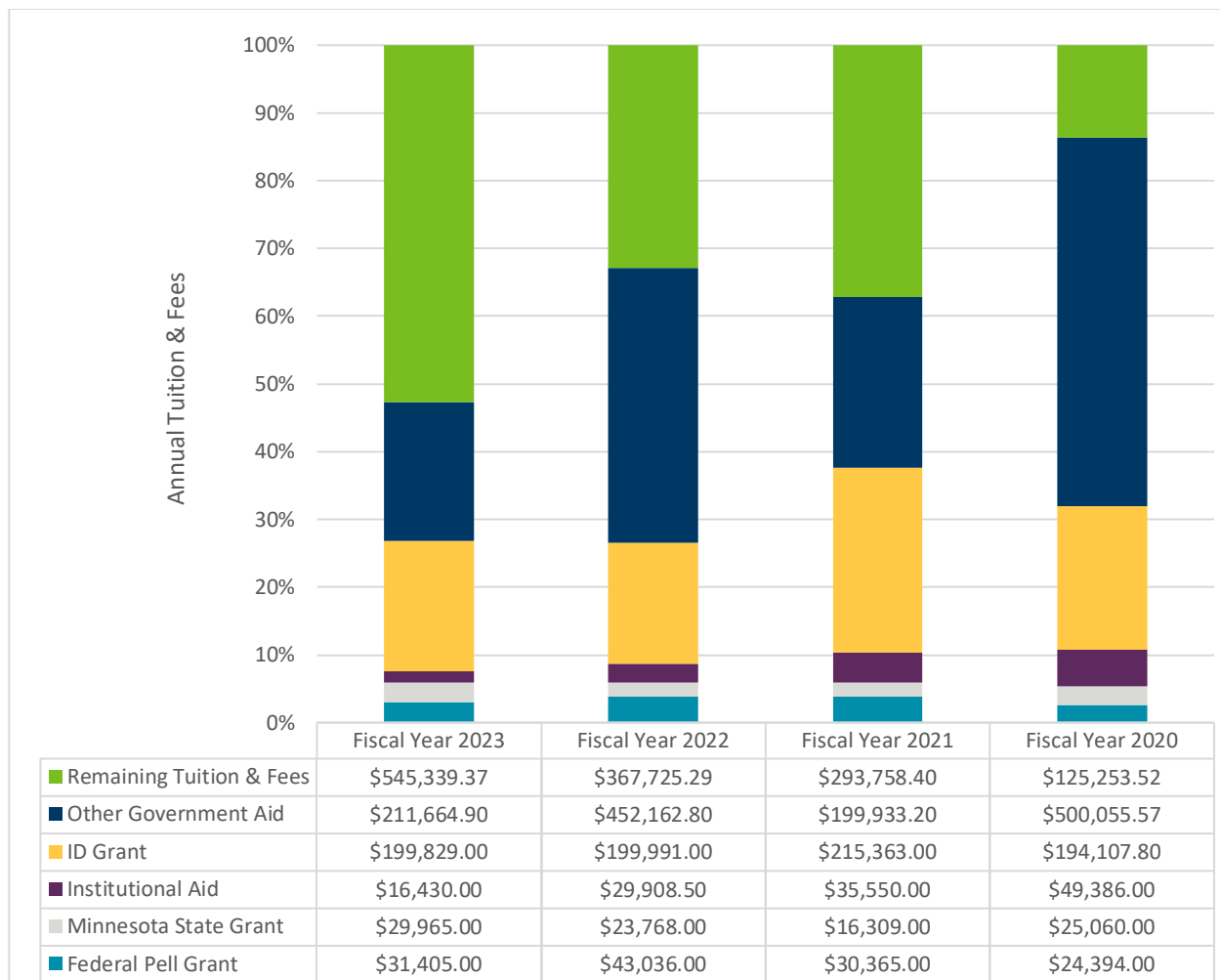


Figure 4. Aid Sources Included in Award Calculation - Grants for Students with Intellectual and Developmental Disabilities

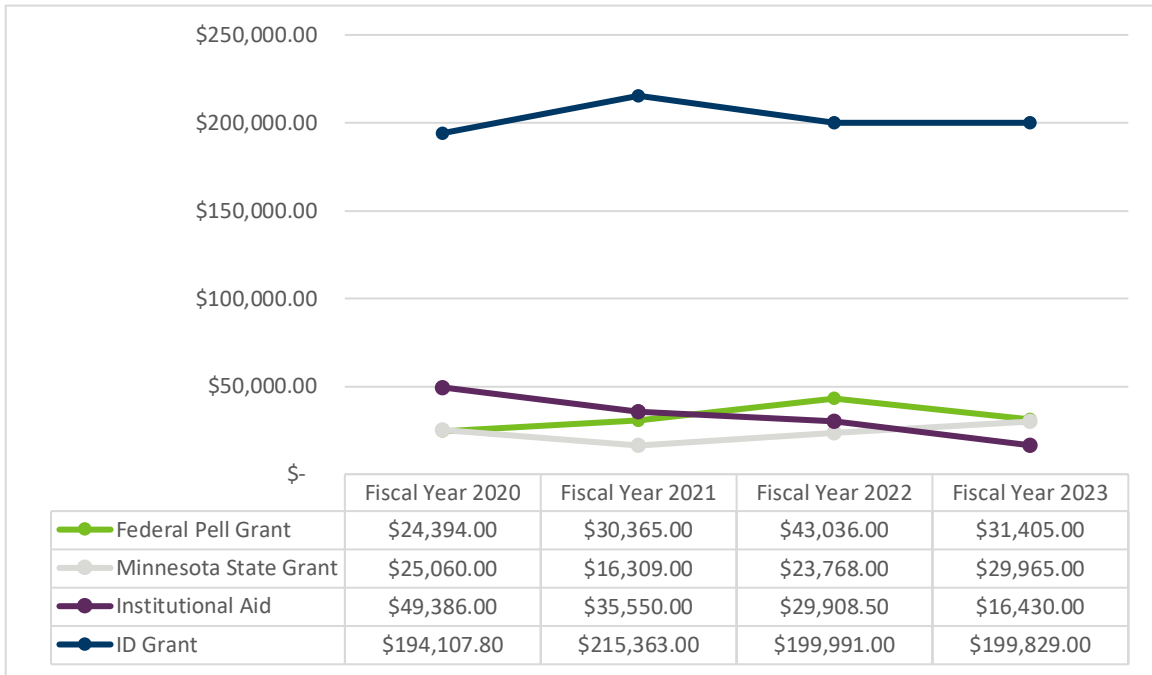
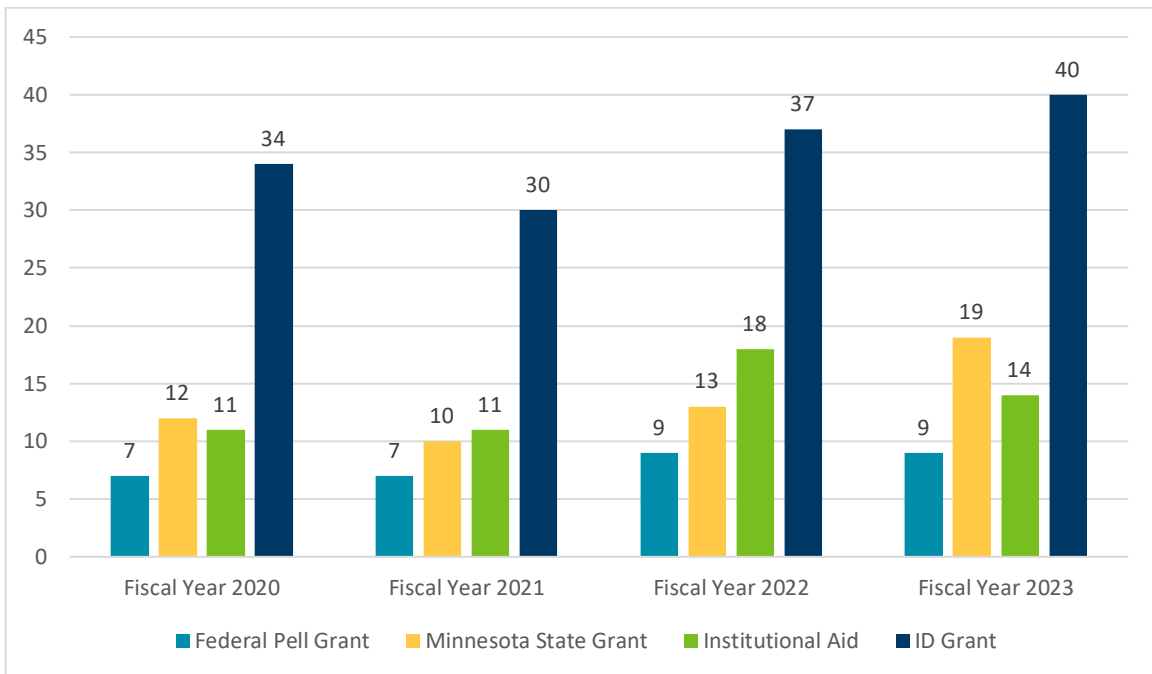


Figure 5. Number of Students Who Received Aid Sources Included in Award Calculation - Grants for Students with Intellectual and Developmental Disabilities



Fiscal Year 2023

Institutions submitted ID Grant rosters to OHE on July 1, 2022 and January 1, 2023. At the end of the academic year, institutions performed a final review of the rosters and provided confirmation to OHE by August 31, 2023. Rosters included data for 40 total eligible students during the academic year.

Based on the July 1, roster data of students with financial need during fall 2022, OHE determined a maximum term award of \$2,777 per student. For spring 2023, based on student financial need, maximum term awards were increased to \$2913. The maximum grant in FY23 was \$5,690.

The average ID Grant award for fall was \$2,582.78, and the average ID Grant award for spring was \$2,681.06. The average annual ID Grant award was \$4,995.73. The minimum annual ID Grant award was \$399, and the maximum annual ID Grant award was \$5,690.

Due to the Data Suppression Policy for Student Information ([Appendix D](#)), the total number of students per institution is not reported in the upcoming table.

Table 1. Fiscal Year 2023 Students and Awards - Grants for Students with Intellectual and Developmental Disabilities

Postsecondary Institution	Total Students	Fall 2022 Awards	Spring 2023 Awards	Total Awards
Bethel University	>10	\$61,094.00	\$64,086.00	\$125,180.00
Central Lakes College	<10	\$19,643.00	\$11,847.00	\$31,490.00
Ridgewater Community College	<10	\$22,574.00	\$20,585.00	\$43,159.00
Totals	40	\$103,311.00	\$96,518.00	\$199,829.00

Notes: Awards refer to ID grant amount awarded and disbursed to students as reported by institutions.

The annual tuition and fees charged to ID Grant students for FY23 was \$1,034,633.27. The annual sum of Federal Pell Grant, Minnesota State Grant, and Institutional Aid was \$77,800.00. The remaining tuition and fee balance was \$956,833.27. The ID Grant contributed \$199,829.00, and Other Government Aid contributed \$211,664.90 towards the remaining tuition and fee balances. Even after applying all aid sources, the 40 ID Grant students still had \$545,339.37 in tuition and fee charges that were not covered by the aid sources.

Fiscal Year 2022

Institutions submitted ID Grant rosters to OHE on July 1, 2021 and January 1, 2022. At the end of the academic year, institutions performed a final review of the rosters and provided confirmation to OHE by August 31, 2022. Rosters included data for 37 total eligible students during the academic year.

Based on the July 1, roster data of students with financial need during fall 2021, OHE determined a maximum term award of \$2,857 per student. For spring 2022, based on student financial need, maximum term awards were increased to \$3,091. The maximum grant in FY22 was \$5,948.

The average ID Grant award for fall was \$2,776.54, and the average ID Grant award for spring was \$2,628.62. The average annual ID Grant award was \$5,405.16. The minimum annual ID Grant award was \$554, and the maximum annual ID Grant award was \$5,948.

Due to the Data Suppression Policy for Student Information ([Appendix D](#)), the total number of students per institution is not reported in the upcoming table.

Table 2. Fiscal Year 2022 Students and Awards - Grants for Students with Intellectual and Developmental Disabilities

Postsecondary Institution	Total Students	Fall 2021 Awards	Spring 2022 Awards	Total Awards
Bethel University	>10	\$79,996.00	\$74,184.00	\$154,180.00
Central Lakes College	<10	\$2,795.00	\$1,805.00	\$4,600.00
Ridgewater Community College	<10	\$19,941.00	\$21,270.00	\$41,211.00
Totals	37	\$102,732.00	\$97,259.00	\$199,991.00

Note: Awards refer to ID grant amount awarded and disbursed to students as reported by institutions.

The annual tuition and fees charged to ID Grant students for FY22 was \$1,116,590.59. The annual sum of Federal Pell Grant, Minnesota State Grant, and Institutional Aid was \$96,711.50. The remaining tuition and fee balance was \$1,019,879.09. The ID Grant contributed \$199,991, and Other Government Aid contributed \$452,162.80 towards the remaining tuition and fee balances. Even after applying all aid sources, the 37 ID Grant students still had \$367,725.29 in tuition and fee charges that were not covered by the aid sources.

Fiscal Year 2021

Institutions submitted ID Grant rosters to OHE on July 1, 2020 and January 1, 2021. At the end of the academic year, institutions performed a final review of the rosters and provided confirmation to OHE by August 31, 2021. Rosters included data for 30 total eligible students during the academic year.

Based on the July 1 roster data of students with financial need during fall 2020, OHE determined a maximum term award of \$3,649 per student. For spring 2021, based on student financial need, maximum term awards were increased to \$4,625. The maximum grant in FY21 was \$8,274.

The average ID Grant award for fall was \$3,361.83, and the average ID Grant award for spring was \$3,948.55. The average annual ID Grant award was \$7,178.77. The minimum annual ID Grant award was \$1,430, and the maximum annual ID Grant award was \$8,274.

Due to the Data Suppression Policy for Student Information ([Appendix D](#)), the total number of students per institution is not reported in the upcoming table.

Table 3. Fiscal Year 2021 Students and Awards - Grants for Students with Intellectual and Developmental Disabilities

Postsecondary Institution	Total Students	Fall 2020 Awards	Spring 2021 Awards	Total Awards
Bethel University	>10	\$68,899.00	\$83,250.00	\$152,149.00
Central Lakes College	<10	\$20,896.00	\$20,811.00	\$41,707.00
Ridgewater Community College	<10	\$11,060.00	\$10,447.00	\$21,507.00
Totals	30	\$100,855.00	\$114,508.00	\$215,363.00

Note: Awards refer to ID grant amount awarded and disbursed to students as reported by institutions.

The annual tuition and fees charged to ID Grant students for FY21 was \$791,278.60. The annual sum of Federal Pell Grant, Minnesota State Grant, and Institutional Aid was \$82,224. The remaining tuition and fee balance was \$709,054.60. The ID Grant contributed \$215,363, and Other Government Aid contributed \$199,933.20 towards the remaining tuition and fee balances. Even after applying all aid sources, the 30 ID Grant students still had \$293,758.40 in tuition and fee charges that were not covered by the aid sources.

Fiscal Year 2020

Institutions submitted ID Grant rosters to OHE on July 1, 2019 and January 1, 2020. At the end of the academic year, institutions performed a final review of the rosters and provided confirmation to OHE by August 31, 2020. Rosters included data for 34 total eligible students during the academic year.

Based on the July 1 roster data of students with financial need during fall 2019, OHE determined a maximum term award of \$2,857 per student. For spring 2020, based on student financial need, maximum term awards were increased to \$3,857. The maximum grant in FY20 was \$6,714.

The average ID Grant award for fall was \$2,595.78, and the average ID Grant award for spring was \$3,286.27. The average annual ID Grant award was \$5,709.05. The minimum annual ID Grant award was \$813, and the maximum annual ID Grant award was \$6,714.

Due to the Data Suppression Policy for Student Information ([Appendix D](#)), the total number of students per institution is not reported in the upcoming table.

Table 4. Fiscal Year 2020 Students and Awards - Grants for Students with Intellectual and Developmental Disabilities

Postsecondary Institution	Total Students	Fall 2019 Awards	Spring 2020 Awards	Total Awards
Bethel University	>10	\$62,854.00	\$84,250.00	\$147,104.00
Central Lakes College	<10	\$9,406.80	\$9,585.00	\$18,991.80
Ridgewater Community College	<10	\$13,400.00	\$14,612.00	\$28,012.00
Totals	34	\$85,660.80	\$108,447.00	\$194,107.80

Note: Awards refer to ID grant amount awarded and disbursed to students as reported by institutions.

The annual tuition and fees charged to ID Grant students for FY20 was \$918,256.86. The annual sum of Federal Pell Grant, Minnesota State Grant, and Institutional Aid was \$98,840. The remaining tuition and fee balance was \$819,416.86. The ID Grant contributed \$194,107.80, and Other Government Aid contributed \$500,055.57 towards the remaining tuition and fee balances. Even after applying all aid sources, the 34 ID Grant students still had \$125,253.49 in tuition and fee charges that were not covered by the aid sources.

Student Demographics

The demographics section of this report reflects FAFSA data for FY19-23 pertaining to age, dependency status, racial/ethnic origin, gender, and income group. For example, 2022-2023 FAFSA data was used for ID Grant students receiving awards in FY23. The demographic data represents 136 unduplicated ID Grant students. Several ID Grant students participated in multiple fiscal years. FAFSA data from the initial FY was maintained for each student. Please note, this is a change from previous annual reports due to the initial FY containing more complete data than the most recent FY.

As depicted in the below report sections, the category of “Unavailable” indicates students who elected to not provide their information on the FAFSA. The category of “Missing” represents data not currently available, but will likely be available and updated in a future report. Often the two categories are combined due to the Data Suppression Policy for Student Information ([Appendix D](#)).

Age

The average age of ID Grant students was 20 years. The maximum age was 27 years and minimum age was 18 years.

Dependency Status

Dependency data is not detailed in this report due to the Data Suppression Policy for Student Information ([Appendix D](#)). Collective information about dependency status concludes that a majority of ID Grant students had FAFSA dependency status of dependent. Dependent students are under the age of 24 years old, unmarried, and are required to provide parent information on the FAFSA.

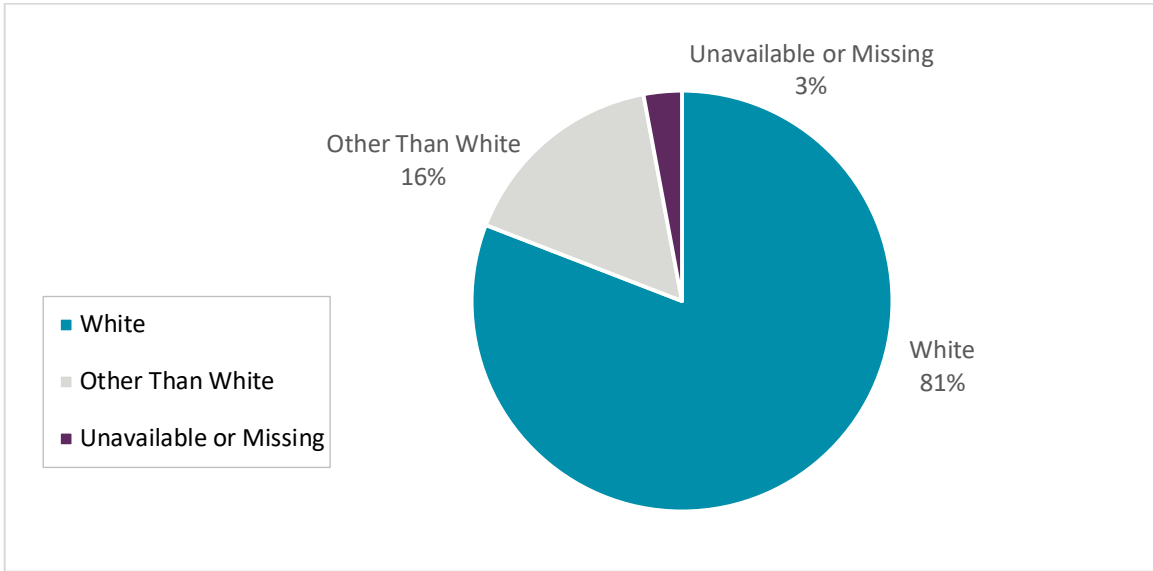
Gender

A majority (58%) of ID Grant students identify as the gender of male. Students who identify as the gender of female account for 40% of all ID Grant students. The gender for the remaining 2% is unavailable or missing.

Racial/Ethnic Origin

Racial/ethnic origin data is not detailed in this report due to the Data Suppression Policy for Student Information ([Appendix D](#)). Collective information about racial/ethnic origin groups in which students identify include White, Other Than White, and Missing or Unavailable. The Other Than White group includes students who identify as Black, American Indian or Alaska Native, Asian, or Hispanic. The below figure displays the three groups:

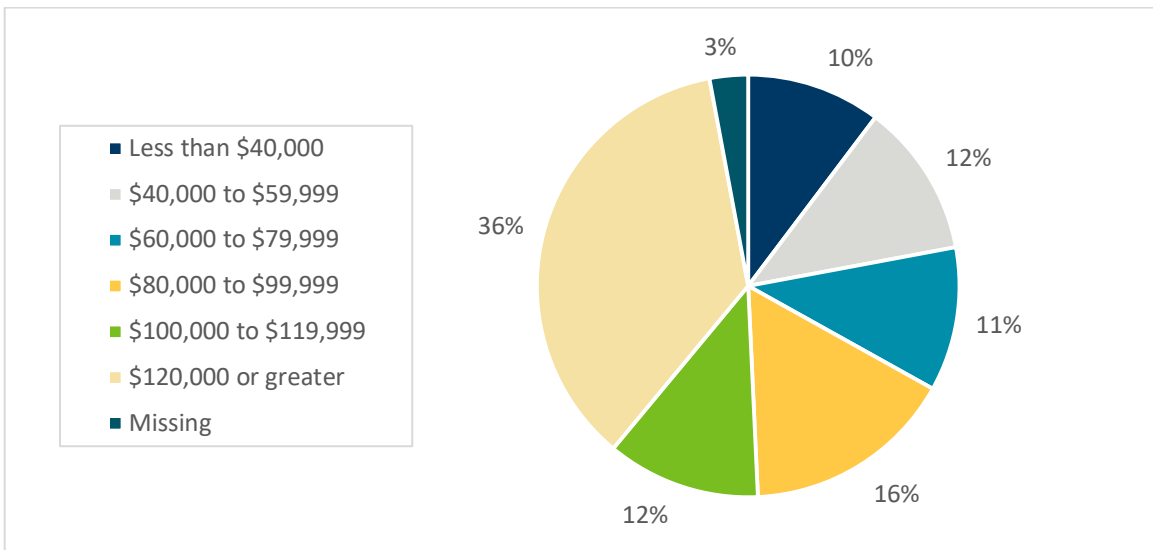
Figure 6. Racial/Ethnic Origin – Grants for Students with Intellectual and Developmental Disabilities



Income Groups

The below figure represents several income groups for ID Grant students. Income group data was based upon parent adjusted gross income for dependent students and student adjusted gross income for independent students. Forty-eight percent of students receiving ID Grant funds have household adjusted gross incomes of \$100,000 or greater. Three percent of ID Grant students have household adjusted gross incomes of less than \$40,000. Although not delineated in the figure, 13% of ID Grant students have household adjusted gross incomes of more than \$250,000.

Figure 7. Adjusted Gross Income - Grants for Students with Intellectual and Developmental Disabilities



Appendix A:

Minnesota Statutes Governing Grants for Students with Intellectual and Developmental Disabilities

2022 Minnesota Statutes

136A.1215 GRANTS FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.

Subdivision 1. Establishment. A program is established to provide financial assistance to students with intellectual and developmental disabilities that attend a Minnesota postsecondary institution.

Subd. 2. Eligible students. A postsecondary student is eligible for a grant under this section if the student:

- 1) meets the eligibility requirements in section [136A.121, subdivision 2](#)¹;
- 2) is a student with an intellectual disability, as defined in Code of Federal Regulations, title 34, section 668.231, and is enrolled in a comprehensive transition and postsecondary program under that section; and
- 3) attends an eligible institution, as defined in section [136A.101, subdivision 4](#)².

Subd. 3. Application. To receive a grant under this section, a student must apply in the form and manner specified by the commissioner.

Subd. 4. Maximum grant amounts. (a) The amount of a grant under this section equals the tuition and fees at the student's postsecondary institution, minus:

- 1) any Pell or state grants the student receives; and
- 2) any institutional aid the student receives.
- 3) If appropriations are insufficient to provide the full amount calculated under paragraph (a) to all eligible applicants, the commissioner must reduce the maximum grant amount available to recipients.

Subd. 5. Reporting. By February 15 of each year, the commissioner of higher education must submit a report on the details of the program under this section to the legislative committees with jurisdiction over higher education finance and policy. The report must include the following information, broken out by postsecondary institution:

- 1) the number of students receiving an award;
- 2) the average and total award amounts; and
- 3) summary demographic data on award recipients.

¹ <https://www.revisor.mn.gov/statutes/cite/136A.121#stat.136A.121.2>

² <https://www.revisor.mn.gov/statutes/cite/136A.101#stat.136A.101.4>

Appendix B:

Federal Regulations Governing Financial Assistance for Students with Intellectual Disabilities

2022 Federal Regulations

§ 668.231 Definitions.

The following definitions apply to this subpart: *Comprehensive transition and postsecondary program* means a degree, certificate, non-degree, or non-certificate program that:

- 1) Is offered by a participating institution;
- 2) Is delivered to students physically attending the institution;
- 3) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment;
- 4) Includes an advising and curriculum structure;
- 5) Requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:
 - a. Taking credit-bearing courses with students without disabilities.
 - b. Auditing or otherwise participating in courses with students without disabilities for which the student does not receive regular academic credit.
 - c. Taking non-credit-bearing, non-degree courses with students without disabilities.
 - d. Participating in internships or work-based training in settings with individuals without disabilities; and
- 6) Provides students with intellectual disabilities opportunities to participate in coursework and other activities with students without disabilities.

Appendix C:

Minnesota Inclusive Higher Education Consortium 2023 Annual Report

Pivotal Year

2023 was a pivotal year for the [Minnesota Inclusive Higher Education Consortium¹](https://mihec.ici.umn.edu/) (MIHEC) and the movement to expand high-quality post-secondary education enrollment options to all interested youth, young adults, and adults with intellectual and developmental disabilities (ID/DD). Passage of the Minnesota Inclusive Higher Education Act in 2023 established a Technical Assistance Center (TA Center) through the [Institute on Community Integration²](https://ici.umn.edu/) (ICI) and competitive grant funding. The expanded resources and new funding are essential for Minnesota colleges and universities to move forward to expand existing post-secondary initiatives and offer new enrollment options across the state for Minnesotans with ID/DD.

[The North Star Promise Scholarship³](https://www.ohe.state.mn.us/sPages/northstarpromise.cfm) legislation helps with the financial accessibility of inclusive higher education. Minnesotans with ID/DD who attend a public college or university with the Comprehensive Transition and Post-secondary Program (CTP)⁴ designation will be considered for a scholarship as part of their financial aid. Another important and related legislative change was the amendment to the Minnesota Attainment Goal to include workforce credentials – like certificates, certifications and licenses as recognized postsecondary credentials. MIHEC hopes this update will open the door for the disaggregation of attainment data by disability.

There are two additional legislative efforts that MIHEC believes supports inclusive higher education and competitive integrated employment for Minnesotans with ID/DD: The Career and Technical Education Policy legislative review and the Employer Reasonable Accommodation Fund. Each of the legislative steps are building blocks for change and to solidify the foundation for inclusive higher education.

With additional resources and funding, the TA Center is positioned to address the limited post-secondary enrollment options and low attainment rates that lead to poor education, employment, and adult living outcomes for Minnesotans with ID/DD. The TA Center will continue the collaboration with various State agencies⁵ working on aligned goals. The progress over the past year has brought the inclusive higher education movement closer to increasing access to post-secondary education options for Minnesotans with ID/DD that lead to meaningful credentials, an expanded qualified workforce pool, positive adult outcomes and continued economic growth and prosperity for the business community and the State of Minnesota.

¹ <https://mihec.ici.umn.edu/>

² <https://ici.umn.edu/>

³ <https://www.ohe.state.mn.us/sPages/northstarpromise.cfm>

⁴ A Comprehensive Transition and Post-secondary Program (CTP) designation is provided by the US Department of Education. Students with ID who attend a college with the CTP designation are eligible to apply for and receive federal financial aid.

⁵ State agencies include Minnesota Department of Education, Office of Higher Education, Department of Employment and Economic Development/Vocational Rehabilitation and the Department of Health and Human Services.

2024 Minnesota Inclusive Higher Education Status

There are only three Minnesota colleges and universities that currently have the CTP Program designation and accept students with ID/DD. Their combined enrollment capacity is 90 students with ID/DD. There are approximately 1,000 Minnesota students with ID/DD completing twelfth grade each year.⁶ This translates to an estimated 5,000 college-age (age 18-22) Minnesotans with ID/DD who are potential college students. MIHEC also knows that there are older Minnesotans with ID/DD who want to go to college. Limited Minnesota post-secondary education access and choices are barriers to Minnesotans with ID/DD who want to continue their education beyond high school.

Expanded capacity for inclusive higher education in Minnesota opens the door for more Minnesotans with ID/DD to pursue and earn a post-secondary credential, become part of the qualified workforce pool, and pursue a career of their choice – thus, reaping the benefits of post-secondary education like any other college student.⁷ Colleges and universities enrolling students with ID/DD benefit by furthering their equity, diversity, and inclusion missions. As a result, the campus community becomes more welcoming and faculty gain the confidence and skills to instruct and mentor a more diverse group of students with different learning styles, educational experiences and capabilities.

Most Minnesota colleges and universities are experiencing declining enrollment and budgetary challenges. While the 2023 legislature increased state appropriations for the public higher education institutions, they still face stretched resources and funding. Expanded enrollment by tapping into the pool of prospective college students with ID/DD is part of the solution. The availability of competitive grant funding will help address the initial start-up costs while colleges and universities ramp up to a self-sustaining enrollment level. The TA Center is ready to provide the requested technical assistance for every Minnesota college or university that is interested in exploring, planning and offering high-quality inclusive higher education options for students with ID/DD. Its resources and expertise will support faculty and staff, as well as shorten the learning curve to offer expanded inclusive higher education enrollment options.

2024 TA Center priorities include:

- Provide Minnesota-based technical assistance
- Collaborate with OHE staff for the first round of competitive grants
- Expand community outreach and awareness
- Continue learning and networking opportunities
- Plan and host the first annual inclusive higher education conference

⁶ Student data sourced from the Minnesota Department of Education MARSS Child Count Total December 2022 Report.

⁷ MDPI peer-reviewed article "Advancing Access to Higher Education for Students with Intellectual Disabilities in the United States" Available online: <https://www.mdpi.com/2673-7272/1/4/30> (accessed on 29 December 2023).

Collaborative Foundation

The TA Center is fortifying the collaborative foundation that MIHEC started over four years ago. Establishing the TA Center and formalizing the working relationships with Minnesota Office of Higher Education (OHE) are critical building blocks. Once staffed, the TA Center will have two full-time employees and an advisory committee. The advisory committee will play a vital role and include at least 50 percent Minnesotans with an ID/DD as members. The TA Center will continue to leverage the expertise and resources at ICI.

2024 will bring the first inclusive higher education competitive grant RFP and awards. The TA Center and OHE staff are working collaboratively to establish the RFP and timetable. OHE will have a grant webpage on their website at the beginning of 2024. It is anticipated that the first grants will be awarded by fall 2024.

The TA Center continues to foster new relationships. One such connection is with Josiah Litant, the Executive Director at the [Minnesota P20 Education Partnership](#)⁸. The TA Center is optimistic with the prospects of potential collaboration. Other new ally relationships are with the various Minnesota college student leadership and advocacy organizations.

The TA Center staff will continue to pursue professional development and deepen their knowledge base. In October, Mary Hauff, TA Center Director, participated in the Think College⁹ capacity-building institute for statewide and regional alliances and attended the State of the Art Conference. Tapping into the national network of inclusive higher education colleagues and resources helps substantiate the TA Center as the leading statewide resource and elevates the organization as a regional leader in inclusive higher education.

Over the past year, MIHEC has contributed as a partner organization in two federally-funded projects led by ICI. The first is a five-year [Administration for Community Living](#)¹⁰ transition grant project. The second is a grant for the [National Center for College Students with Disabilities](#)¹¹. These collaborative opportunities strengthen the TA Center and its ability to contribute and provide technical assistance to students with ID/DD, their families, and Minnesota colleges and universities.

Community Outreach and Awareness

MIHEC leveraged the momentum to connect with stakeholders across the state. Despite limited resources, MIHEC increased participation by over 70 percent and manages a growing list of over 700 key stakeholder contacts. Part of the expanded group of contacts is with faculty and staff. Through its 2023 outreach efforts, MIHEC has now connected with over 120 faculty and staff – representing 39 different Minnesota colleges and universities. This is a 150 percent year-over-year increase. Another new outreach tool added in 2023 was the

⁸ <https://www.ohe.state.mn.us/mPg.cfm?pageID=2575>

⁹ Think College is the National Coordination Center based at the Institute of Community Inclusion, University of Massachusetts Boston. Available online: <https://www.thinkcollege.net> (accessed on 29 December 2023)

¹⁰ <https://acl.gov/>

¹¹ <https://nccsd.ici.umn.edu/>

MIHEC [Momentum](#)¹² newsletter. The quarterly e-newsletter was first published in August 2023. The TA Center is optimistic that with expanded outreach and awareness, the numbers of key stakeholders and ally organizations will continue to grow and further fuel the movement.

Educational Events and Gatherings

In 2023, MIHEC held six Learning Community Events on a variety of inclusive higher education topics, enhanced with student co-presenters and shared experiences. The MIHEC Learning Community Events are well established with an average attendance/recording viewing of 80 people. During each event, a representative cross section of participants completed a survey with nearly 90 percent of respondents satisfied with the event format, content and materials. In addition, MIHEC continued to host Community-of-Practice Gatherings. Led by Annette Romualdo (UMD faculty) and Diana Joseph (Minnesota State Mankato faculty), the gatherings are a time for faculty and staff to learn, network, share resources and problem solve. The gatherings have sparked interest with an average attendance of 13 faculty and staff. The TA Center educational offerings in 2024 will include its first annual conference anticipated for fall 2024. Conference plans are expected to include both in-person and virtual options. This critical resource will continue to offer accessible education events and gatherings focused on timely topics.

Expanding Minnesota's inclusive higher education options aligns with Minnesota's stated attainment goal. The Office of Higher Education's conclusion from its Educating for the Future 2023 Update stated that there should be a concerted effort to encourage and support adults with no or some college to enroll and complete a post-secondary credential.¹³ This conclusion should extend to include Minnesotans with ID/DD. The report concludes that "the ability of Minnesota workers to live in and raise their families relies on their ability to find employment at a family-sustaining wage that covers the costs of housing, food, transportation, and childcare. Employment and overall economic success require that Minnesotans enter the workforce and advance their careers to achieve a family-sustaining wage." It is imperative that Minnesota expands inclusive higher education options to give Minnesotans with ID/DD an opportunity to attain a post-secondary credential, pursue a career and earn a family-sustaining wage. All Minnesotans have a vested interest in expanding our workforce and strengthening the statewide economy.

The progress made in 2023 has put Minnesota on the cusp of expanding high-quality inclusive higher education options for Minnesotans with ID/DD. The promise of the first round of competitive grant funding, and available technical assistance, will advance the inclusive higher education movement in Minnesota. While there is much work to be done, the TA Center is committed to offering expertise in intellectual and developmental disabilities and inclusive higher education, while working collaboratively to pave the pathway to college.

¹² <https://view.ecommunications2.umn.edu/?s=53ae4e660d301c8bf5e7d7d2cef73bce1bdb5c6a8dd54f45feab75cf0c506d4e78a998e7da6c339abb129363425df49c498fb0220e7b41101244729a6f892e22b7c09ed847f82e4786dad219048dbffa>

¹³ Minnesota Office of Higher Education, [Educating for the Future 2023 Update](#). (accessed on 29 December 2023).

Appendix D:

Minnesota Office of Higher Education Data Suppression Policy for Student Information

Purpose

The purpose of this policy is to ensure the protection of private data on students when releasing summary data about our institutions and students.

Increased attention to education has led to an expansion in the amount of information on students and institutions reported by the Minnesota Office of Higher Education (OHE). Such reports offer a challenge of meeting reporting requirements while also meeting legal requirements to protect each student's personally identifiable information (Family Educational Rights and Privacy Act [FERPA]) (20 U.S.C. § 1232g; 34 CFR Part 99). Recognizing this, subgroup disaggregation of the data may not be published if the results would yield personally identifiable information about an individual student (or if the number of students in a category is insufficient to yield statistically reliable information). States are required to define a minimum number of students in a reporting group or subgroup required to publish results consistent with the protection of personally identifiable information (34 CFR § 200.7).

Scope

This policy applies to all public reports generated by employees, agents, or contractors of OHE.

Policy

OHE may release summary data, including aggregate student counts for all groups including those of less than 10. However, OHE may not release any other information regarding the group depending on the sensitive nature of the data.

Other information is defined as information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school (institution) community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Other information may include, but is not limited to: gender or sex, gender identity, race/ethnicity, Tribal affiliation, disability, citizenship, income and wages, expected contributions, cumulative debt, and birth date or birthplace information. Other information also includes aid awarded for the following programs, including but not limited to: Postsecondary Child Care Grants, Minnesota Indian Scholarship Program, MN Reconnect, Public Safety Officer Survivor Grant, Teacher Candidate Grants, Grants for Students with Intellectual and Developmental Disabilities, and State Grant.

OHE may suppress other information for aggregate student counts of less than 10 for the following reasons:

- the information could identify an individual, or
- the report will be released to an audience that includes recipients other than individuals to whom OHE may disclose personally identifiable information pursuant to federal or state law.

In addition to suppressing small cells, OHE may:

- Recode categories with values of 95 to 100 percent to greater than or equal to 95 percent (≥ 95 percent), and
- Recode categories with values of 0 to 5 percent to less than or equal to 5 percent (≤ 5 percent).

Unforeseen circumstances, such as a pandemic or natural disaster, may affect the integrity of annually collected data. OHE will consider and decide upon potentially adjusted reporting and suppression strategies in such extraordinary times.

Individuals and organizations to which OHE discloses information will be directed that its re-disclosure to anyone who is not authorized to receive that information under state and/or federal law is prohibited. Disclosure of data by the Minnesota Office of Higher Education is subject to Minnesota Government Data Practices Act (MGDPA, Minnesota Statutes Chapter 13) and the Family Educational Rights and Privacy Act (34 CFR Part 99.31).

Additionally, any use of education records by another state agency, its employees, agents, or contractors is subject to and shall be consistent with applicable provisions of the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MGDPA) including, but not limited to, FERPA regulations at 34 C.F.R. § 99.32 through 99.35, regarding recordkeeping, re-disclosure, and destruction of education records.

Definitions

- **Personally identifiable information (PII):** Data that identifies the individual. For the purposes of education records, PII is defined by federal law as information that includes, but is not limited to a student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school (institution) community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; and information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.
- **Summary Data:** Statistical records and reports aggregated from data on individuals in a way that individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

Classification of Information

Pursuant to Minnesota Statutes 2020, section 13.02, subdivision 12 and Minnesota Statutes 2020, section 136A.162, data on students collected and used by the Minnesota Office of Higher Education are private data on individuals, including data on applicants for financial assistance collected and used by the Minnesota Office of Higher Education for student financial aid programs administered by that office.



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