



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 \$198 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

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Table of Contents

Introduction	4
Appropriation Summary	5
Program Overview	6
1.Postsecondary Institution Eligibility	6
2.Student Eligibility.....	6
3.Application Process	7
4.Award Process and Formula.....	7
Students and Awards.....	8
Demographics	9
Recommendations.....	10
Appendix A.....	11
136A.1215 Grants for Students with Intellectual and Developmental Disabilities.....	11
Appendix B.....	13
668.231 Federal Regulations Governing Financial Assistance for Students with Intellectual Disabilities	13

Introduction

Grants for Students with Intellectual and Developmental Disabilities (ID Grant) was established by the 2017 Minnesota Legislature ([Minnesota Statutes 136A.1215](https://www.revisor.mn.gov/statutes/cite/136A.1215) (<https://www.revisor.mn.gov/statutes/cite/136A.1215>)). ID Grant provides financial assistance for postsecondary students with intellectual and developmental disabilities to pay for tuition and fees of Comprehensive Transition & Postsecondary (CTP) programs at eligible Minnesota postsecondary institutions. Programs at three institutions qualified for the ID Grant during fiscal year 2019:

1. Bethel University, Saint Paul, Minnesota
 - Bethel University Inclusive Learning and Development (BUILD) Program
2. Central Lakes College, Brainerd, Minnesota
 - Occupational Skills Program (OSP)
3. Ridgewater Community College, Willmar, Minnesota
 - Occupational Skills Program (OSP)

The Office of Higher Education (OHE) is responsible for issuing program guidance and providing funding allocations to postsecondary institutions. Postsecondary 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.

Per statute requirements, OHE 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.

Appropriation Summary

Total ID Grant allocation for fiscal years 2018 and 2019 was \$400,000. The allocation did not include funds for administrative costs. ID Grant funds were not disbursed to postsecondary institutions during fiscal year 2018. During fiscal year 2018, OHE worked with eligible postsecondary institutions to establish the policies and procedures to properly administer the program at both OHE and the campus-level. Currently, the total amount of available funds of \$400,000 has been disbursed to institutions. Spring 2019 awards are still processing; therefore, the annual report submitted in 2020 will reflect final fiscal year 2019 data.

Program Overview

1. Postsecondary Institution Eligibility

To be eligible to award an ID Grant, a postsecondary institution must:

- Be located in Minnesota.
- Offer a comprehensive transition and postsecondary (CTP) program (degree, certificate, non-degree, or non-certificate program), as defined in Code of Federal Regulations, title 34, section 668.231 (see [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 to OHE student-level data; and federal, state, and institutional financial aid.

2. Student Eligibility

To be eligible for an ID Grant, a student must:

- Have an intellectual disability, as defined in 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 FAFSA or MN Dream Act 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.

3. Application Process

A student applies for an ID Grant by completing the Free Application for Federal Student Aid - [FAFSA](https://studentaid.ed.gov/sa/fafsa) (<https://studentaid.ed.gov/sa/fafsa>). A student who is not a United States Citizen or eligible non-citizen applies for an ID Grant by completing the [MN Dream Act](http://www.ohe.state.mn.us/mPg.cfm?pageID=2056) (<http://www.ohe.state.mn.us/mPg.cfm?pageID=2056>) state financial aid application.

Students must complete the FAFSA or MN Dream Act applications prior to July 1st of the upcoming academic year to be eligible for the ID Grant program; this ensures available funds are proportionally distributed among eligible students. For example, an application must be completed prior to July 1st, 2018 for academic year 2018-2019 (July 1st, 2018 – June 30, 2019). Students with incomplete applications prior to July 1st or applications started after July 1st may be added to an institutional wait list, as determined by the postsecondary institution.

4. Award Process and Formula

By July 1st of each upcoming 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
- MN State Grant
- Institutional aid
- Other government aid
- Private aid

ID Grant funds cannot be used for books, supplies, transportation, housing, or other educational expenses. The minimum award is \$50 per term. ID Grant awards are calculated based on the student's remaining need in the following calculation.

$$\text{Term Tuition and Fees} - \text{Federal Pell Grant} - \text{Minnesota State Grant} - \text{Institutional Aid} = \text{ID Grant Remaining Need}$$

Based on availability of funds for each term, OHE determines a maximum grant amount per term (maximum term award). Institutions then award eligible students up to the maximum grant amount or their remaining need, whichever is less. Throughout the term, OHE notifies institutions if there are any excess funds that can be used to make awards to any students on their institutional wait list. If there are excess funds after all eligible students have been awarded for the term, the funds are added to the amount of funds available for the next term.

Students and Awards

Postsecondary institutions submitted ID Grant rosters to OHE on July 1st, 2018 listing data for 37 eligible students. Updated rosters were sent to OHE on January 1st, 2019.

Based upon estimations of 37 students needing \$411,078.48 in ID Grant funds during fall 2018, awards were adjusted to a maximum term award of \$5,405 (\$10,810 annually) per student. For spring, maximum term awards were increased to \$8,433. A student could receive up to \$13,838 in ID Grant funds during the 2018-2019 academic year. The average ID Grant award in the fall was \$4,396.38; the estimated average ID Grant award in spring is \$6,307.32; and the estimated average annual ID Grant award is \$10,703.70.

Table 1. Students and Allocations – Grants for Students with Intellectual and Developmental Disabilities

Postsecondary Institution	Total Students	Fall 2018 Allocation	Spring 2019 Allocation	Total Allocation
Bethel University	≥10	\$124,324.00	\$193,973.00	\$318,297.00
Central Lakes College	<10	\$13,947.00	\$15,121.00	\$29,068.00
Ridgewater Community College	≥10	\$29,807.00	\$22,828.00	\$52,635.00
Totals	37	\$168,078.00	\$231,922.00	\$400,000.00

Notes: Spring 2019 awards are processing and will be updated in future report.

Demographics

Table 2. Fall Program Demographics – Grants for Students with Intellectual and Developmental Disabilities

	Fall 2018 Credit Hours	Fall 2018 Tuition & Fees	Fall 2018 Expected Family Contribution	Fall 2018 Cost of Attendance
Average	15	\$16,403.59	\$7902.31	\$23,139.41
Median	15	\$18,650.00	\$15,836.00	\$25,551.00
Minimum	12	\$3,423.00	\$0.00	\$9,500.00
Maximum	19	\$18,650.00	\$76,012.00	\$25,850.00

Notes: Demographics are based upon data reported to OHE from Bethel University and Central Lakes College.

Table 3. Fall Aid Demographics – Grants for Students with Intellectual and Developmental Disabilities

	Fall 2018 Pell Grant	Fall 2018 State Grant	Fall 2018 Institutional Aid	Fall 2018 Other Government Aid
Number of Students	<10	10	<10	10
Average	\$2,523.00	\$2,712.90	\$1,687.50	\$2,609.90
Median	\$3,035.50	\$3,007.50	\$2,000.00	\$2,699.25
Minimum	\$973.00	\$532.00	\$500.00	\$532.00
Maximum	\$3,048.00	\$3,678.00	\$2,500.00	\$3,678.00

Notes: Demographics are based upon data reported to OHE from Bethel University and Central Lakes College. Other Government Aid is not subtracted from tuition and fees in the ID Grant award calculation.

Recommendations

Development of ID Grant procedures was based upon the statute governing the ID Grant, MN State Grant, and focus group feedback from the three postsecondary institutions currently eligible to award ID Grant funds. After grant set-up and implementation, the main recommendation is to amend the statute, as it relates to determining the grant amount, to ensure efficient use of the available funding and reduce the administrative burden for campuses. The current statute is unclear and could result in eligible students not being awarded, even when excess funds may have been available; those students may choose to enroll using other financial resources or not to enroll at all.

In addition, the current statute required OHE to reallocate excess funds throughout the year, based on reports submitted by participating institutions. Individual grant award amounts must be adjusted by campuses each time this occurs. Grant award adjustments made during the term are confusing to students and families, and can be problematic for students and families receiving other government aid or making payments.

Appendix A

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](https://www.revisor.mn.gov/statutes/cite/136A.121#stat.136A.121.2) (<https://www.revisor.mn.gov/statutes/cite/136A.121#stat.136A.121.2>);
- (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](https://www.revisor.mn.gov/statutes/cite/136A.101#stat.136A.101.4) (<https://www.revisor.mn.gov/statutes/cite/136A.101#stat.136A.101.4>).

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. **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.
- b) If appropriations are insufficient to provide the full amount calculated under paragraph (a) to all eligible applicants, the commissioner must reduce the grants of all recipients proportionally.

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.

Appendix B

668.231 Federal Regulations Governing Financial Assistance for Students with Intellectual Disabilities

668.231 Definitions.

The following definitions apply to this subpart: Comprehensive transition and postsecondary program means a degree, certificate, nondegree, or noncertificate 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, nondegree 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.



2019