



Grants for Students with Intellectual and Developmental Disabilities Annual Report

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Author**Jacquelynn Mol Sletten**

Financial Aid Administrator

Tel: 651-355-0609

Jacquelynn.mol.sletten@state.mn.us

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 \$210 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 \$2,471.58 to prepare, including staff time.

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

Saint Paul, MN 55108-5227

Tel: 651.642.0567 or 800.657.3866

TTY Relay: 800.627.3529

Fax: 651.642.0675

Email: info.ohe@state.mn.us

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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 students have benefited from ID Grant awards.
- Since program inception, fiscal year 2023 had the largest ID Grant student population with 40 eligible students.
- Based on preliminary data, the average annual ID Grant award for fiscal year 2023 was \$4,817.43 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/>

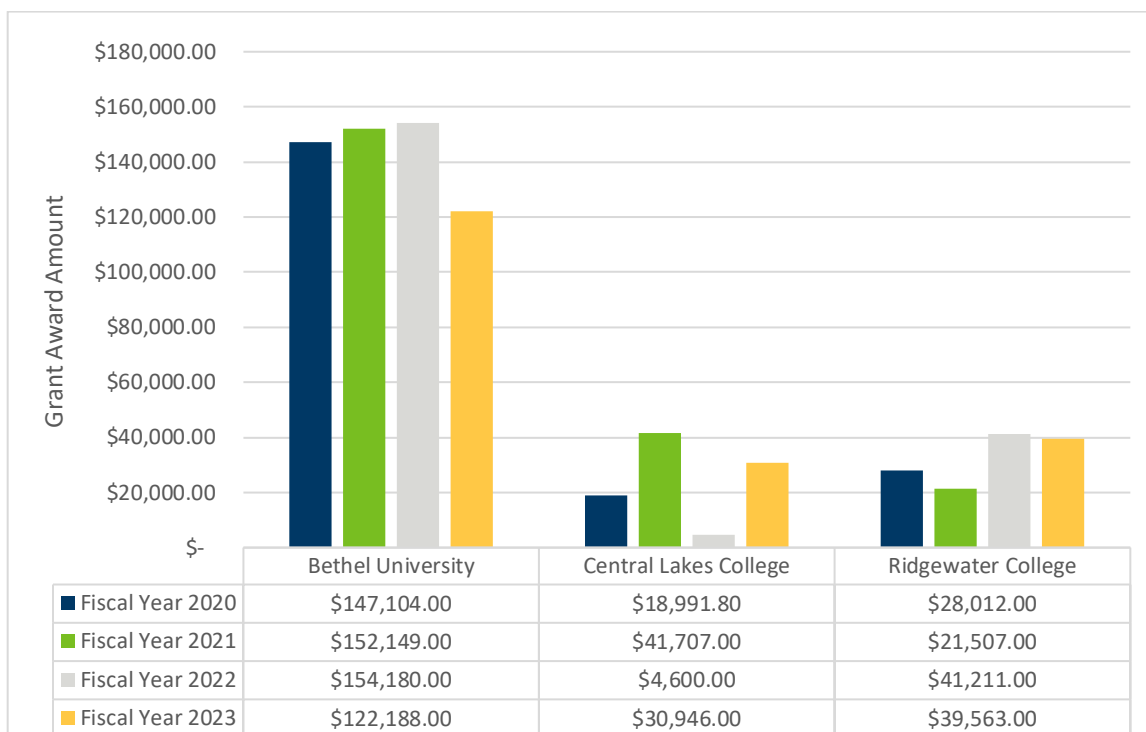
The Minnesota Office of Higher Education (OHE) is responsible for issuing program guidance and providing funding awards to institutions. Institutions are responsible for meeting program deadlines set by OHE, identifying students, calculating awards, distributing award notifications, disbursing awards, 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. Currently, the total ID Grant disbursed to institutions for FY23 is \$192,697. Spring term data is preliminary, OHE will calculate award adjustments later in the term. OHE anticipates all remaining funds to be disbursed for FY23.

For the prior biennium (FY20-21), the appropriation was insufficient to meet demand. As a result, OHE transferred \$9,470.80 in surplus funds from other programs to the ID Grant appropriation for FY21 in order to adequately award all eligible students. The total ID Grant disbursed to institutions for FY20-21 was \$409,470.80.

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



Note: Data for fiscal year 2023 is preliminary.

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.

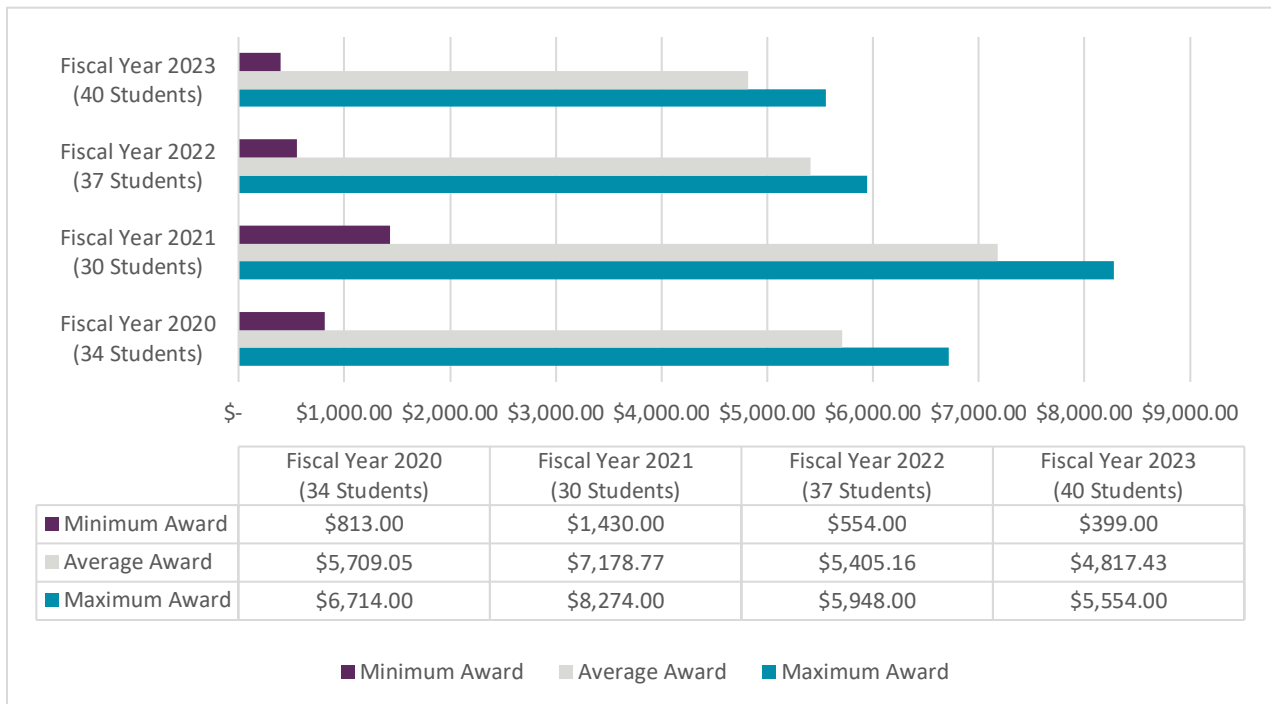
Awards

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.

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 \$5,554.

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



Note: Data for fiscal year 2023 is preliminary.

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. 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

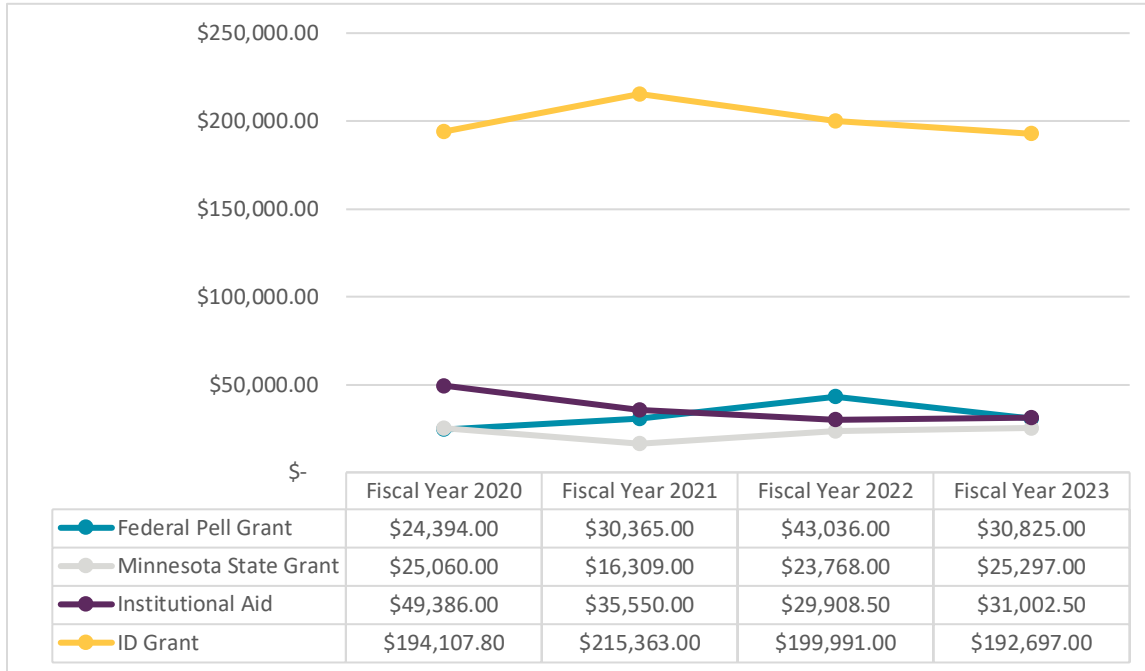
of annual tuition and fees, sources of aid, and remaining tuition and fees for ID Grant students for the last four years:

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



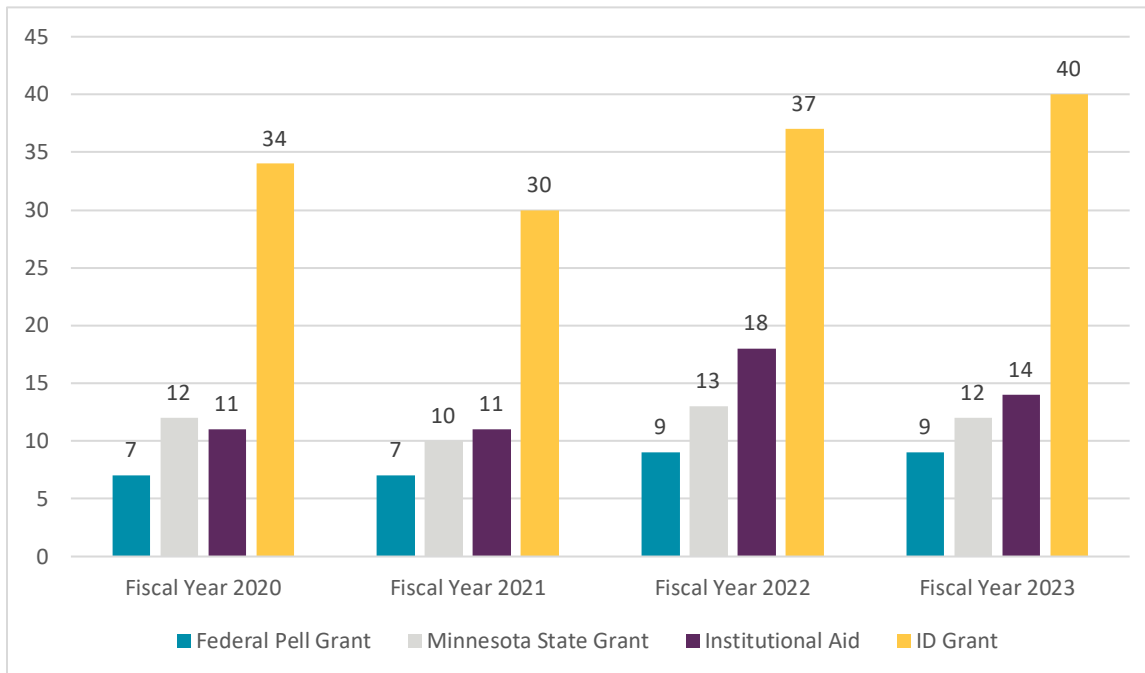
Note: Data for fiscal year 2023 is preliminary.

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



Note: Data for fiscal year 2023 is preliminary.

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



Note: Data for fiscal year 2023 is preliminary.

Fiscal Year 2023

As described in the [Award Process and Formula](#) section of this report, institutions submit several ID Grant rosters with demographic and financial data of eligible students to ensure the utilization of all funds. Institutions submitted ID Grant rosters to OHE on July 1, 2022. Institutions submitted preliminary ID Grant roster to OHE on January 1, 2023. Current roster data is for 40 total eligible students during the academic year. At the end of the academic year, institutions will perform a final review of the rosters and provide confirmation to OHE by August 31, 2023.

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 remained at \$2,777. However, OHE anticipates an increase at later date for maximum spring term only awards. The maximum grant in FY23 is preliminarily \$5,554.

The average ID Grant award for fall was \$2,582.78, and the average ID Grant award for spring was \$2,553.89. The average annual ID Grant award was \$4,817.43. The minimum annual ID Grant award was \$399.00, and the maximum annual ID Grant award was \$5,554.

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	\$61,094.00	\$122,188.00
Central Lakes College	<10	\$19,643.00	\$11,303.00	\$30,946.00
Ridgewater Community College	<10	\$22,574.00	\$16,989.00	\$39,563.00
Totals	40	\$103,311.00	\$89,386.00	\$192,697.00

Notes: Awards refer to ID grant amount awarded and disbursed to students as estimated by institutions. Data for fiscal year 2023 is preliminary.

The annual tuition and fees charged to ID Grant students for FY23 was \$1,028,829.24. The annual sum of Federal Pell Grant, Minnesota State Grant, and Institutional Aid was \$87,124.50. The remaining tuition and fee balance was \$941,704.74. The ID Grant contributed \$192,697, and Other Government Aid contributed \$132,832.23 towards the remaining tuition and fee balances. Even after applying all aid sources, the 40 ID Grant students still had \$616,175.51 in tuition and fee charges that were not covered by the aid sources. The data for FY23 is preliminary, so OHE anticipates these totals to change and be recorded in the next annual report.

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.

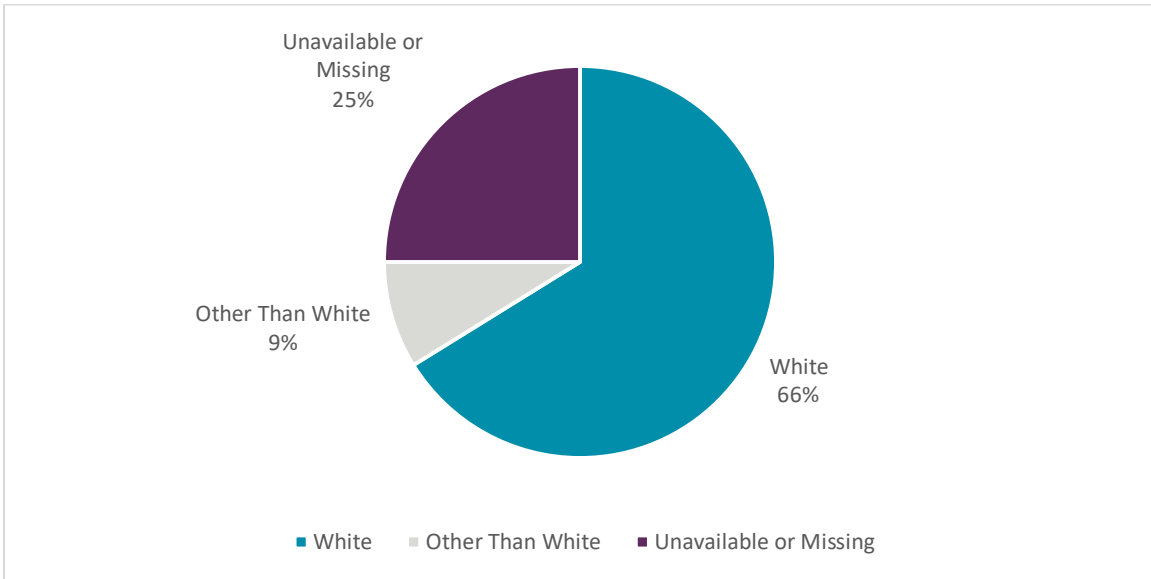
Gender

A majority (45%) of ID Grant students identify as the gender of male. Students who identify as the gender of female account for 32% of all ID Grant students. The gender for the remaining 23% 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:

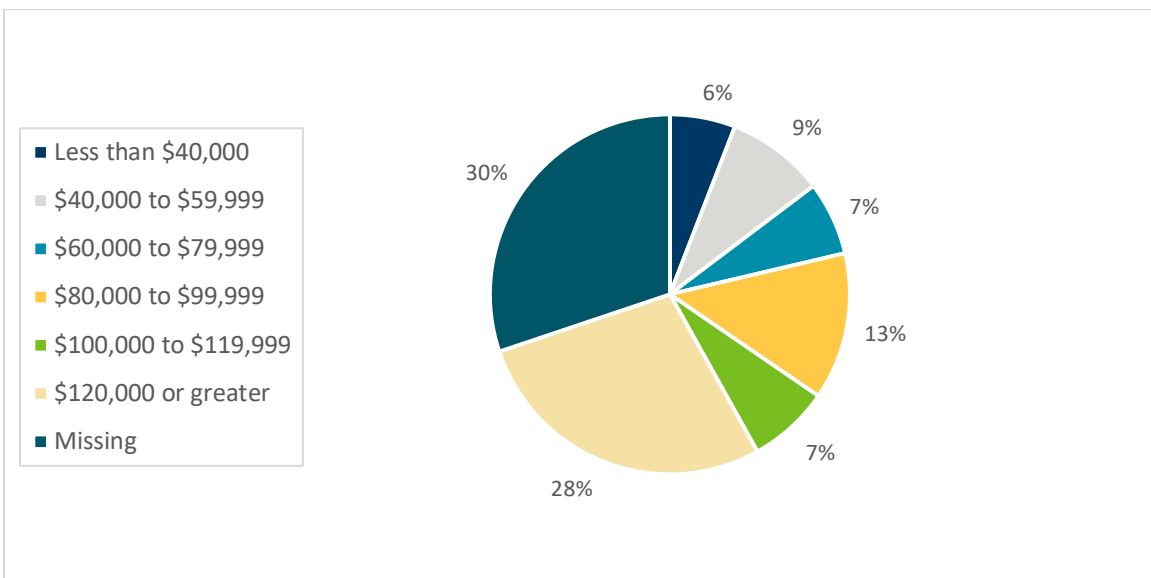
Figure 6. Racial/Ethnic Origin – Grants for Students with Intellectual and Developmental Disabilities



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. Thirty-five percent of students receiving ID Grant funds have household adjusted gross incomes of \$100,000 or greater. Six percent of ID Grant students have household adjusted gross incomes of less than \$40,000. Although not delineated in the figure, 10% 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 2022 Annual Report

The Minnesota Inclusive Higher Education Consortium (MIHEC) remains committed to expanding Minnesota post-secondary education enrollment options to all interested youth, young adults, and adults with intellectual and developmental disabilities (ID/DD). The consortium’s mission strives 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. MIHEC is a parent-led collaborative of stakeholders including students with ID/DD, families, local education agencies (LEAs), higher education institutions, state agencies, advocates, legislators, and nonprofits. The MIHEC workgroup strives to increase Minnesota inclusive higher education opportunities for students with ID/DD and address the limited post-secondary enrollment options, low attainment rates, and poor education, employment, and adult living outcomes for Minnesotans with ID/DD. MIHEC’s goals align with the Minnesota post-secondary attainment rate goal and State agencies¹ overseeing education, post-secondary education, employment, and social services. Increased access to post-secondary education options for Minnesotans with ID/DD will 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.

2022 Minnesota Inclusive Higher Education Status

There are only three Minnesota colleges and universities that have the Comprehensive Transition and Post-secondary Program (CTP)² designation and accept students with ID. Their combined enrollment capacity is 90 students with ID. There are approximately 1,000 Minnesota students with ID completing 12th grade each year.³ This translates to an estimated 5,000 college-age (ages of 18-22) Minnesotans with ID who are potential college students. Limited post-secondary education access and choices in Minnesota are barriers to Minnesotans with ID who want to continue their education beyond high school. “Greater education attainment correlates with increased earnings, lower unemployment, better health, and other social and economic benefits.”⁴

¹ 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.

² 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.

³ Student data sourced from the Minnesota Department of Education MARSS Child Count Total December 2021 Report.

⁴ Minnesota Office of Higher Education, Educating for the Future 2022 Update. Available online: https://www.ohe.state.mn.us/pdf/EducatingfortheFuture2022_final_ADA.pdf (accessed on 30 December 2022).

Expanded capacity for inclusive higher education in Minnesota will create the opportunity for more Minnesotans with ID to 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.⁵ 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 range of students with different learning styles, educational experiences, and capabilities.

Minnesota colleges and universities continue to experience challenges due to declining student enrollment and limited resources and funding. These factors underscore the need for grant funding for Minnesota colleges and universities to prepare for and offer enrollment for students with ID. Today, Minnesota college and university faculty and staff have varying knowledge of inclusive higher education and students with ID/DD. It is imperative that any expansion of inclusive higher education is consistent with established best practices. There is a need for a Minnesota-based technical assistance resource with expertise in inclusive best practices and supporting students with ID/DD.

MIHEC recommends public policy to establish grant funding for Minnesota colleges and universities to plan and offer self-sustaining inclusive higher education initiatives for students with ID. MIHEC is poised to offer and provide technical assistance to help Minnesota colleges and universities as they establish their inclusive higher education initiatives.

2023 MIHEC priorities include:

- Serve as a resource for policy advocates and policymakers
- Establish a Minnesota-based technical assistance center
- Continue community outreach and awareness
- Offer learning community events and community-of-practice gatherings

Public Policy Resource

MIHEC continues to be a public policy resource to The Arc Minnesota and legislators for proposed state legislation. MIHEC provided technical assistance and testimony during the 2022 legislative session. In the last legislative session, the Minnesota Inclusive Higher Education Act was introduced, received committee hearings, and was ultimately part of the Higher Education Conference Committee report that passed through the House.

MIHEC is optimistic that the positive momentum from the 2022 legislative session will continue into the 2023 legislative session with a reintroduction of the bill. The Minnesota Council on Disability included

⁵ 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 30 December 2022).

inclusive higher education as one of their priorities highlighted during their 2023 legislative forum. In addition, the Minnesota Coalition for Citizens with Disabilities has included inclusive higher education on its 2023 legislative agenda. Another sign of positive momentum is that the Inter Faculty Organization has included inclusive higher education as part of their 2023/2024 legislative budget priorities.⁶ MIHEC continues to follow legislative activity across the country and identify the public policies that will support and enhance Minnesota’s inclusive higher education options. MIHEC members are available to meet with legislators and testify at legislative committee hearings.

Collaborative Foundation

The consortium continues to build a collaborative foundation for the Minnesota Technical Assistance Center. MIHEC leaders, Sally Sexton and Mary Hauff, co-wrote an article for the Institute on Community Integration (ICI) IMPACT magazine’s Spring 2022 issue on inclusive higher education. The article was one of many from across the country sharing experiences and the positive influence of inclusive higher education. MIHEC members participated in several Think College⁷ capacity-building institutes for statewide and regional alliances. MIHEC is part of the Think College Network Regional Alliance workgroup and the Upper Midwest Regional Alliance core team. Both initiatives strengthen MIHEC as a statewide resource and a regional leader in inclusive higher education. Hauff also represented MIHEC at the 2022 State of the Art Conference and participated in a panel discussion on State Policy and Partnership Strategies.

Over the past year, MIHEC has contributed to a number of projects with post-secondary education and state agency partners. MIHEC joined a Minnesota State and Minnesota Department of Education-led collaboration to update the Post Secondary Resource Guide for Students with Disabilities. What’s more, MIHEC provided input into the Youth in Transition Toolkit that is launching on the Minnesota Disability Hub website. In addition, ICI has invited MIHEC to be part of two federally funded projects. The first is a five-year Administration for Community Living Transition grant project.⁸ The second is a grant for the National Center for College Students with Disabilities. These collaborative opportunities strengthen MIHEC 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 continues to build momentum by fostering stakeholder relationships. A broad cross-section of key stakeholders has become an integral part of MIHEC. MIHEC’s host organization, ICI at the University of Minnesota, has been able to provide limited funding and administrative services that helped to

⁶ Inter Faculty Organization (IFO) represents the interests of faculty at the seven Minnesota State universities. <https://www.ifo.org/ifo-updates/2022/12/5/ifo-board-approves-2023-legislative-priorities> (accessed on 30 December 2022).

⁷ 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 30 December 2022).

⁸ <https://acl.gov/> (accessed on 30 December 2022).

launch an initial web presence, expand the organization's reach, improve accessibility for its learning community events, and utilize ICI's contact relationship management software (via Salesforce). The positive momentum from ICI's critical but limited support has increased participation in MIHEC's learning community events and expanded the organization's key stakeholders to over 400. Working directly with Minnesota State and the Minnesota Private College Council has expanded the outreach across all Minnesota public and private colleges and universities. There are more than 50 faculty and staff representing 27 different Minnesota colleges and universities that are engaged with MIHEC. While this is a year-over-year increase, there is much more outreach and awareness work to be done.

Educational and Networking Events

In 2022, MIHEC held five learning community events with an emphasis on student experiences and learning from college students and prospective college students with ID. In addition, MIHEC held the first community-of-practice gatherings for Minnesota college and university faculty and staff. Annette Romualdo, UMD faculty, and Diana Joseph, Minnesota State Mankato faculty, led these gatherings. The gatherings offer a safe space to learn, network, share resources, and problem solve. MIHEC will continue offering learning community and community-of-practice gatherings in 2023.

While there is forward momentum, the need for funding a Minnesota-based inclusive higher education technical assistance center and grants for Minnesota colleges and universities will be key to opening up opportunities for students with ID. Expanding Minnesota's inclusive higher education options is consistent with the Office of Higher Education's conclusion from its Educating for the Future 2022 Update 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. This statement includes Minnesotans with ID/DD. Every student deserves the opportunity to pursue post-secondary education, earn meaningful credentials, and earn a competitive wage in a career of their choice. All Minnesotans have a vested interest to expand our workforce and to propel our statewide economy.

MIHEC is committed to ongoing collaboration with key stakeholders to expand Minnesota's inclusive higher education options for students with ID/DD. The consortium will continue to pursue funding in order to achieve MIHEC's vision of expanded and sustained inclusive higher education opportunities for students with ID/DD across the state. MIHEC is uniquely positioned to do so, with expertise in intellectual and developmental disabilities and inclusive higher education.

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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