



THE MONETARY AWARD PROGRAM



mapmatters

FOR OVER 50 YEARS, **THE MONETARY AWARD PROGRAM (MAP) HAS HELPED MAKE COLLEGE POSSIBLE** FOR MILLIONS OF ILLINOISANS ACROSS THE STATE

Indeed, MAP recipients come from every legislative district in the state. MAP matters because it provides need-based aid that a student doesn't have to repay, defraying tuition and fee costs and limiting excessive student loan debt for those who don't have the resources to pay for college.

There continues to be more demand for MAP than available funding, creating increasing obstacles for students. These obstacles were compounded by a two-year budget delay in Illinois during Fiscal Years 2016 and 2017, when MAP funding was delayed. Two "stopgap" funding measures at the end of the FY 2016 school year provided a total of \$320 million for MAP, but because the funding came so late in the year, MAP served only 107,000 students in FY 2016. More than 161,000 eligible applicants were not offered MAP due to insufficient funding.

Fiscal Year 2017 progressed without any funding and without a guarantee that the program would eventually be funded. As the delay stretched on, fewer schools were willing and able to cover MAP for students. On July 6, 2017, the state passed a final budget that funded colleges, MAP and other grant and scholarship programs for FY 2017 (2016-17 school year) and FY 2018 (2017-18 school year). The budget provided approximately \$365 million for MAP for FY 2017, which served almost 122,000 students; 105,000 eligible applicants were not offered MAP. The FY 2018 budget increased FY 2018 MAP funding to approximately \$401 million, allowing ISAC to increase the size of the grant and serve additional students. Almost 130,000 students received MAP in FY 2018, but funding was insufficient to offer grants for nearly 98,000 more eligible applicants.

The MAP appropriation for FY 2019 (2018-19 school year) remained level at just over \$401 million. ISAC expects to see demand continue to outpace current funding.

MAP Can Make the Difference

Want to know how MAP grants are distributed? Watch our Get to Know MAP video at isac.org/MAPvideo



“MAP matters to me and thousands of other students who have the desire, dreams, and drive to go to college, but not the resources. For many of us, MAP is the ticket to our future.”

TENISHA SWIFT

- Currently, two out of three jobs demand at least some education or training beyond high school,¹ and by 2020, experts predict that 70% of all jobs will require postsecondary education.² Yet only about 51% of working-age adults (25-64) in Illinois hold a two or four year college degree or high quality postsecondary certificate.³
- Students from families in the top income quartile are more likely to attend college and far more likely to achieve a bachelor’s degree than students from families in the lowest income quartile—even those low income students with the highest grades.
- College costs have risen faster in recent years than any other sector of the economy—even faster than healthcare.



“Higher education changed everything for me. It gave me the skills and credentials to emerge from poverty and make a better life for myself, and empowered me to create positive change in my community. MAP helped make all of that possible.”

ELENA HERRERA

- MAP can make the difference in whether a person can attend college. It’s particularly critical in addressing the achievement gap for low income, first generation students and for students of color:
 - More than half (54%) of MAP-eligible students are so low income that the federal government doesn’t consider them able to contribute any resources to pay for college. In FY 2018, the average family income of a dependent (“traditional”) MAP-eligible student was about \$34,673/year, and the average income of an independent (“non-traditional”) MAP-eligible student was about \$17,574/year.
 - Of the undergraduates at Illinois’s public universities who identify themselves as Black or Hispanic, about half receive a MAP grant.
 - Approximately 56% of MAP recipients are first generation—meaning that they would be the first in their families to complete a postsecondary credential or degree.



“Although I did have to borrow money to pay for college, having a MAP grant helped me borrow less. Without the MAP grant, I know I would not have been able to afford my education at the University of Illinois. Even though I have graduated, the MAP grant continues to be of great importance to me because it not only helped my sister and me get through college, but now my mom is also a MAP recipient. I am very grateful for the MAP grant, and I really hope it will continue to be there to help future students in the same way.”

SARA ESPINOSA

¹ *Three Educational Pathways to Good Jobs: High School, Middle Skills, and Bachelor’s Degree*, Georgetown Center on Education and the Workforce, October 16, 2018, <https://cew.georgetown.edu/cew-reports/3pathways/>

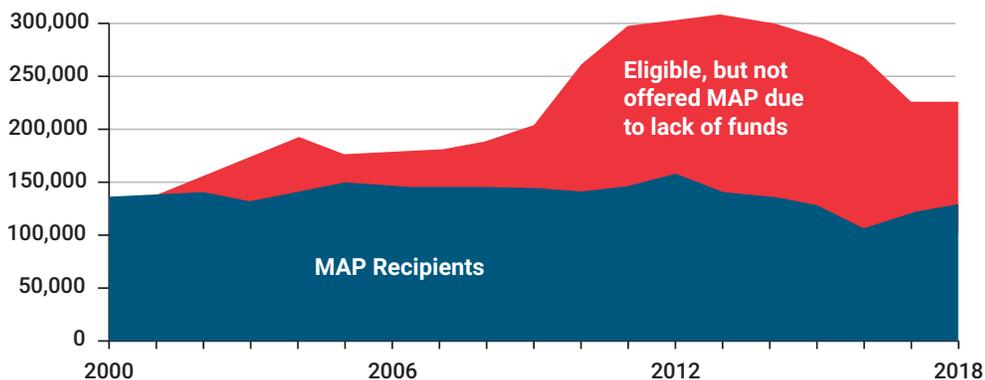
² *Recovery: Job Growth and Education Requirements Through 2020*, State Report, Georgetown Center on Education and the Workforce, June 2013, https://cew-7632.kxcdn.com/wp-content/uploads/StateProjections_6.1.15_agc_v2.pdf

³ *A Stronger Nation: Learning Beyond High School Builds American Talent*, Illinois Report, Lumina Foundation, 2018, <http://strongernation.luminafoundation.org/56793acf-ed48-4231-b592-160a1b31e4ce>

Support MAP Funding!

- In the 2017-18 school year, MAP served only about 43% of the applicants who were eligible. The maximum MAP award for public university students covered only about one-third of average tuition and fees at a public university in this state; the maximum award for community college students covered about two-thirds of average tuition and fees in that sector.
 - In 2002, MAP was able to meet the needs of all eligible applicants and fully covered average public university or community college tuition and fees.

Demand for MAP Exceeds the Appropriation



- FY 2018 MAP funding was just below 2011 dollar levels and has also lost purchasing power relative to tuition and fee costs.
 - In FY 2018, the average grant covered about \$3,030 of tuition and fees.
- The number one reason for dropping out of college is financial. Without sufficient funding, many students take fewer class hours, extending their time to complete a degree and increasing the chance that they won't complete at all. And with more demand than funding, there will continue to be MAP-eligible students who will not receive awards. Without MAP, many students simply can't go to school—reducing both the student's and the state's ability to leverage federal Pell dollars. A student with financial need might need the combination of federal Pell grant dollars and MAP in order to afford college. When MAP-eligible students are denied MAP for lack of funds and ultimately cannot afford to attend school, they also leave federal Pell dollars on the table. For students who do manage to attend college without MAP, it may require that they take on additional loans—adding to the more than \$1.5 trillion of student loan debt nationally.
- For every \$10 million dollars in MAP, about 3,300 Illinois students can attend school and achieve a postsecondary credential.



"I believe opening a family rehabilitation center is my calling. I went through what I did as a child to get me to the point where I can now help struggling families. And I couldn't have gotten here without MAP."

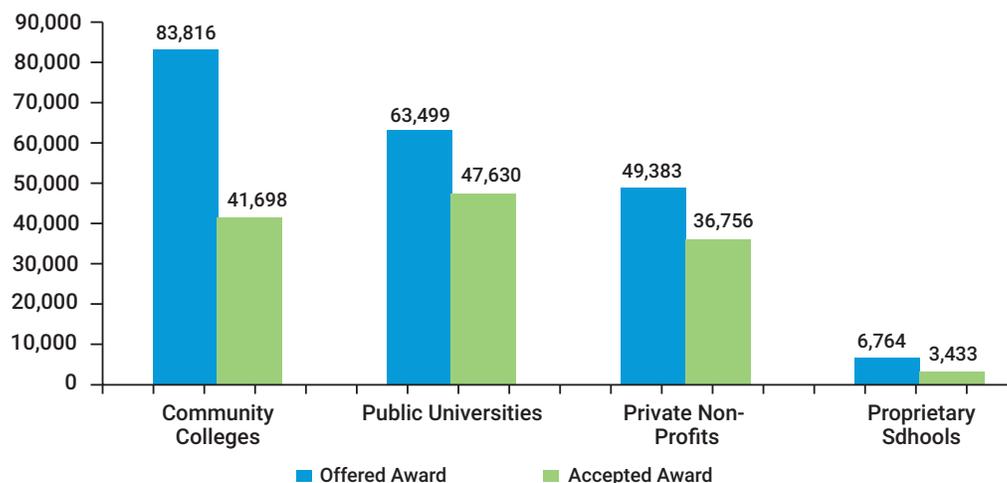
NOELLE DODGE

More About MAP

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- Despite their financial challenges, MAP recipients graduate from college at about the same rates as their peers at the same institutions.
- A student’s eligibility for MAP is based on financial need as determined by the Free Application for Federal Student Aid (FAFSA®). MAP grants are awarded to eligible students on a first-come, first-served basis.
 - Financial need is determined by subtracting a student’s family resources from the chosen college’s total cost of attendance.
 - The award amount is based on the number of credit hours for which the student is enrolled, with full awards going to students enrolled in 15 hours or more per semester.
- Eligible applicants who are not initially awarded grants have their applications put “in suspense”—essentially, on a wait list. If fewer applicants claim their grants than ISAC initially projected, grants can be offered to some additional applicants who were initially put in suspense.
- MAP recipients are enrolled in all sectors of higher education. Community college students are *offered* the largest percentage of grants, while the number of students actually *claiming* grants is highest in the public university sector.

FY 2018 MAP Grants Offered and Accepted by Sector



Sector Breakdown for FY 2018

	Offered Award	% of Awards Offered	Accepted Award	% of Awards Accepted	Acceptance Rate	\$ Awards (in millions)	Average Award
Public Universities	64,499	31%	47,630	37%	75%	\$188.8	\$3,963
Private Non-Profits	49,383	24%	36,756	28%	74%	\$150.6	\$4,098
Community Colleges	83,813	41%	41,698	32%	50%	\$43.1	\$1,034
Proprietary Institutions	6,764	3%	3,433	3%	51%	\$10.0	\$2,910
Total	203,459	100%	129,517	100%	64%	\$392.5	\$3,030