• Despite their financial challenges, MAP recipients graduate from college at about the same rates as overall students at the same institutions.
• A student's eligibility for MAP is determined using information provided on the Free Application for Federal Student Aid (FAFSA®) or the Alternative Application for Illinois Financial Aid.
  - 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. For the purposes of awarding MAP, a student is considered full time if they are enrolled for 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. Fewer applicants claim their grants than ISAC initially projected, grants can be offered to some additional applicants who were initially put in suspense. Additional MAP funding for FY 22 would serve more students, helping to make college possible for some who might otherwise forgo education beyond high school as financially prohibitive.
• Beginning with the 2020-21 school year, returning MAP recipients have priority access to MAP funds. This means that a returning MAP recipient who continues to be MAP-eligible and who completes their FAFSA or their Alternative Application by the priority deadline set by ISAC will get a MAP grant so long as the state has appropriated sufficient funds for MAP for that fiscal/academic year.
• MAP recipients are enrolled in all sectors of higher education. Community college students were offered and accepted the most grants, but the percentage of students who were offered and accepted grants is much higher at public universities and private non-profit schools.

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.

After several years of essentially flat funding for MAP punctuated by a two-year budget impasse in 2016 and 2017 when MAP funding was delayed, strong support for MAP increases from Governor Pritzker and the General Assembly brought Fiscal Year 2020 MAP funding to a historic high of approximately $451 million. This funding helped to serve additional students as well as to increase the size of MAP awards in order to begin to address years of declining purchasing power of the grants.

There continues, however, to be more demand for MAP than available funding, creating obstacles for students in accessing—and completing—postsecondary education. For example, in FY 20, a MAP appropriation of approximately $451 million served almost 139,000 students. Of the almost 53,000 eligible students who were not offered an award because they submitted their FAFSAs after the suspense date (when ISAC stops making awards because it believes it has exhausted expected funding), it is estimated that nearly 31,000 of those students would likely have used a MAP award to attend school were it not for insufficient funding.

While Governor Pritzker’s proposed FY 21 budget had originally included an additional $50 million in MAP, the COVID-19 pandemic put tremendous constraints on the state budget and MAP was flat funded in FY 21 at $451 million. Even with the continued strains on the budget as a result of the pandemic, Governor Pritzker has recommended in his proposed FY 22 budget a $28 million dollar increase in MAP funding. If approved by the General Assembly, that funding increase would help low-income students as they try to keep up with rising costs, and should serve additional students with grants. Particularly in light of the increased financial challenges for families as a result of the pandemic, MAP funding is more important than ever to make college possible for more Illinois students.

1 ISAC calculates the number of students who would likely have accepted the award, had they been offered it, based on the previous year’s data on awards offered and awards accepted (claimed) by students in each college sector. There are a number of reasons why a student might not claim an award they were offered, including not attending college at all, attending an out-of-state college, or attending a different college than they listed as first-choice—where they are not eligible for a MAP grant.
MAP Can Make the Difference

"As a self-supporting undergraduate student, MAP Grant funds helped to decrease my tuition payments and relieve much of my financial burden. The grant helped make it possible for me to attend and graduate from college and helped inspire me to pursue a career helping other students find success through postsecondary education."

SERENA NICOLE ROBERTSON

• Currently, two out of three jobs demand at least some education or training beyond high school.¹ Indeed, by 2026, the number of jobs requiring a bachelor’s degree is expected to be 10 percent higher than it was in 2016, with 17 percent more jobs requiring a master’s degree and 13 percent more requiring a doctoral or professional degree than a decade earlier. Conversely, the growth rate for occupations not requiring postsecondary education will be slower than overall occupational growth. According to the Bureau of Labor Statistics’ list of the 30 fastest-growing occupations, 18 of those require more than a high school diploma.² Yet only about 54% of working-age adults (25-64) in Illinois hold a two or four year college degree or high quality postsecondary certificate.³

• College enrollment for students in the top income quartile is 75% nationally, compared to 51% for those in the lowest income quartile. The gap in bachelor degree attainment (by age 24) is even wider. For those students in the lowest income quartile it is 16%, compared to 62% for students in the highest income quartile.⁴

For me, MAP = degree. The Monetary Award Program helped make college possible for me, especially after my only parent lost her job while I was in college. I thought I was going to have to drop out. I wouldn’t be here without MAP!"

MELISSA HAHN

• MAP can make the difference in whether a person can attend college. It’s particularly critical in addressing the attainment gap for low income, first generation students and students of color:

  - More than half (54%) of MAP-eligible students are so low income that the federal government doesn’t consider them to be able to contribute any resources to pay for college. In FY 20, the average family income of a dependent ("traditional") MAP-eligible student was $34,941/year, and the average income of an independent ("non-traditional") MAP-eligible student was $18,698/year.
  - Of the undergraduates at Illinois public universities who identify themselves as Black or Hispanic, more than half receive a MAP grant.
  - Approximately 56% of MAP recipients are first generation—meaning those who do not have at least one parent who completed college.

"MAP made it possible for me to attend college. I was the only Latina in the honors program in college. I didn’t see people like me crossing the stage in college or graduate school, and that hit home. I am very grateful for the MAP Grant, because without it I wouldn’t have been able to afford college, attain my degree, and pursue the career I wanted."

JASMINE JETTON-GONZALES

Support MAP Funding!

• In the 2019-20 school year, MAP served almost 139,000 students. Of the almost 53,000 eligible students who were not offered an award, it is estimated that almost 31,000 of those students would likely have used a MAP award to attend school were it not for insufficient funding.¹ In the 2019-20 school year, the highest MAP award covered only 34% of average tuition and mandatory fees at public universities and 36% at community colleges.²

• 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.

Eligible MAP Applications: Demand for MAP Exceeds the Appropriation

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2001</th>
<th>FY2002</th>
<th>FY2007</th>
<th>FY2013</th>
<th>FY2020</th>
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<tr>
<td>Offered</td>
<td>34,872</td>
<td>22,742</td>
<td>1,187</td>
<td>22,617</td>
<td>19,511</td>
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<tr>
<td>Offered &amp; claimed</td>
<td>34,872</td>
<td>22,742</td>
<td>1,187</td>
<td>22,617</td>
<td>19,511</td>
</tr>
<tr>
<td>Offered but did not claim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not offered, would have likely claimed</td>
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Note: ISAC calculates the number of students who would likely have accepted the award, had they been offered it, based on the previous year’s data on awards offered and awards accepted (claimed) by college sector.

• 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 do not use the federal Pell dollars available to them. For students who do manage to attend college without MAP, it may require that they take on additional loans—adding to the more than $1.7 trillion of student loan debt nationally.

"I would not have been able to graduate from college without the MAP Grant. MAP allowed me to focus more on my studies without worry about how I was going to be able to afford college. The MAP Grant was so important to me that I’ve focused my career on working with counselors and other education professionals to help them help their students reach their postsecondary goals."

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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/cw-reports/pathways/

² A Greater Number of Jobs Require More Education: Leaving Middle-Skill Workers with Fewer Opportunities, University of Virginia Weldon Cooper Center for Public Service Stat Chat, May 10, 2019, http://statchatva.org/2019/05/10/a-greater-number-of-jobs-require-more-education-leaving-middle-skill-workers-with-fewer-opportunities/


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<td>FY2013</td>
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<td>FY2020</td>
<td>139,921</td>
<td>48,864</td>
<td>27,584</td>
<td>2,286</td>
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