



THE MONETARY AWARD PROGRAM



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 and 2021 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.

In FY 21, a MAP appropriation of approximately \$451 million (flat-funded due to the constraints on the budget from the COVID-19 pandemic) served almost 140,000 students. Of the almost 26,000 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 14,700 of those students would likely have used a MAP award to attend school were it not for insufficient funding.¹ The funding available for FY 21 allowed ISAC to extend the period for awarding MAP to 11 months, later than at any point since FY09 (more than a decade), and allowing students at many colleges to apply for MAP even after the start of classes.

Even with the continued strains on the budget as a result of the pandemic, Governor Pritzker recommended and the General Assembly approved a \$28 million dollar increase in MAP funding for FY 22, bringing the total MAP appropriation to another historic high of almost \$480 million. This funding has allowed ISAC to offer awards to more students and to increase the size of grants to further address the declining purchasing power of MAP. The positive increase in funding, combined with the unfortunate reality that fewer students seem to be applying to college, will likely allow ISAC to extend the period for awarding MAP to offer a grant to all eligible applicants in academic year 2021-22.

Governor Pritzker's recommended increase of \$122 million for MAP in FY 23 would fulfill his goal to increase MAP funding by 50% over his first term and would bring MAP funding to another historic high. If approved by the General Assembly, the increase would allow more than 6,400 additional degree-seeking, low-income students to be offered grants who wouldn't have qualified previously; nearly 18,000 students seeking certificates shorter than one year could now apply for grants for the first time; and MAP grant size could increase by an average of about 20%, significantly improving the purchasing power of MAP and increasing the chance that a student will enroll, persist and graduate with less debt.

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

¹ Anthony Carnevale (founder and director of the Georgetown University Center on Education and the Workforce), *Ignore the Hype. College is Worth it*, Inside Higher Ed, February 23, 2020, <https://www.insidehighered.com/views/2020/02/13/why-one-should-ignore-reports-and-commentary-question-value-college-degree-opinion>

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/>

³ *A Stronger Nation: Learning Beyond High School Builds American Talent*, Illinois Report, Lumina Foundation, 2022, <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/IL>

⁴ See http://pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2021_Historical_Trend_Report.pdf (Equity Indicator 1A and 5A).

⁵ *A Stronger Nation: Learning Beyond High School Builds American Talent*, Illinois Report, Lumina Foundation, 2022



“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

- By 2027, 70 percent of jobs will require a college credential.¹ 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 55% 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 78% nationally, compared to 48% 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 13%, compared to 62% for students in the highest income quartile.⁴ Substantial gaps in postsecondary attainment for adults (age 25-64) in Illinois exist by race/ethnicity as well: Asian American and Pacific Islander at 74.3%; White at 52.8%, American Indian or Alaska native at 32.6%, Black at 31.7%, and; Hispanic at 22.5%.⁵



“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 for students of color:
 - More than half (55%) 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 21, the average family income of a dependent (“traditional”) MAP-eligible student was \$34,934/year, and the average income of an independent (“non-traditional”) MAP-eligible student was \$19,796/year.
 - Of the undergraduates at Illinois public universities who identify themselves as Black or Hispanic, more than half receive a MAP grant.
 - Approximately 57% of MAP recipients are first generation—meaning those who do not have at least one parent who completed college.



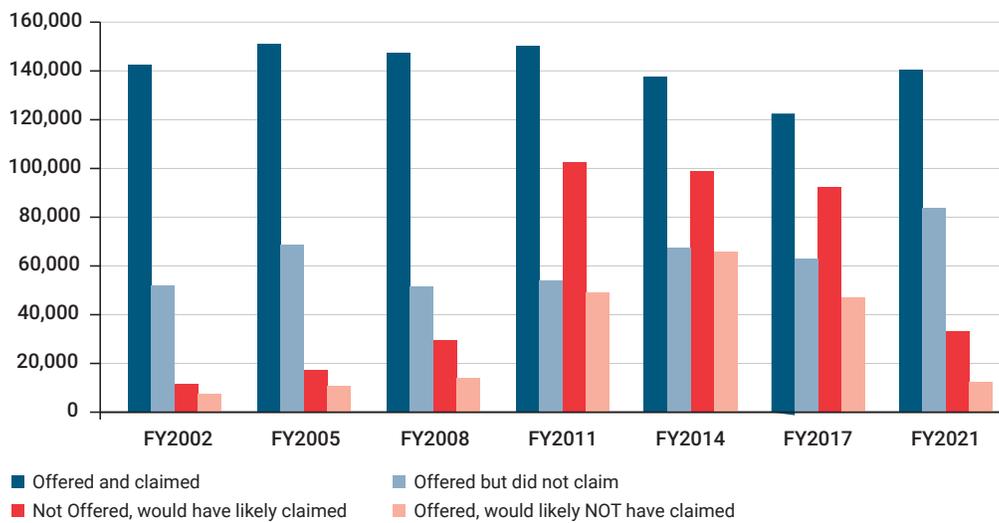
“MAP made it possible for me to attend college. I was the only Latina in the honors program in college. I didn’t see people like me crossing the stage in college or graduate school, and that hit home. I am very grateful for the MAP Grant, because without it I wouldn’t have been able to afford college,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

JASMINE JETTON-GONZALES

Support MAP Funding!

- In the 2020-21 school year, MAP served almost 140,000 students. Of the almost 26,000 eligible students who were not offered an award, it is estimated that almost 14,700 of those students would likely have used a MAP award to attend school were it not for insufficient funding.⁶ In the 2020-21 school year, the highest MAP award covered only 33% of average tuition and mandatory fees at public universities and 36% at community colleges.⁷

Historically, Demand for MAP has Exceeded Supply



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.

- It is estimated that in FY 22, MAP will be offered to most eligible students. This milestone reflects good and bad news: It is the combined result of more funding and the unfortunate fact that fewer students are choosing to attend college.

Certainly, the pandemic has had a negative impact on attendance nationwide. But the downward trend in postsecondary enrollment began long before the pandemic. Affordability is undoubtedly a factor, and with more funding, MAP can not only reach more students, but the size of awards can also be increased to better support the financial needs of students. Helping to address affordability will also help students and the state leverage federal Pell dollars. Even with an increase in the size of MAP awards, many students with financial need will need the combination of federal Pell Grant dollars and MAP to afford college. The combined funding must be enough to make college affordable. With a potentially significant increase in MAP funding, the state can make important strides in improving affordability.



"I would not have been able to graduate from college without the MAP Grant. MAP allowed me to focus more on my studies without worrying 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."

MANUEL TALAVERA

⁶ 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 was listed as first-choice on their financial aid application—where they are not eligible for a MAP grant.

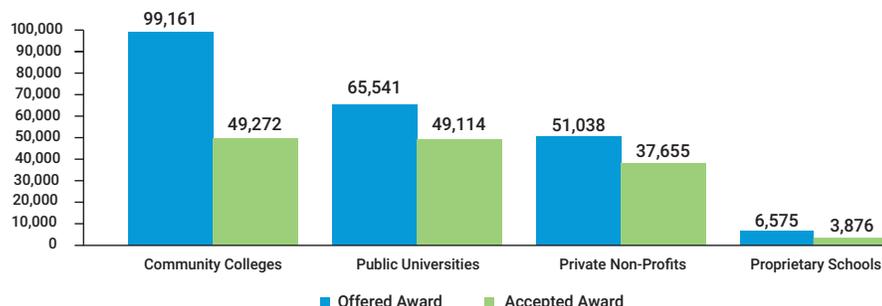
⁷ Note that most MAP recipients also receive federal Pell grants, and Pell plus a MAP grant typically covers the current cost of tuition and mandatory fees at community colleges in Illinois.

More About MAP

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

- 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. If fewer applicants claim their grants than ISAC initially projected, grants can be offered to some additional applicants who were initially put in suspense. Additional proposed MAP funding for FY 23 of \$122 million would serve more students and improve the purchasing power of MAP by increasing grant size, helping to make college possible for some who might otherwise forgo education beyond high school as financially prohibitive.
- Returning MAP recipients have priority access to MAP funds. What this means is 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.

FY 2021 MAP Grants Offered and Accepted by Sector



FY2021 MAP Grants, by Sector

	Offered Awards	% of Awards Offered	Accepted Awards	% of Accepted Awards	Acceptance Rate	Eligibility Amounts	Claims	% \$ Claims	Sector % of Total Claims	Avg Claim
Community Colleges	99,161	45%	49,272	35%	50%	\$173,735,683	\$49,750,289	29%	11%	\$1,010
Public Universities	65,541	29%	49,114	35%	75%	\$339,635,183	\$211,167,792	62%	48%	\$4,300
Private Non-Profits	51,038	23%	37,655	27%	74%	\$271,437,194	\$167,340,878	62%	38%	\$4,444
Proprietary Schools	6,575	3%	3,876	3%	59%	\$34,381,119	\$12,321,567	36%	3%	\$3,179
Total	222,315	100%	139,917	100%	63%	\$819,189,179	\$440,580,526	54%	100%	\$3,149

Dollar amount of award is based on student's estimated financial need, hours enrolled, and cost of attendance at student's selected MAP-eligible school.

Learn more at www.isac.org/mapmatters

Updated March 2022