

Intervention for College Attendance Program

Request for Proposals

2019 Laws of Minnesota, 136A.861

Deadlines:

Intent to Submit Form – April 9, 2021

Grant Proposal – April 23, 2021 - 4:30 p.m.

Early submissions are encouraged.

Project Period:

Begins July 1, 2021 (or date of contract execution)

Ends August 30, 2023

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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 up to \$207 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

Minnesota Office of Higher Education

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March 8, 2021

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I. Grant Overview

The Intervention for College Attendance Program (ICAP) awards grants to foster postsecondary attendance and retention by providing outreach and services to Minnesota’s historically underserved students in grades six through 12 and to historically underrepresented college students. Grant funds are awarded to projects providing significant opportunities for underserved students to have the available resources, skills, and guidance to enter and succeed in postsecondary education.

The Minnesota Office of Higher Education (OHE) is responsible for administering the ICAP grant and awarding grant funds. Minnesota statutes 136A.861 Subdivision 3 states OHE must “attempt to support projects in a manner that ensures that eligible students throughout the state have access to program services.”

II. Funding Availability

In anticipation of continued state appropriations to ICAP during the 2021 legislative session, OHE estimates that \$621,000 will be available in Fiscal Year (FY) 2022 (July 1, 2021), and \$621,000 will be available in FY 2023 (July 1, 2022) for this grant program.¹ The maximum grant amount is \$120,000 for the biennium; \$60,000 per year. ***This is subject to change based on the outcomes of the 2021 legislative session.*** Contracts will extend to cover a two-year period; funded projects will begin on July 1, 2021 (or the date that the contract is fully executed), and cover expenses incurred through August 31, 2023. There will not be a separate competition for FY2022 grant funds.

Grant funding is awarded through a competitive process with review by a committee representing content and community specialists with regional knowledge. The review committee may include representatives of postsecondary institutions, school districts, organizations providing precollege outreach services, and others deemed appropriate by the commissioner. Applicants are scored using a 100-point review scale.

III. Minimum Requirements

Applicants must meet the minimum requirements to be fully considered for this grant opportunity. Applicants must submit the following (see **VI. Project Components** for a detailed list of requirements):

- Intent to Submit Proposal Form (**Appendix A**)
 - Must be completed and submitted by **April 9, 2021**
- Proposal (**Appendices B-D**), must be completed and submitted by **April 23, 2021**
 - Proposal Cover Sheet
 - Program Abstract
 - Program Narrative

¹ Pending the Governor’s approval

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- Supplemental documentation as necessary
 - Appendices
 - Resumes of funded positions
 - Letters of Commitment

IV. Eligibility

Applicants

Proposals for ICAP projects may be submitted by postsecondary institutions, school districts, professional organizations, and community-based organizations. Applicants must be able to provide services listed in section Eligible Services, below.

Eligible Services

Through a competitive award process, ICAP will support programs that provide services including, but not limited to:

- a. Academic counseling;
- b. Mentoring;
- c. Fostering and improving parental involvement in planning and facilitating a college education;
- d. Services for students with English as a second language;
- e. Academic enrichment activities;
- f. Tutoring;
- g. Career awareness and exploration;
- h. Orientation to college life;
- i. Assistance with high school course selection and information about college admission requirements; and
- j. Financial literacy education/counseling.

Funded programs must create opportunities for students to identify and pursue areas of personal academic interest, while ensuring that each student masters critical areas identified in college-ready standards or college-ready graduation requirements.

The ICAP program will not provide financial support for tuition payments or scholarships/grants for entering or current college students.

Student Participants

Eligible students in grades six through 12 who meet one or more of the following criteria:

- a. are counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (Title I);
- b. are eligible for free or reduced-price lunch under the National School Lunch Act;

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- c. receive assistance under the Temporary Assistance for Needy Families Law (Title I of the Personal Responsibility and Work Opportunities Reconciliation Act of 1996); or
- d. are a member of groups traditionally underrepresented in higher education².

Eligible undergraduate students, for the purpose of this program, are considered those who met the student eligibility criteria as sixth through 12th graders and are soon-to-be entering their first semester of college or are currently in their first year of college. Funding may follow these students beyond their first year.

Required Match

Applicants are required to match the grant amount dollar-for-dollar. The match may be cash or an in-kind contribution.

Competitive Priorities

Applicants who demonstrate their ability to provide multiple eligible services will receive priority scoring.

Applicants who pair Eligible Services with any of the following will be scored higher:

- Culturally-specific activities
- Social-emotional learning/development activities
- Cohort-based learning
- Intrusive advising
- Asset-based curriculum

To the extent possible, grant amounts will be allocated equally among applicants serving eligible students from outside the metropolitan area and within the metropolitan area. To achieve this equal allocation, applicants service eligible students outside the metropolitan area may be awarded an additional give points on their proposal evaluation score. Metropolitan area is defined in [Minnesota Statutes 473.121, subdivision 2](#).

V. Project Components

Increasing college access and the potential for success for underrepresented groups requires that students be academically, socially, and psychologically prepared. College enrollment and success is dependent upon many factors. Research has documented that academic preparation is one key component for success in college. **Within any proposed approach, the applicant must highlight how academic support will be provided to participants.** If the participants are in grades six through twelve, document how academic support will ensure that participants are meeting college-ready standards or college-ready high school graduation requirements. If participants are college students, document how the academic support will ensure success in college.

² Underrepresented students include: Black/African American, Hispanic/Latino, American Indian, and Southeast Asian racial/ethnic minorities; economically disadvantaged students; and students who will be the first in their families to attend college.

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Proposed program strategies that will lead to student success may differ based on the interests, needs, and resources of the student participants and project site. Proposed activities need not include all, but must be reflective of the following key areas that support college access and success.

1. Raising aspirations for college.
2. Improving academic preparation for college.
3. Easing the initial transition to college. Students find it much more difficult to stay in college than it is to get in. Students experience academic, social, financial, and family issues that make the initial transition to college difficult. The transition for students can be facilitated by:
 - a. **Being academically prepared for college.** Having the content knowledge and study skills necessary to succeed when they start college.
 - b. **Acclimating to the college environment.** Having an understanding of how to navigate campus life, find and access campus resources, connect with peers, and balance social life with academics.
 - c. **Helping students manage the financial aspects of college.**
 - d. **Providing more support for students once in college.** Program efforts in this area must focus on continuing or providing support through the first year of college in order to improve the chances that, once enrolled, students will succeed in college.
 - e. **Parental and community support for college achievement.**

VI. Application Content

Intent to Submit Proposal Form

The Office of Higher Education will use this form to plan for proposal review. This form (**Appendix A**) must be completed and submitted by **April 9, 2021**.

Proposal Format

Applicants **are required** to use the format that follows. The presentation may be tailored to suit the service to be provided and the style of the author, but each of the following components must be identified and addressed in the order shown.

1. **Proposal Cover Sheet** affixed to the top of the document. **Use Appendix B.**
2. **Program Abstract** summarizing the components of the proposal. **Use Appendix C.**
3. **Table of Contents** with pagination.
4. **Program Narrative.** This excludes the cover sheet, abstract, table of contents, budget, budget narrative, staff vitae, and letters of commitment. Use a 12-point font. The narrative should describe the proposed program in the context of a project. The program narrative must include the following sections:

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- a. **Demonstrated Need:** Describe how project-specific student need shaped the project design. Describe how your project connects to systems-level change in your community or in the State. Discuss how this project fits into your organization's/institution's scope of work and presence in the community you will be working with. Are there gaps in your community's services to support this student population?

For projects addressing needs of students in grades 6-12: document the project's continuing ability to enhance participants' success in rigorous high school courses and prepare students for high school graduation and success in college.

For projects addressing the needs of historically underrepresented college students: document the project's continuing ability to support retention and graduation for the targeted student population.

- b. **Plan of Operation:** Identify the project's objectives and implementation strategies for meeting project goals. The project activities and evaluation plan should be directly related to the project's objectives and reflective of participants' needs. Describe how each objective will be accomplished with information on types of activities used, time allotted, and the staff person responsible. Describe the academic support component of the project that has been proven to improve student achievement. Describe the participant recruitment plan. Identify the specific recruitment activities to ensure participation of targeted ICAP-eligible students. Be as specific as possible regarding the implementation and management of the proposed project. How does your project reflect the components listed in **VI. Project Components**? What pedagogies, curriculum, and/or other innovative methods do you intend to use to support students? Is there research to support your approach? **The project and student outcome goals must be clearly stated and measurable.**
- c. **Evaluation Plan:** Provide details of a rigorous evaluation plan that measures impact of program activities and attainment of program goals. Specify both program and student outcome goals and the performance measures for each goal. Indicate how participation and outcome data will be collected, analyzed, and reported to document progress toward meeting program goals. Mid-project and annual reports must be submitted that delineate program and student outcomes and activities implemented to achieve the stated outcomes.
- d. **Adequacy of Resources, Quality of Personnel:** Describe organizational or community resources to support the desired activity. Describe the role of the proposed staff and their time commitment to the project. If new staff are funded by this project, provide new or updated abbreviated staff vitae

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documenting project-related experiences and training. Each abbreviated vitae is not to exceed two single-spaced pages and is to be attached as an appendix.

- e. **Budget, Budget Narrative, and Cost Effectiveness:** Complete the Program Proposal Budget for each year of your project. **Use Appendix D.** In addition to the budget form, include a detailed budget narrative relating expenditures to program objectives and indicating how proposed costs were derived. The budget narrative must thoroughly describe each line item and provide justification for the expense. Grant funds may pay for the salaries and fringe benefits of grantee staff who coordinate programs and work directly with students. Operational costs are to be limited to what is necessary to effectively and efficiently administer the program so that grant funds may be maximized. Grant funds may provide support for rent, supplies, curricula, evaluation, in-state travel, and related program expenses. Any project travel must be directly related to the proposed grant activities and must occur within the state of Minnesota. No equipment purchases or capital expenditures are allowed. Indirect costs must be limited to five percent of the direct costs of the grant. Document the source and proposed use of matching funds.

Supplemental Documents

5. **Appendices** (as required and necessary). Appendices should be clearly labeled, paginated, and identified in the Table of Contents.
6. **Letters of Commitment.** Although not required, these may be included in the appendix and should document contributions (financial and programmatic) to and endorsement for proposed activities.

VII. Proposal Evaluation Criteria

Evaluation of proposals will be based on the following criteria:

1. *Need for project / Project Significance* (30 Points): Extent to which the project:
 - a. Identifies eligible students as defined by legislative statute.
 - b. Documents need of eligible students and provides services to meet the needs of eligible participants.
 - c. Identifies how project fits into larger framework/mission of the organization or institution.
 - d. Fills a gap in services for geographic area or target population.
 - e. Address successfully the specific project focus within the broader goal of promoting college-ready high school graduation, college attendance, retention, and college success.
 - f. Be scalable, flexible, and make an impact in the community it serves.
 - g. If applicable, the extent to which the existing program has been successful.

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2. *Quality of Project Design* (20 Points): The extent to which:
 - a. The goals, objectives, activities, and outcomes to be achieved are clearly specified and measurable.
 - b. The participant recruitment plan ensures participation by eligible students.
 - c. The project will complement and be coordinated with other appropriate organizational, community, and/or educational resources, agencies, and organizations serving the target population.
3. *Commitment to Equitable Outcomes* (20 Points): The extent to which the applicant can demonstrate that the project:
 - a. Utilizes asset-based frameworks to capitalize on students' strengths and support their achievements.
 - b. Uses translation services when communicating with students or parents, if appropriate.
 - c. Incorporates culturally-specific pedagogies and activities into learning so that students can see themselves reflected in the content, if appropriate.
 - d. Staff, tutors, volunteers, etc. reflect the students that they serve.
4. *Quality of Services* (5 Points): The likelihood that:
 - a. The proposed services will meet need and fulfill the stated objectives and outcomes.
 - b. The services provided will assure success for eligible program participants.
5. *Quality of Personnel, Resources, and Management* (10 Points):
 - a. The qualifications, training, and experience of key personnel are appropriate for their assignments.
 - b. Resources are adequate to meet project's goals and objectives.
 - c. The adequacy of the management plan to achieve the proposed project on time and within budget.
 - d. The project's timeline and milestones for accomplishing tasks are clearly defined.
6. *Quality of Budget* (5 Points):
 - a. The extent to which the budget is cost effective, appropriate, and reflective of ICAP program requirements, project objective sand outcomes, and number of students to be served.
 - b. The required matching support is documented and additional resource support is provided, as needed.
7. *Quality of Project Evaluation* (10 Points): The extent to which the proposed evaluation:
 - a. Is objective and adequately measurements achievement of goals and effectiveness of activities.
 - b. Assesses the participant outcomes (i.e. changes in knowledge, performance, and practices).

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- c. Assesses the project's impact on student high school graduation and attendance, as well as success in postsecondary education.

If necessary in order to achieve equal representation of rural and metro-area programs:

8. *Applicants located in rural areas of Minnesota* (5 Points).

VIII. Technical Assistance and Questions during Proposal Solicitation

A Technical Assistance Session will be held during the proposal solicitation.

ICAP Technical Assistance Webinar

Tuesday, April 6, 1:00pm – 3:00pm

Microsoft Teams

Email Kelly.Gibson@state.mn.us to register and obtain a link to the webinar.

Any questions that follow release of this Request for ICAP Continuation Proposals should be directed to Lain DeSalvo, ICAP Program Manager, at alaina.desalvo@state.mn.us or 651-259-3988.

Questions and answers may be posted, anonymously, to the ICAP webpage to ensure fairness in access of information.

IX. Grant Selection Process

Upon receipt by the Office of Higher Education, proposals will be reviewed to determine if all required materials are included and if the proposal responds to program requirements. Incomplete, late, and/or proposals not responding to submission guidelines will not be judged.

Qualifying proposals will be reviewed and recommendations made by a grant selection committee composed of representatives of postsecondary institutions, elementary and secondary education, organizations providing precollege outreach services, organizations providing postsecondary retention services, community members, and others deemed appropriate by the Office of Higher Education.

X. Financial Review Process

All Non-Governmental Organizations (NGOs) and postsecondary institutions that are also NGOs applying for grants in the state of Minnesota must undergo a financial review prior to a grant award made of \$25,000 and higher. In order to comply with the [Policy on the Financial Review of Nongovernmental Organizations](#), please submit one of the following documents with your application, based on the following criteria:

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Grant applicants with annual income of **under \$50,000**, or who have not been in existence long enough to have a completed IRS Form 990 or audit should submit their most recent board-reviewed financial statements.

Grant applicants with total annual revenue of **\$50,000 or more and less than \$750,000** should submit their most recent IRS Form 990.

Grant applicants with total annual revenue of **over \$750,000** should submit their most recent certified financial audit.

XI. Timeline

All eligible ICAP applicants will be notified when the state's biennial budget and program funding are finalized.

March 8, 2021	Request for Proposals released
April 6, 2021	Technical Assistance Webinar
April 9, 2021	Deadline for Intent to Submit Forms
April 23, 2021, 4:30pm	Deadline for Proposals

Early submissions are encouraged.

Provide one (1) electronic copy of the complete proposal via email to: Alaina.DeSalvo@state.mn.us, CC: Kelly.Gibson@state.mn.us. Proposals must be received by 4:30pm, April 23, 2021.

All proposals will be acknowledged upon receipt.

XII. Voter Registration

The grantee will comply with [Minn. Stat. § 201.162](#) by providing voter registration services for its employees and for the public served by the grantee.

XIII. Affirmative Action Certificate

Note: This is not required of all applicants. If you have questions about whether or not this is required, contact Lain DeSalvo (alaina.desalvo@state.mn.us)

For all contracts estimated to be in excess of \$100,000 within the given grant period (two years), applicants are required to complete and submit an Affirmative Action Certification ([Appendix E](#)).

As required by Minnesota Rules, part 5000.3600, it is hereby agreed between the parties that Minnesota Statutes, section [Minn. Stat. § 363A.36](#) and Minnesota Rules, parts [5000.3400](#) - [5000.3600](#) are incorporated into any contract between these parties based upon this specification or any modification of it.

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If an applicant does not have a current (including denied and expired status) Certificate of Compliance issued by the Minnesota Department of Human Rights (MDHR), the applicant must submit an Affirmative Action Plan to MDHR to remain eligible for a DTG. If an applicant is granted an award but a Certificate of Compliance is not issued in a timely fashion, OHE reserves the right to withdraw the award.

Visit the [State Contractor Status](#) section of the MDHR Rights for a current status report of Minnesota State Contractors.

XIV. Public Data

Per [Minn. Stat. § 13.599](#)

- Names and addresses of grant applicants will be public data once application materials are opened.
- All remaining data in proposal responses (except trade secret data as defined and classified in § [13.37](#)) will be public data after the evaluation process is completed (for the purposes of this grant application, when all official grant award notices have been issued by the state agency to the grantees).
- All data created or maintained by the Office of Higher Education as part of the evaluation process (except trade secret data as defined and classified in § 13.37) will be public data after the evaluation process is completed (for the purposes of this grant, when all official grant award notices have been issued by the state agency to the grantees).

XV. State's Right to Cancel

This grant opportunity does not obligate the state to award a grant and the state reserves the right to cancel the solicitation if it is considered to be in its best interest due to lack of funding, agency priorities or other considerations.

XVI. Appendices

Appendix A: Intent to Submit Proposal Form

Appendix B: Proposal Cover Sheet

Appendix C: Program Abstract

Appendix D: Proposed Project Budget

Appendix A: Intent to Submit Form

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**Intent to Submit Proposal Form for
INTERVENTION FOR COLLEGE ATTENDANCE PROGRAM
Fiscal Year 2023**

Project Director:

Institution/Organization:

Title of Project:

Address:

Email Address:

Phone Number:

The above-listed institution/organization considers itself one of the following classifications (check one):

Nonprofit Organization	
Postsecondary Institution	
School District	
Charter School	
Other (please list):	

Will this proposal be in partnership with another organization/institution?: YES NO

If yes, please list the name of the organization, institution, or school you intend to partner with below:

Have you received an ICAP grant within the last ten years?: YES NO

Please email a copy of this form by April 9, 2021 to Lain DeSalvo, alaina.desalvo@state.mn.us.

Appendix B: Proposal Cover Sheet

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PROPOSAL COVER SHEET

Project Title:

Applicant Institution:

Address:

Project Director:

Telephone Number:

Email Address:

The above-listed institution/organization considers itself one of the following classifications (check all that apply):

Nonprofit Organization	
Postsecondary Institution	
School District	
Charter School	
Other (please list):	

Is your institution, or your target population, located in a rural or metropolitan area?: RURAL METRO

Project Funding for Year 1

Requested Funds	\$
Required Match	\$
Other Funds	\$
Total Project Costs	\$

ORGANIZATION’S AUTHORIZED REPRESENTATIVE INFORMATION

To the best of my knowledge and belief, all data in this proposal are true and correct. The document has been duly authorized by the governing body of the applicant, and the applicant will comply with program implementation and program reporting requirements if the grant is awarded.

Organization’s Authorized Representative for Approving Proposal Submission:

Title:

Phone: :

Email:

Signature of Organization’s Authorized Representative:

Date:

Appendix C: Program Abstract

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Program Abstract

PROJECT TITLE:

APPLICANT ORGANIZATION:

PROJECT DIRECTOR:

TARGET POPULATION & GRADE LEVEL:

ANTICIPATED NUMBER OF PARTICIPANTS:

OBJECTIVES:

PROGRAM DELIVERY METHODS:

EVALUATION METHODS:

(Use of this form is required).

Appendix D: Project Budget

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PLEASE USE THE EXCEL SPREADSHEET PROVIDED TO INPUT YOUR PROPOSED PROJECT BUDGET. IF YOU NEED A COPY OF THIS SPREADSHEET, CONTACT Alaina.DeSalvo@state.mn.us

Budget Narrative and Justification: