



Concurrent Enrollment Grant Program 2024 Annual Report

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Author

Grace Ferdinandt

Program Administrator

Tel: 651-259-3926

grace.ferdinandt@state.mn.us

About the 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 \$224 million annually 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.

About This Report

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$1,902.24 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 Minnesota Office of Higher Education administers the Concurrent Enrollment Grant program per Minnesota Statutes 136A.91 (<https://www.revisor.mn.gov/statutes/cite/136A.91>) which was established by the Minnesota Legislature in 2015. The Concurrent Enrollment Grant Program is a funding source which aims to increase access to postsecondary education for Minnesota high school students by providing funds to postsecondary institutions for the development of new concurrent enrollment courses and the expansion of existing concurrent enrollment programs. Below are some quotes from recent grantee reports:

When students participate in College Now, parents often become more involved in their children's education. This increased parental engagement can strengthen community ties and support for local schools.

-Anoka-Ramsey Community College

Students who earn college credits in high school can reduce the overall cost of their college education. This financial benefit can be significant for families and can make higher education more attainable for a broader segment of the community.

-Anoka-Ramsey Community College

As an educator, I see more and more skill gaps in incoming college students. This course [developed with CEGP funds] is especially relevant for concurrent enrollment as it gets the content in front of students when they need it most.

-Minnesota State University, Mankato

Concurrent enrollment course offerings allow the opportunity for students to enroll in and successfully complete college credits without needing to meet the same eligibility requirements of traditional PSEO programming. With successful completion of the CMAE1512 course [developed with CEGP funds], students are eligible to continue in concurrent enrollment or PSEO program courses via the CTE pathway option.

-South Central College

The student population reached at Ashby Public School have high percentage of low-income students as well as first-generation students (43% of the Ashby Secondary students live below the poverty line). Many of these students face significant obstacles to career exploration and especially to college-level, credit-bearing courses, but the community is located in an area rich in agricultural and natural resource availability. As such, the focus of this grant was on STEM fields that are relevant to these students' lived experience and location.

-University of Minnesota, Crookston

Per statute requirements, the Minnesota Office of Higher Education submits this report annually by December 1 to legislative committees with jurisdiction over higher education. The report includes, at minimum: (1) the courses developed by grant recipients and the number of students who enrolled in the courses; and (2) the programs expanded and the number of students who enrolled in programs.

Introduction

The 2023 legislative session resulted in an appropriation of \$340,000 each year of the 2024-2025 biennium. There are two types of projects eligible for the Concurrent Enrollment Grant Program funds. Applicants may be approved for funds to expand their existing concurrent enrollment programs or an applicant may be approved to establish a new concurrent enrollment program, at their Minnesota postsecondary education institution.

Expansion projects allow Minnesota postsecondary institutions to expand their concurrent enrollment offerings into new high schools/districts, offer additional courses in high schools that they already partner with, and/or offer additional sections of a course that they currently sponsor within a high school. During the Request for Proposal process, competitive priority is given to applicants who are expanding their existing concurrent enrollment programs which are currently at capacity. The courses may not be developmental (remedial) courses or any other course that is not college level.

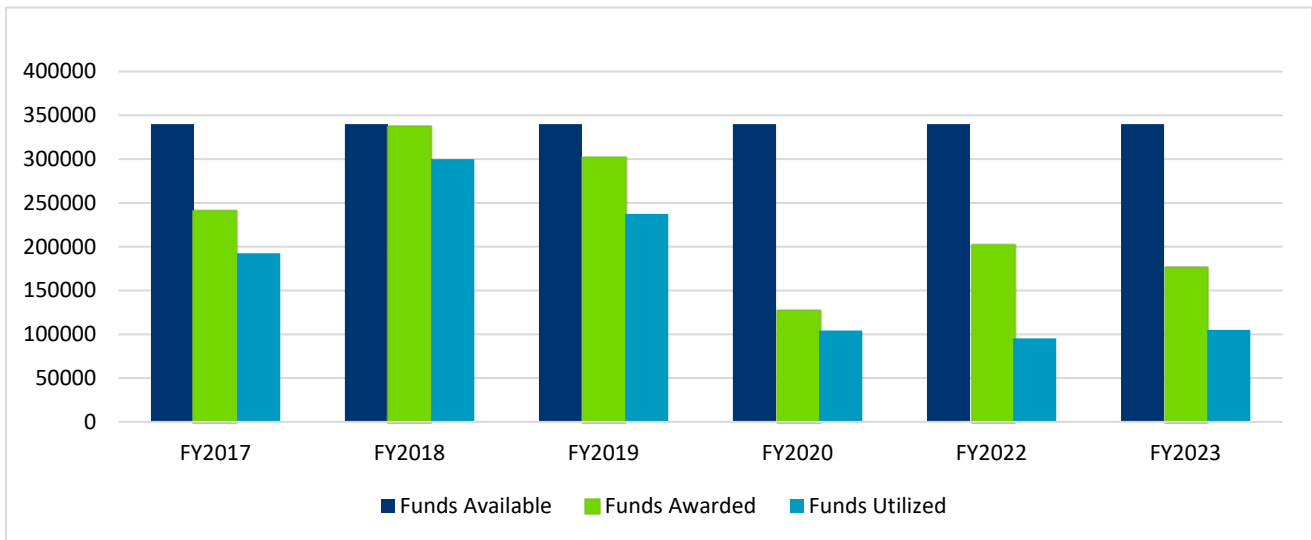
The competitive grant process is open to all Minnesota two-year and four-year postsecondary institutions, both public and private, that are accredited by the Higher Learning Commission (HLC) and are working on/have received accreditation from the National Alliance for Concurrent Enrollment Partnerships (NACEP). This allows them to develop implementation strategies while providing tools for implementation that aid in concurrent enrollment expansion.

Financial Overview

Since fiscal year (FY) 2017, the program has received \$2,380,000 total in state appropriations. Due to the parameters of the grant program, Minnesota Office of Higher Education (OHE) has only been able to award a little more than half of the appropriation (\$1,387,329.32) to support eligible programs. The Office of Higher Education has compiled data over FY2017 -FY2023 to track the allocation of funds and utilization of CEGP.

Figure 1 provides a comprehensive overview of CEGP fund utilization per fiscal year.

**Figure 1. Concurrent Enrollment Grant Program Utilization of Funds:
Fiscal Years 2017-2023 Available, Awarded, and Utilized**



Fiscal Year (FY)	Funds Available	Funds Awarded	Funds Utilized	Funds Unutilized
2017	\$ 340,000.00	\$ 241,141.00	\$ 192,554.85	\$ 586.15
2018	\$ 340,000.00	\$ 337,305.00	\$ 300,049.18	\$ 37,255.82
2019	\$ 340,000.00	\$ 301,988.00	\$ 237,562.50	\$ 64,425.50
2020	\$ 340,000.00	\$ 127,838.92	\$ 104,377.00	\$ 23,461.92
2022	\$ 340,000.00	\$ 202,452.40	\$ 95,458.36	\$ 106,994.04
2023	\$ 340,000.00	\$ 176,604.00	\$ 105,103.21	\$ 71,500.79
Totals	\$ 2,040,000.00	\$ 1,387,329.32	\$1,035,105.10	\$ 304,224.22

Notes: Fiscal year 2021 data is not included due to no request for proposal being released for that year. A total of \$340,000 was allocated during the 2020 legislative session for each year of the 2020-2021 biennium. However, no new awards were given for fiscal year 2021.

Awarded Projects

This section of the report includes a brief overview of projects established for FY2023-2024. Two FY2022 projects will also be addressed, since both projects had funds expended in FY2023.

Fiscal Year 2024 Awarded Projects

In FY2024, two projects were funded through the Concurrent Enrollment Grant Program: One program expansion project and one new CTE course development project. Of the \$340,000 allocated for FY2024 projects, a total of \$54,623 was awarded. The grantees were given 18 months to fully implement their projects.

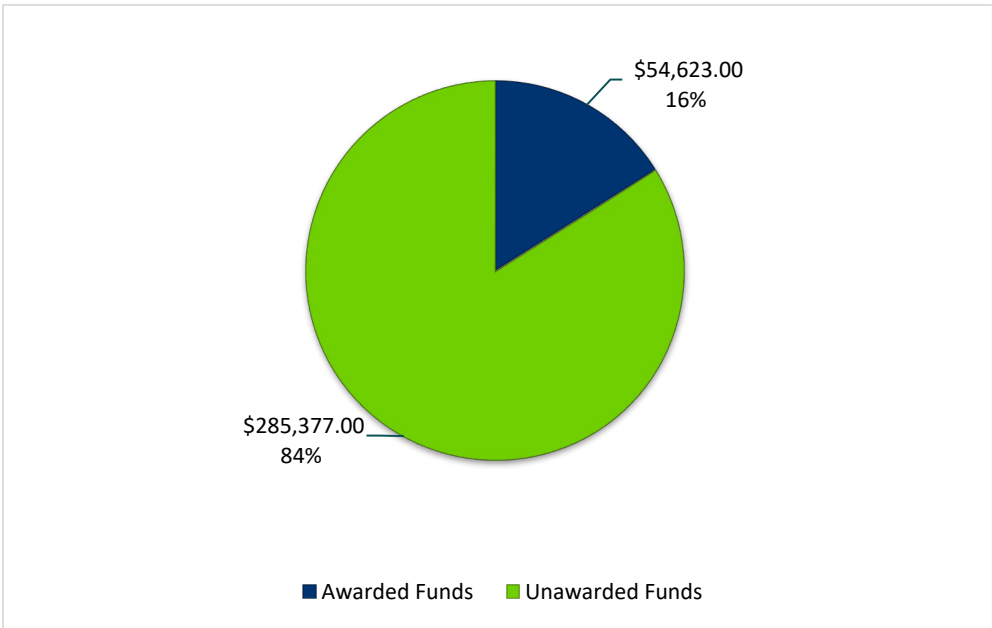
FY2024 Request for Proposal Timeline

- Deadline for receipt of Intent to Submit forms: December 15, 2023
- Deadline for receipt of proposals: January 31, 2024
- Notification of recommended grant awards: March 4, 2024
- Project period: March 2024-June 30, 2025

On January 31, 2024, the deadline for receipt of proposals, two proposals were received. One proposal, requesting a total of \$39,123, was submitted for Concurrent Enrollment Program Expansion funding. One proposal, requesting a total of \$15,500, was submitted for Career and Technical Education Course Development funding. Both of the proposals that were submitted were awarded to their full request.

Figure 2 illustrates how much of the \$340,000 allocation was awarded in comparison to unawarded funds for FY2024

Figure 2. Fiscal Year 2024 Total Awarded and Unawarded Funds



Bethel University

Contract Effective Period: April 5, 2024-June 30, 2025

Project Title: Healthcare Career Pathway

CEGP Funds Awarded: \$39,123

The following is a summary of the project per the grantee's request for proposal and progress reports:

In 2020, Bethel University partnered with Harding High School to offer a concurrent enrollment course titled Introduction to Healthcare and Healthcare Careers as the first step in bringing this experience to area high schools and to expand Harding students' access to rigorous postsecondary coursework. This course exposes students to the breadth of career opportunities within healthcare. Further, students are introduced to the variety of providers, payers, and products involved in the healthcare ecosystem, with the goal that students understand the range of skills and strengths needed within the system.

Since the inception of the partnership, Bethel has served 75 students in the Introduction to Healthcare and Healthcare Careers course. During this period, the popularity of the course has significantly increased, driven by students' growing interest in a healthcare pathway. Harding has also noted the need for additional concurrent enrollment courses to facilitate a broader entry into healthcare careers. However, we have not been able to expand the course offerings or experience due to resource limitations. The proposed program aims to build upon past initiatives, introducing two additional courses and an internship, totaling 12 credits. This innovative pathway, incorporating practical courses and experiential learning, is designed not only to support Harding students pursuing nursing but also to create healthcare career opportunities for those seeking roles beyond direct care provision.

The success of this concurrent enrollment program is the result of a strong partnership with Harding High School leaders, who shared a unified vision with Bethel University from the program's inception. Through close collaboration with the high school's College and Career Pathways program, Harding has successfully enrolled 26 students. Key to this success has been the dedicated involvement of the school counselor, who not only guides students through the enrollment process but also provides on-campus support for Bethel faculty. Additionally, the counselor plays a critical role in coordinating a schedule that aligns the academic needs of both institutions, ensuring a seamless experience for students and faculty alike. Bethel's expansion of the Healthcare Career Pathway program provides Harding High School students the access to 10 college credits, focusing on healthcare content and professional skills.

Best practices have emerged. Specifically, regular meetings and communication between the high school and concurrent enrollment administrator. Engagement of the concurrent enrollment administrator with onsite faculty, and regular updates to the University academic, inclusive excellence and enrollment executives on the progress of the grant and students.

Central Lakes College

Contract Effective Period: April 5, 2024-June 30, 2025

Project Title: New Machine Tool Concurrent Enrollment Courses: A partnership between Central Lakes College and Staples-Motley High School Project Work Plan

CEGP Funds Awarded: \$15,500

The following is a summary of the project per the grantee's request for proposal and progress reports:

Staples-Motley High School currently offers courses in Welding Technology and Advanced Welding, as well as Machining 1 and 2. We have been fortunate to have an instructor with local industry experience teaching these courses, however without background in education he needs support in developing coursework and meeting student needs that meet requirements as well as preparing them for the job force.

Aligning the Machine Tool curriculum between the high school and college will provide SMHS students with a rigorous course experience that will prepare them for entering the Machine Tool program at the college's Staples campus, while providing college credit at the same time. SMHS students who successfully complete the two high school courses will benefit from advanced standing as they enter the college's Machine Tool program.

Important Update! After consulting with the grantee in fall of 2024 on project progress, the grantee informed OHE that they were unable to secure an instructor for the machining course. Central Lakes College officially notified OHE on October 28, 2024, that they would not be moving forward with their CEGP for the current academic year and were exploring options for 2025-2026.

Fiscal Year 2023 Awarded Projects

The timeline used for the FY2023 Request for Proposal is as follows:

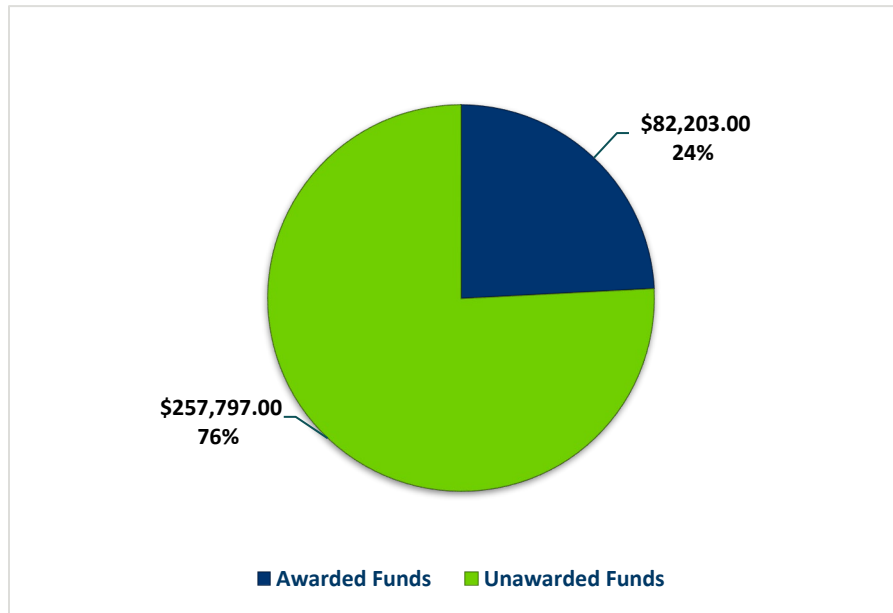
- Deadline for receipt of Intent to Submit forms: November 4, 2022
- Deadline for receipt of proposals: **December 9, 2022 (4:30 p.m.)**
- Notification of recommended grant awards: **April 7, 2023**
- Project period: Contract Execution Date– June 30, 2024

On November 9, 2022, the deadline for receipt of proposals, four proposals were received. Three proposals, requesting a total of \$213,888, were submitted for concurrent enrollment program expansion funding. One proposal, requesting a total of \$95,760, was submitted for career and technical education course development funding.

The review committee awarded \$82,203 total to two institutions for Concurrent Enrollment Program Expansion funding: Anoka Ramsey Community College, Coon Rapids campus and the University of Minnesota, Crookston campus. No new projects were awarded for new career and technical education course development.

Figure 3 illustrates how much of the allocated funds were awarded, and the percentage of the total \$340,000 allotment awarded in comparison to unawarded funds for FY2023.

Figure 3. Fiscal Year 2023 Total Awarded and Unawarded Funds



Anoka-Ramsey Community College

Contract Effective Period: April 24, 2023-June 30, 2024

Project Title: College Now at STEP Highschool

CEGP Funds Awarded: \$53,056

CEGP Funds Paid: \$29,961.75

The following is a summary of the project per the grantee’s request for proposal and progress reports:

Anoka-Ramsey and Secondary Technical Education Program (STEP) HS administration have met over the course of 2022 to carefully consider the College Now course offerings in Years 1 and 2, with a focus on meeting both high school graduation requirements and a variety of Minnesota Transfer Curriculum goal area requirements. Student support and resources have also influenced the selection of courses, including a focus on First Year Experience course (with ARCC on-campus visit required) in Year 1 and a Career Exploration course in Year 2. There continues to be discussion regarding the elective PSEO options for students in Year 2, including a Personal Finance Business course, Stress Management, or other options that would provide additional support and guidance to this population of students. Concurrent enrollment provides students with early exposure to college-level coursework, making higher education more accessible. This can be particularly beneficial in communities where students may not traditionally consider college an option, particularly in underrepresented populations.

By preparing students for college and careers, College Now contributes to a more educated workforce. This can attract businesses and promote economic growth within the community. Collaborations like College Now can lead to additional educational and community initiatives, creating a more interconnected and supportive community environment. Students who earn college credits in high school can reduce the overall cost of their college education. This financial benefit can be significant for families and can make higher education more attainable for a broader segment of the community.

ARCC's initial goal was to enroll 24 students in 2023-24, and to increase that in 2024-25 to a goal of 24 students continuing in Year 1 and 48 students in Year 2 (72 students total). AARC did not meet that goal in its entirety, as 17 students began in 2023-24, out of which 8 are continuing (9 students graduated high school in 2024-25). In terms of new students enrolling in 2024-25, as of 7/17/24, AARC had 15 registered. This is sure to increase in August. 40% of those registered at this time are non-white students, which is an increase in the percentage of underrepresented students.

As a result of the grant, ARCC was able to acquire textbooks for several courses, which will remain in use for many years. Additionally, educators were encouraged to utilize open educational resources (OER) to minimize or eliminate textbook costs, promoting sustainable access to course materials. During the grant period, STEP staff and ARCC faculty liaisons engaged in significant collaborative planning to establish the curriculum for several courses. These curricula are designed to be sustainable and adaptable, subject to any changes in learning outcomes mandated by Anoka-Ramsey. Additionally, the administrative teams have implemented more frequent check-in meetings, which have proven successful in addressing issues promptly. This approach contrasts with the previous practice of quarterly or bi-annual meetings, allowing for more efficient and responsive program management.

University of Minnesota-Crookston

Contract Effective Period: April 28, 2023-June 30, 2024

Project Title: Expansion of Animal Science course and Environmental Science and Sustainability, and creation of new Intro to Nat Resources

CEGP Funds Awarded: \$29,147

CEGP Funds Paid: \$24,043.71

The following is a summary of the project per the grantee's request for proposal and progress reports:

Ashby Secondary school entered a relationship in the Fall of 2022 with the University of Minnesota Crookston (UMN-CRK) to provide dual-enrollment College in The High School (CIHS) course in the Animal Sciences. This is a new course being taught at Ashby Secondary, and this is a course that has never been taught through the UMN-CRK CIHS program. This is a very "hands-on" course with use of manipulatives, and Ashby administration and teachers have demonstrated a need to acquire new lab course materials and textbooks to enhance the students' learning experience and maintain the college-level academic rigor of the course.

Ashby Secondary is sought to teach a new Environmental Science and Sustainability CIHS course, which they for the first time this upcoming during the spring 2024 semester. The Environmental Science and Sustainability course is also being taught at two other High Schools through the CIHS program. The purchase of lab course materials and textbooks will also enhance the learning experience and rigor of the course. Additionally, Ashby Secondary is sought to create a new Introduction to Natural Resources concurrent enrollment CIHS course. Ashby Secondary was the first HS to teach the Introduction to Natural Resources course through the UMN-CRK CIHS program.

The student population reached at Ashby Public School have high percentage of low-income students as well as first-generation students (43% of the Ashby Secondary students live below the poverty line). Many of these students face significant obstacles to career exploration and especially to college-level, credit-bearing courses, but the community is located in an area rich in agricultural and natural resource

availability. As such, the focus of this grant was on STEM fields that are relevant to these students' lived experience and location.

One significant development has been through identifying the wider interest of these agricultural courses at teachers in other school districts. Ms. DeMuth has spoken with many other teachers who would like to adopt these course materials within their schools as dual enrollment courses. The most significant outcome is the implementation of three concurrent enrollment courses through the University of Minnesota Crookston (UMN-Crookston), which satisfy a demand at Ashby Public School and which are also now available to any other teachers in Minnesota by request, including mapping of Department of Education standards.

Fiscal Year 2022 Paid in Fiscal Year 2023

This section is included in this report to address the two programs that were awarded in FY2022, but they expended in 2023. Below, is an overview of each of the projects that received grant funds in FY2023 due to contract extensions. Both contract amendments extended each expiration date to June 30, 2024. These amendments resulted in previously awarded funding to be paid in FY2023. The Minnesota State University, Mankato campus carried \$37,350 forward to FY2023 for their Future Mavericks LEARN for Success program. South Central College carried \$57,051 forward to FY2023 for their High School to College & Career: Implementing a Manufacturing, Engineering and Construction Pathway program at Faribault High School.

Minnesota State University-Mankato

Contract Effective Period: February 18, 2022-June 30, 2024

Project Title: Future Mavericks LEARN for Success

CEGP Funds Awarded: \$37,350

CEGP Funds Paid: \$20,556.00

The following is a summary of the project per the grantee's request for proposal and progress reports:

Minnesota State University partnered with New Ulm High School, Owatonna High School, and St Paul Public Schools to expand their existing concurrent enrollment program. The overall goal of this program is to teach students strategies from science of learning (a subfield in Cognitive Psychology) combined with psychological topics of motivation, time management, and planning so that they can be more successful in college while also earning college credit. (as opposed to the student), the program's viability is reliant on supporting the high school with the initial purchase. The goal of this project is to support a teaching pathway for diverse students with minimal barriers to completion.

Minnesota State University, Mankato expanded their existing concurrent enrollment program, which had established the PSYC 150: Science of Learning for College Student Success course to be taught within the New Ulm High School. This FY23 grant round helped fund the expansion of the PSYC 150 into Saint Paul Public Schools. Students who completed this course were able to earn two college credits. In looking to further expand the program, the grant funds were used to develop marketing materials for the for the course that can be shared with future concurrent enrollment schools to build recruitment.

This course is designed to address skill gaps in student learning and thinking/preparing for college success. Inherently, it can be taken by students without specific skill sets in a discipline. For example, a student does not have to have special knowledge in Psychology to succeed. More underrepresented students could be targeted with additional high school partnerships. While we have seen expressed interest, we get held up by the limitation that the instructor of the course needs to have credentials in Psychology. We have considered if there would be any way around this but have been unable to come up with one in the current framework of concurrent enrollment and necessary higher education standards.

Minnesota State University-Mankato, reported significant outcomes. The university approved one new instructor in a large urban district. Two instructors were given the opportunity to work on coursework over the summer and grant dollars helped to compensate them for their time. Additional districts have shown interest in offering this course. Grant funds were used to help develop marketing materials for the course that can be shared with future concurrent enrollment schools to build recruitment. Grant funds were also used to create an open-access free course textbook and instructional guide. This text provides even more structure and a solid foundation for new instructors to teach the course. This text is widely available as a resource which delivers part of the course content to anyone interested in student learning and success.

South Central College (SCC)

Contract Effective Period: February 15, 2022-June 30, 2024

Project Title: High School to College & Career: Implementing a Manufacturing, Engineering and Construction Pathway at Faribault High School

CEGP Funds Awarded: \$57,051

CEGP Funds Paid: \$30,541.75

The following is a summary of the project per the grantee's request for proposal and progress reports:

Rice County's underserved populations have been experiencing a marked achievement gap at the same time as regional employers are faced with a significant skills gap in their workforce. In response to this challenge, South Central College (SCC), Faribault Public Schools, the Faribault Chamber of Commerce, and local industry partners began researching the P-TECH (Pathways in Technology Early College High School) program in 2019. P-TECH is a successful national model that puts underserved students on a pathway to high-skilled, high-wage careers by enabling them to concurrently take technical courses in high school that apply toward a two-year college degree. As a result, students can graduate from high school with a diploma and a college award. The P-TECH model also has a strong focus on integrating hands-on, experiential learning in the classroom and workplace to prepare students for their chosen field. During 2020–2021, SCC and Faribault partners developed the High School to College and Career (H2C as named by Faribault High School Students) Health Sciences Pathway based on the P-TECH model. This pathway focuses on health care occupations and aligns with SCC's current health science programs. The first course, Medical Terminology, began this fall (2021) with an enrollment of 29 students. A second section of Medical Terminology (29 students) will run in spring 2022, as well as a section of Health Care Core Foundations class (32 students).

Based on this success, the Faribault H2C Steering Committee (SCC, Faribault Public Schools, and Faribault Chamber of Commerce) has committed to expanding the H2C program and offering a Mechatronics, Engineering, and Construction (MEC) pathway that began fall 2022. Pathway development work started in August 2021 and continued throughout FY22. Program implementation was phased with Year 1 courses being offered in fall 2022, Year 2 courses in fall 2023, and Year 3 courses in fall 2024.

With successful completion of the CMAE1512 course, students are eligible to continue in concurrent enrollment or PSEO program courses via the CTE pathway option. Ten students enrolled in CMAE 1512 with 8 of 10 earning a final grade of A or B in the course. Students completed Snap-on Precision Measuring Instrument certifications SCC had participation by historically under represented students. SCC reported that two Somali students participated and completed the course and four Hispanic students completed the course. One student matriculated to SCC to complete an Associate of Arts degree and one student matriculated to SCC to complete the MTT/Welding diploma.

Appendix A: 2023 Minnesota Statute 136A.91 Concurrent Enrollment Grants

Subdivision 1. Grants.

- (a) The Office of Higher Education must establish a competitive grant program for postsecondary institutions to expand concurrent enrollment opportunities. To the extent that there are qualified applicants, the commissioner of the Office of Higher Education shall distribute grant funds to ensure:
- (1) eligible students throughout the state have access to concurrent enrollment programs; and
 - (2) preference for grants that expand programs is given to programs already at capacity.
- (b) The commissioner may award grants under this section to postsecondary institutions for any of the following purposes:
- (1) to develop new concurrent enrollment courses under section 124D.09, subdivision 10, that satisfy the elective standard for career and technical education; or
 - (2) to expand the existing concurrent enrollment programs already offered by the postsecondary institution and support the preparation, recruitment, and success of students who are underrepresented in concurrent enrollment classrooms by:
 1. creating new sections within the same high school; or
 2. offering the existing course in new high schools.

Subd. 2. Application.

The commissioner shall develop a grant application process. A grant applicant must:

- (a) specify the purpose under subdivision 1, paragraph (b), for which the institution is applying;
- (b) specify both program and student outcome goals;
- (c) include student feedback in the development of new programs or the expansion of existing programs; and
- (d) demonstrate a commitment to equitable access to concurrent enrollment coursework for all eligible high school students.

Subd. 3. Report.

By December 1 of each year, the office shall submit a report to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education regarding:

- (a) the amount of funds granted under each clause of subdivision 1, paragraph (b);
- (b) the courses developed by grant recipients and the number of students who enrolled in the courses under subdivision 1, paragraph (b), clause (1); and
- (c) the programs expanded and the number of students who enrolled in programs under subdivision 1, paragraph (b), clause (2).



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