OFFICE OF HIGHER EDUCATON
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REQUEST FOR PROPOSALS
EMERGENCY ASSISTANCE FOR POSTSECONDARY STUDENTS GRANT PROGRAM

S.F. No. 943
90th Session of the Minnesota State Legislature

DEADLINES

Intent to Submit Form – May 17, 2019
Grant Proposal – June 7, 2019– 4:30 p.m.
Early submissions are encouraged.

PROJECT FUNDING PERIOD:

Grant Award – August 1, 2019 – June 30, 2021

Alternative Format:

Upon request, the Emergency Assistance for Postsecondary Students Grant Proposal can be made available in an alternative format by contacting Alaina DeSalvo, Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, phone (651) 259-3988, fax (651) 642-0675. TTY users should contact the Minnesota Relay Service at 1-800-627-3529 and request assistance in contacting the Office of Higher Education.

EMERGENCY ASSISTANCE FOR POSTSECONDARY STUDNETS GRANT PROGRAM
TABLE OF CONTENTS

		Page
I.	OVERVIEW…….……..……..……...….	2
II.	PROJECT PERIOD……..	2
III.	ELIGIBLE APPLICANTS…….……..…….…..….	3
IV.	PROJECT PURPOSE AND DESCRIPTION……..……..…..…….…..….	3
V.	PROJECT COMPONENTS AND ELIGIBLE SERVICES….……..…….….….....	4
VI.	REPORTING……..……..…….……...	7
VII.	INTENT TO SUBMIT PROPOSAL FORM….……..….	7
VIII.	PROPOSAL FORMAT……..……..……...…….….…	7
IX.	PROPOSAL EVALUATION CRITERIA……..….…..…….…..…	9
X.	TECHNICAL ASSISTANCE DURING PROPOSAL SOLICITATION…….....	10
XI.	GRANT SELECTION PROCESS…….…….…..	10
XII.	GRANT ADMINISTRATION REGULATIONS…..…….…….….	10
XIII.	GRANT CLOSE-OUT, SUSPENSION AND TERMINATION..…….…….….	11
XIV.	FINANCIAL REVIEW PROCESS……...…….….….	11
XV.	TIMELINE FOR PROPOSALS, AWARDS, AND FUNDED PROJECTS……..….	11
XVI.	CONFLICTS OF INTEREST……..	12
XVII.	PUBLIC DATA……	12
XVIII.	AFFIRMATIVE ACTION AND NON-DISCRIMATION REQUIREMENTS……..	13
XIX.	DEFINTION OF KEY TERMS AND OTHER RESOURCES…….....	13
	APPENDIX A: COPY OF STATUTE…….…….....….	16
	APPENDIX B: INTENT TO SUBMIT PROPOSAL FORM……	18
	APPENDIX C: PROPOSAL COVER SHEET…….....….	20
	APPENDIX D: PROGRAM ABSTRACT……..……...……...…	22
	APPENDIX E: PROPOSAL BUDGET…….	24
	APPENDIX F: STUDENT GRANT APPLICATION TEMPLATE…….	26
	APPENDIX G: FOLLOW-UP STUDENT SURVEY TEMPLATE……..	34

REQUEST FOR PROPOSALS
EMERGENCY ASSISTANCE FOR POSTSECONDARY STUDENTS GRANT PROGRAM

March 29, 2019
Office of Higher Education

I. OVERVIEW

The Minnesota Office of Higher Education (OHE) is currently accepting proposals to improve retention and completion for college students experiencing food/housing insecurity or other unforeseen financial crises. Grants will be awarded to Minnesota postsecondary institutions to support the creation or continuance of emergency assistance programs within that college or university (2017 Minnesota Session Laws, Chapter 89, subd. 29). Through the Emergency Assistance for Postsecondary Students (EAPS) grant program, OHE will allocate grant funds on a matching basis to Minnesota colleges and universities to meet immediate student needs including, but not limited to: emergency housing, food, and transportation. The primary goal of the program is to act as a crisis intervention for students who lack resources and experience an unforeseen emergency that may impact their college attendance. The broad, over-arching objective is to eliminate immediate barriers that could result in a low-income student not completing their term or program due to issues related to poverty, while increasing students' resiliency and self-efficacy as individuals.

The purpose of the Request for Proposal (RFP) is to solicit proposals from colleges and universities; conduct a fair and extensive evaluation based on criteria listed herein; and select the proposals able to show the most potential to: 1) improve the short-term outcomes for students experiencing homelessness and food insecurity, 2) demonstrate the capacity to holistically assist and refer students who seek assistance, and 3) take a community approach to support students who are experiencing an unforeseen financial emergency.

One-hundred and seventy-five thousand dollars will be provided each year of the 2019-2020[1] biennium to support EAPS. See **Appendix A** for the state appropriation language from the 2017 legislature. The maximum allowable request per institution is $43,000; a 25% match (monetary or in-kind) is required of all grantees.

II. PROJECT PERIOD

This is a two-year grant cycle. Projects will be funded from August 1, 2019 through June 30, 2021. This means that there will not be a fiscal year (FY) 2021 competition; applicants who are chosen to receive an award in FY 2020 will be renewed for an additional award in FY 2021.

The Office of Higher Education will hold a competitive RFP process at the start of each new legislative biennium in order to allocate funds to eligible colleges and universities. All applicants, whether they are selected or not for FY 2020 funding, are encouraged to reapply for funding during the FY 2022 grant cycle.

[1] Pending Governor's approval

III. ELIGIBLE APPLICANTS

According to state law, institutions eligible for EAPS-grant funding include **Minnesota postsecondary institutions with a demonstrable homeless population**. The State of Minnesota defines "homeless" as *any individual, unaccompanied youth or family that is without a permanent place to live that is fit for human habitation*. By this definition, students who are doubling-up (staying with a friend or family member, i.e. "crashing" or "couch-surfing") are considered homeless.

Colleges or universities can demonstrate that they serve students experiencing homelessness by submitting one of the following items:

- Recently-conducted research on the prevalence of student homelessness on their campus;
- Limited data collected as a part of other social service programs on campus (i.e. collecting participant information at a campus food shelf or student-parent center); or
- Summative reports that demonstrate the prevalence of homelessness among the population served.

If a college or university has **not** conducted any quantitative research around housing insecurity within their institution, OHE may consider their proposal if the institution submits a written commitment to conducting research on the prevalence of student homelessness on their campus within one calendar year. EAPS funds may not be used to support this research.

IV. PROJECT PURPOSE AND DESCRIPTION

Many students from lower-income backgrounds lack the financial support or family resources to meet unexpected expenses while attending college. In addition, students with children or who are supporting other family members, while working twenty or more hours/week while in school, often must choose between college attendance and tending to basic needs such as food, housing, or transportation. According to a 2015 survey of students at 17 Minnesota institutions, 15.8% of students experienced a food shortage and lacked money to buy food. One Minnesota institution estimates that approximately 10% of their students experience at least temporary homelessness[2]. In a recent study of community college students across the country, two-thirds of students reported to experience food insecurity, one-half reported to experience housing insecurity, and 14% of community college students reported to be homeless, using the most conservative definition of homelessness[3].

Despite being the second most educated state in the nation, Minnesota continues to experience some of the largest economic disparities that impact educational attainment, among other needs, for racial/ethnic minorities and low-income populations in the state. For example, among the Minnesota high school graduating class of 2014, students who were eligible for free/reduced-price lunch enrolled in college within two years at rates 22 percentage points lower than their peers who did not qualify for free/reduced-price lunch. Furthermore, a study of 1,500 public and nonprofit universities

[2] MinnPost (Producer), & Beelman, S., Kostchocka, A., Kovar, D., Serrin, B. (Directors). (2013). *No place to call home: Homeless at MCTC.* United States: YouTube.

[3] Goldrick-Rab, S. (2016), *Paying the price: College costs, financial aid, and the betrayal of the American dream.* Chicago, IL: University of Chicago Press.

across the country found that 51% of Pell Grant recipients (low-income students) graduate college within six years, while their peers graduate at the rate of 65% during that timeframe[4].

These findings suggest that temporary or long-term food and housing insecurity pose barriers to postsecondary attendance, persistence and completion, which can aid in building pathways out of poverty. The EAPS grant program aims to act as an intervention to keep low-income students in college amidst unforeseen financial challenges that occur throughout their academic career. Support provided to students through EAPS-supported emergency grant programs is meant to provide "just-in-time funds" to overcome a personal financial crisis, so that students no longer have to choose between paying an unexpectedly large bill and staying in college.

V. PROJECT COMPONENTS AND ELIGIBLE SERVICES

EAPS will provide funds to create or supplement an emergency grant program within postsecondary institutions. **The following program components are recommended, with room for customization based on varied regional or individual student needs.**

Model EAPS-funded programs will:

Trust Students: Regardless of what parameters are set around eligibility and accountability, granting money to students requires a significant amount of trust. Grantee institutions will need to actively listen to and validate the experiences of students who pursue this intervention. Students who are systemically disadvantaged and choose to seek assistance from your institution are also being challenged to display a level of trust that may be perceived as a risk. Trust in students and their autonomy is essential in building student trust in the institution.

Be Timely: Financial crises can derail a students' future in a matter of days. A key component to the Emergency Grant Program is creating a process that works quickly and efficiently, so there is not a disruption in the students' learning or academic progress. This may mean thinking creatively to streamline inter-departmental processes that may normally require more time.

Create a Network of Support: Creating a network of support for students in need is one of the most important goals of this grant program. Financial assistance is just one aspect of retention. The intention of this grant program is to provide last-resort support to students who are experiencing a financial crisis; it will not solve the students' underlying situation or needs. Grantees will have a plan in place to support students beyond this financial assistance to help improve their underlying situation and/or create plans that support the students' resilience and persistence in college. This may mean collaborating with social service agencies, nonprofits, school districts, or other community-based programs in addition to services already offered within the college.

Be Free from Bias or Discrimination: Grantees must create a team to work on the EAPS grant that demonstrates cultural competency and are dedicated to students' rights to be treated fairly and humanely without discrimination of race, sex, gender identity/expression, sexual orientation,

[4] Nichols, A. H. (2015). The Pell Partnership: Ensuring a shared responsibility for low-income student success. *The Education Trust, September 2015.*

disability, ethnicity, religion, political affiliation, etc. Grant decisions must be fair and free from bias or discrimination. Staff must also be dedicated to preserving the dignity of students who pursue this intervention.

Track Outcomes/Provide Follow-up: Grantees must include methods for data collection and evaluation into their program. Grantees will be asked to report to OHE on outcomes twice per year. Additionally, grantees must have a plan for follow-up with students who receive grant funds. This is a critical aspect of the project design; institutions must request information/status updates from students post-award in order to evaluate whether or not the intervention was successful.

Leverage Available Resources: EAPS grantees must match the total award amount by at least 25%. By contributing resources to administering the EAPS grant, institutions will leverage resources available to them to most efficiently impact student success on their campus. Grantees are also encouraged to leverage community resources and research in order to provide a robust program to students.

Incorporate Dedicated Staff Across Departments: Grantees must create centralized systems of administration to oversee and implement the EAPS grant. This means that dedicated staff will work as a team to create and implement streamlined processes for accommodating student needs. Staff must be committed to working across departments, be passionate about issues of student retention and success, and have the capacity to work on the EAPS program.

Fit into Larger Mission of Equity and Student Success: Grantees are committed to equity and student success within their institutions, and are proactive in addressing barriers for low-income students. The EAPS grant fits appropriately into their larger vision for equity on their campus.

An EAPS Grant Administration Model

Please note the following requirements: 1) Payments must not exceed $1000 per student. 2) Institutions must set a limit on the number of times one student may receive the funds in a given period. 3) All contact with students related to this program must be documented. 4) EAPS funds cannot go towards a students' college tuition, fees, or books.

The following processes are **suggested** for program-delivery. If your program differs from what is suggested here, please outline your proposed model in detail in your proposal.

1. **Identify Students with a Financial Emergency**
   Students will most likely approach a faculty member, academic advisor, or other staff (i.e. LGBTQ center director or student-parent center director) when a crisis first occurs. Grantees must have a plan in place to create a student-centered, proactive "front line" to identify and refer students for an emergency assistance grant. This "front line" cannot be centralized into one role; multiple supportive staff across departments must be able to refer students to this program when there is potential for these funds to benefit them. The student is referred to the office where the grant is administered. While this office is determined by the institution, examples include academic affairs, the office of equity and diversity, and counseling services,

as these offices may be best equipped to counsel the student through a crisis. Ideally, students will be walked or "handed off" to the appropriate office where they can receive services.

2. **Application Process**
   Once the student is referred, they will visit the office in which the grant is administered to discuss the issue at hand. Through a discussion on the students' issue and the grant application/award process, the counselor will assess the student for program eligibility and begin to collect information for potential referrals that could be helpful for the student. Sometimes, there will be a clear case for a student to proceed in the process. Often, it may take a deeper look at the student's situation to determine if there is indeed an unforeseen financial event involved, and if/how the event is tied to chronic issues. If there is a long-term issue of poverty that prevents the student from sustainably staying in college, that does not qualify them for the grant in itself.
   In order to create a less burdensome process for students, college staff are encouraged to walk students through the application question by question and even fill out the application on behalf of the student as they disclose information, if possible.
3. **Determine Student Eligibility**
   Each college and university receiving the EAPS grant will determine their own standards for financial eligibility based on demonstrated need, using FAFSA/Minnesota State Grant data. Financial eligibility may differ from region to region based on local context and student demographics. For example, one institution may choose to use Expected Financial Contribution (EFC) and unmet need to determine student eligibility, while another may use Pell Grant eligibility. The eligibility standards that are decided by the institution must be followed consistently, unless there are significant extenuating circumstances.

   An example of an "extenuating circumstance" might be: the institution makes an exception for a student who cannot request aid from family due to abusive behavior or fear of retribution (where the student is in effect living independently) when those concerns are clearly stated.

   While the program is intended to address issues of poverty among college students, it is encouraged that institutions use their own discretion (based on specific context) in order to award the funds to students equitably.
4. **Application Review**
   Once student eligibility is determined, the students' application will be reviewed by a committee. This committee will determine whether or not the student request is granted, based on standards set by the individual institution (i.e. a judgment made based on the students' financial need, specific circumstance, and likelihood of dropout). It is recommended that the committee is cross-departmental and includes 2-3 staff/faculty, but the committee structure may differ by institution depending on available staff time and resources.
5. **Notify Student**
   Students must be notified that they are approved for an emergency grant. Next steps and clear expectations must be outlined in the notification. If the student was not recommended for the emergency grant, a notification must be sent to them explaining the decision made in addition to referrals and resources that may help alleviate the situation.
6. **Payment**
   Payments will come from the college's business office. Eligible forms of "payment" include: 1) a check written directly to the student, 2) a check written to a third party vendor,

3) electronic transfer into a student account*, or 4) a gift card/pre-paid credit card. Other forms of payment may be accepted with prior approval from OHE.
Payments must be made within 3-4 business days of the application's submission.
*EAPS funds cannot go towards tuition or books. If a college or university decides to award EAPS funds using student accounts, they *must* submit a plan in their proposal to ensure that the funds are not used toward tuition or books.

7. **Follow-up**
The office that administers the emergency grant must follow up with the student at least once within 10 days, and then again within 45 days. Follow-up should include a comprehensive referral to campus and community resources in addition to ensuring the student received their payment. A key aspect of this follow-up is to collect information around whether or not this intervention was successful and alleviated the *immediate* barrier to college attendance. A student satisfaction survey is included in Appendix G, which includes evaluative questions around the impact of the grant program.
If a student was not chosen to receive an emergency grant, the office must still follow up with them within 5 days of submitting the application. This would be a good time to refer the student to other programs within your institution or in the community, if those referrals have not already been made.

VI. REPORTING

The Office of Higher Education will require EAPS grantees to submit interim and end-of-year reports. Report templates will be provided when the grantee is notified of their award. Grantees will be asked to track and report on basic information on all students who apply for EAPS funding. In addition, OHE will request qualitative information from grantees that focuses on program implementation and the overall experience of administering the program.

VII. INTENT TO SUBMIT PROPOSAL FORM

All applicants must submit an Intent to Submit Form in order for their proposal to be considered. The Office of Higher Education (OHE) will use this form to plan for proposal review. This form (**Appendix B**) must be submitted by **May 17, 2019.**

VIII. PROPOSAL FORMAT

Applicants **are required** to use the format that follows. The presentation may be tailored to suit 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. See **Appendix C.**
2. **Abstract** summarizing the content of the proposal. See **Appendix D.**
3. **Table of Contents** with pagination.
4. **Program Narrative** not to exceed twelve (12) numbered, double-spaced pages. This excludes the cover sheet, abstract, table of contents, budget, budget narrative, and staff vitae. Use a 12-point font. The narrative should describe the proposed program in the

context of the selection criteria. The Program Narrative must include the following sections:

a. Demonstrated Need/Demonstrated Homelessness

Use this section to demonstrate the need for EAPS within your institution. This can be achieved by illustrating the landscape of the campus's region, reporting on low-income student enrollment, and/or featuring student stories, among others. Describe services already offered within your institution that support low-income students. Describe collaborations or existing relationships within your institution or the larger community that would lend to this initiative. Be sure to include regional context or specific student needs that are unique to your institution, if applicable. If it is anticipated that EAPS funds will provide housing support to students, please include median rental prices within your region.

It is mandatory that grantees be able to show prevalence of homelessness among the students they serve in order to be eligible for this grant. Refer to Section III for more information. Data/reports may be included as an appendix item.

b. Plan of Operation

Describe your institution's project design and plan for implementing the emergency assistance grant program. If you already have an emergency assistance grant program at your institution, describe the existing program in this section and explain how it differs from the proposed plan outlined in this RFP. Be sure to reference points outlined in **Section V**. If your emergency grant program must differ in any way from what is outlined in Section V, use this section to propose those changes. Make sure that the plan of operation is detailed, realistic, and grounded in your institution's mission and values. Discuss potential collaborations within the community that will help drive or supplement this initiative. Describe the financial standard for eligibility you will use at your institution, the marketing plan, and the student application, notification, payment, and follow-up processes, as well as the standards that will be used for application review.

c. Evaluation Plan

Institutions must create and provide an outline of their own evaluation plan. Key evaluation questions include: 1) Was the student's crisis resolved due to this intervention (i.e. the students' rent was paid)? 2) Did the student complete the semester or term? 3) Were potential or ongoing barriers to the students' degree completion identified as a result of this intervention? 4) Has the student received referrals to other relevant services as a result of this program? 5) Does the student feel more confident in their college attendance/participation as a result of this intervention?

d. Adequacy of Resources, Quality of Personnel

Describe institutional resources currently available to support the emergency assistance grant program. Describe how the institution will sustain the EAPS grant model. Describe the role of the proposed project staff and their time commitment to the project. Describe how your institution will provide the 25% match requirement. Provide an abbreviated staff vitae documenting related experiences and expertise of

key staff. 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
See **Appendix E** for the budget form**.** In addition to the budget form, include a detailed budget narrative. The budget narrative must thoroughly describe each line item and provide justification for the expenditure.

5. **Appendices** (as required and necessary). Appendices should be clearly labeled, paginated, and identified in the Table of Contents.
    a. **Staff Vitae or Resume.** Include an abbreviated vitae or resume for staff who will be focused on this program.

    b. **Letters of Support**. These are mandatory and are to be included in the appendix and should document endorsement for proposed activities. Letters of support are to be written and signed by senior leadership. Other letters of support may include a community organization or social service agency endorsement, and/or other organizations/institutions/individuals that support this initiative.

    c. **Sample Student Application**. If not using OHE's emergency assistance grant application template, attach a copy of the application your institution will be using. See **Appendix F** for template.

    d. **Sample Follow-Up Student Survey**. If not using OHE's follow-up student survey, attach a copy of the survey or questions that you will administer to students who have received EAPS funds. See **Appendix G** for template.

IX. PROPOSAL EVALUATION CRITERIA

Evaluation of proposals will be based on the following criteria:

1. *Need for the Project* (30): Extent to which the project:
    - Demonstrates the prevalence of homelessness on their campus (mandatory).
    - Demonstrates a commitment to researching the prevalence of food and housing insecurity on their campus, and/or retention patterns of low-income students.
    - Documents existing commitment to supporting low-income students on campus through community collaborations, emergency assistance programs, or other initiatives.
2. *Quality of Project Design and Management* (45 points): Extent to which:
    - The proposal documents how grant program implementation will meet student needs.
    - The proposal clearly specifies an achievable plan for grant program implementation.
    - Staff size, time commitment, and responsibilities are clearly defined and are appropriate for the project.
    - Commitment to cross-departmental collaboration is demonstrated.
    - Collaboration with internal (college) and external (community) resources are integrated into the project plan.

- The plan for determining student eligibility, application review, and payment is well documented and achievable.
- The institution outlines a plan for marketing/outreach that is targeted and reduces stigma around this intervention.
- The values listed in **V. PROJECT COMPONENTS AND ELIGIBILE SERVICES** are addressed and demonstrated through the project plan and intent.

3. *Quality of Personnel and Adequacy of Resources* (10 points): Extent to which:
   - The qualifications, training, and experience of key personnel are appropriate for their assignments.
   - Institutional resources are adequate to meet the project's goals and objectives.
   - Institutional commitment of resources up to or beyond 25% of the total award is clearly identified.
   - Letters of Support are included in the proposal and demonstrate commitment to the proposed work.
4. *Quality of Budget* (5 points): Extent to which:
   - The budget is cost effective and reflective of EAPS requirements, objectives, and outcomes.
5. *Quality of Evaluation Plan* (10 points): Extent to which:
   - There is a stated plan for addressing the five measures listed in **VII. Proposal Format, 4.Program Narrative, c. evaluation plan.**
   - The goals, objectives, activities, and outcomes to be achieved are clearly specified and measurable.
   - The proposed evaluation plan informs continuous improvement for service delivery.

X. TECHNICAL ASSISTANCE DURING PROPOSAL SOLICITATION

For technical assistance during the proposal development process, contact the Office of Higher Education's Competitive Grants Administrator, Alaina DeSalvo, at alaina.desalvo@state.mn.us. All questions should be submitted in writing.

A Technical Assistance Webinar for interested applicants will be held on Wednesday **May 1, 2019 10:00am – 11:30pm.** For more information and to register for the webinar, please e-mail Kelly Gibson at kelly.gibson@state.mn.us.

XI. 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 stakeholders chosen by the Office of Higher Education.

XII. GRANT ADMINISTRATION REGULATIONS

Administrative guidelines will be sent to grantees which will outline details on the grant award process, applicable regulations, monitoring expectations, fiscal procedures, reporting requirements, and more. Administrative guidelines will be sent to grantees upon contract execution.

XIII. GRANT CLOSE-OUT, SUSPENSION, AND TERMINATION

Close-out: Each grant shall be closed out as promptly as feasible after expiration or termination. In closing out the grant, the following shall be observed:

1. Upon request, OHE shall promptly pay the grant recipient for any allowable reimbursable costs not covered by previous payments.
2. The grant recipient shall immediately refund the OHE any unobligated balance of cash advanced to the grant recipient.
3. The grant recipient shall submit all financial, performance, evaluation and other reports required by the terms of the grant.
4. The close-out of a grant does not affect the retention period for State and/or Federal rights of access to grant records.

Suspension: When a grant recipient has materially failed to comply with the terms of a grant, the OHE may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reason(s) for the suspension, any corrective action required of the grant recipient, and the effective date.

Termination: OHE may terminate any grant in whole, or in part, at any time before the date of expiration whenever OHE determines that the grant recipient has materially failed to comply with the terms of the grant. OHE shall promptly notify the grant recipient in writing of the termination and the reason(s) for the termination, together with the effective date.

The grant recipient may terminate the grant in whole or in part upon written notification to OHE, setting forth the reasons for such termination, the effective date and, in the case of partial termination, the portion to be terminated.

XIV. FINANCIAL REVIEW PROCESS

All postsecondary institutions that are also Non-Governmental Organizations (NGOs) applying for grants in the state of Minnesota must undergo a financial review prior to receiving 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:

- 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.

XV. TIMELINE FOR PROPOSALS, AWARDS, AND FUNDED PROJECTS

March 29, 2019	Request for Proposals available to applicants
May 1, 2019 (10:00am)	Technical Assistance for interested applicants
May 17, 2019	Deadline for receipt of Intent to Submit forms
June 7, 2019 (4:30pm)	**Deadline for receipt of proposal**
July 15, 2019	Notification of recommended grant awards
August 1, 2019	Project period starts with date of contract encumbrance

Provide **one scanned/e-mailed copy and four hard copies** of the complete proposal, stapled in the upper left corner. One of the hard copies must include an original signature. Do not place proposals in binders or covers. Hand deliver or mail the hard copies to:

Alaina DeSalvo, Competitive Grants Administrator
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Proposals sent by U.S. mail should be postmarked by the date of the deadline. The applicant is responsible for making sure the proposals arrive on time.

Note for hand-delivered proposals: Directions to the Office of Higher Education can be found at: http://www.ohe.state.mn.us/mPg.cfm?pageID=1847. Use of the building entrance on the north (by the flag poles) is required.

All proposals must arrive by 4:30pm June 7, 2019.

All proposals will be acknowledged upon receipt. **Each late or ineligible applicant will be notified that their proposal will not be considered.**

XVI. CONFLICTS OF INTEREST

We will take steps to prevent individual and organizational conflicts of interest, both in reference to applicants and reviewers per Minn. Stat. § 16B.98 and Conflict of Interest Policy for State Grant-Making. Organizational conflicts of interest occur when:

- a grantee or applicant is unable or potentially unable to render impartial assistance or advice to OHE due to competing duties or loyalties; and/or
- a grantee's or applicant's objectivity in carrying out the grant is or might be otherwise impaired due to competing duties or loyalties.

In cases where a conflict of interest is suspected, disclosed, or discovered, the applicants or grantees will be notified and actions may be pursued including, but not limited to, disqualification from eligibility for the grant award or termination of the grant agreement.

XVII. PUBLIC DATA

Per Minn. Stat. § 13.599;

- Names and addresses of grant applicants will be public data once proposal responses 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, when all grant agreements have been fully executed).
- All data created or maintained by OHE 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 grant agreements have been fully executed).

XVIII. AFFIRMATIVE ACTION AND NON-DISCRIMINATION REQUIREMENTS

A. The grantee agrees not to discriminate against any employee or applicant for employment because of race, color, creed, religion, national origin, sex, marital status, status in regard to public assistance, membership or activity in a local commission, disability, sexual orientation, or age in regard to any position for which the employee or applicant for employment is qualified. Minn. Stat. § 363A.02. The grantee agrees to take affirmative steps to employ, advance in employment, upgrade, train, and recruit minority persons, women, and persons with disabilities.

B. The grantee must not discriminate against any employee or applicant for employment because of physical or mental disability in regard to any position for which the employee or applicant for employment is qualified. The grantee agrees to take affirmative action to employ, advance in employment, and otherwise treat qualified disabled persons without discrimination based upon their physical or mental disability in all employment practices such as the following: employment, upgrading, demotion or transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. Minnesota Rules, part 5000.3500.

C. The grantee agrees to comply with the rules and relevant orders of the Minnesota Department of Human Rights issued pursuant to the Minnesota Human Rights Act.

XIX. DEFINITION OF KEY TERMS AND OTHER RESOURCES FOR APPLICANTS

Continuum of Care (CoC): Regional programs that promote community-wide commitment to the goal of ending homelessness. These programs:

- Provide funding for efforts by nonprofit providers and State and local governments to quickly re-house homeless individuals and families to minimize trauma and dislocation,
- Promote access to and effective utilization of mainstream programs, and
- Optimize self-sufficiency among individuals and families experiencing homelessness.

CoCs coordinate annual PIT Counts, in addition to steering committees comprised of local stakeholders with the mission of ending homelessness.

Emergency Assistance Grant Program: A program within a postsecondary institution that grants money to students experiencing an emergency in their personal life, often to ensure that basic needs are being met, with the long-term goal of student retention. Institutions do not require the student to commit to repaying or contributing anything in return for the grant.

Food insecurity: The USDA lists two categories of "food insecurity"[5]:

- *Low food security* – reports of reduced quality, variety, or desirability of diet. Little or no indication of reduced food intake.
- *Very low food security* – Reports of multiple indications of disrupted eating patterns and reduced food intake. Characteristics of households/individuals with very low food security include:
    - Worry about food running out
    - Food bought for a given period did not last throughout that period
    - Could not afford balanced meals
    - Cut size of meals or skipped meals
    - Ate less than they felt appropriate during their last meal
    - Hungry but did not eat
    - Lost weight
    - Did not eat for an entire day

Homelessness (federal definition): The Department of Housing and Urban Development (HUD) has four categories of homeless definitions for eligibility for different types of programs. Eligibility for Supportive Housing, the broadest category, uses the following two definitions:

- An individual who lacks a fixed, regular, and adequate nighttime residence, meaning:
    - An individual or family with a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground;
    - An individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including congregate shelters, transitional housing, and hotels and motels paid for by charitable organizations or by federal, state, or local government programs for low income individuals); or
    - An individual who is exiting an institution where he or she resided for 90 days or less and who resided in an emergency shelter or place not meant for human habitation immediately before entering that institution.
- Any individual or family who:
    - Is fleeing, or is attempting to flee domestic violence, dating violence, sexual assault, stalking, or other dangerous or life-threatening conditions that relate to violence against the individual or a family member, including a child, that has either taken place within the individual's or family's primary nighttime residence or has made the individual or family afraid to return to their primary nighttime residence;
    - Has no other residence; and/or
    - Lacks the resources or support networks, e.g., family, friends, and faith based or other social networks to obtain other permanent housing.

Homelessness (state definition): A household lacking a fixed, adequate night time residence (includes doubled-up).[6]

[5] https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security.aspx#ranges
[6] http://www.mnhousing.gov/idc/groups/public/documents/document/mhfa_011066.pdf ; March 2017

Housing insecurity/instability *Using the Minnesota definition of "Households at Significant Risk of Long-Term Homelessness)***:** Includes (a) households that are homeless or recently homeless with members who have been previously homeless for extended periods of time and are faced with a situation or set of circumstances likely to cause the household to become homeless in the near future, and (b) previously homeless persons who will be discharged from correctional, medical, mental health or treatment centers who lack sufficient resources to pay for housing and do not have a permanent place to live.

Point-in-Time Count (PIT Count): A count of sheltered and unsheltered homeless persons on a single night in January. HUD requires that regions within every U.S. state conduct an annual count of homeless persons who are sheltered in an emergency shelter, transitional housing, and Safe Havens on a single night. Each count is planned, coordinated, and carried out locally, directed by the local Continuum of Care.

Unforeseen Emergency: A sudden, unanticipated event that results in economic, emotional, or physical distress and disrupts daily life.

Other Resources

Minnesota Continuum of Care Regions Map: file:///C:/Users/desalvo/Downloads/MHFA_006854.pdf

Minnesota Continuum of Care Regional Contacts and Meeting Schedule: file:///C:/Users/desalvo/Downloads/MHFA_1039171.pdf

Point-in-Time Count Dashboard (federal homelessness data by MN region): https://www.icalliances.org/point-in-time-data

Wilder Research's "Homeless in Minnesota: Summary of the Findings from the 2105 Minnesota Homeless Study": http://mnhomeless.org/minnesota-homeless-study/reports-and-fact-sheets/2015/2015-homelessness-in-minnesota-summ-11-16.pdf

Wilder Research's "Homelessness and Near-Homelessness on Six Minnesota American Indian Reservations: Findings from the 2015 Study": http://mnhomeless.org/minnesota-homeless-study/reports-and-fact-sheets/2015/2015-homeless-reservations-3-17.pdf

The Great Lakes Foundation's *2012-2015 Emergency Grant: Closing Report and Best Practices.* (2016).

Goldrick-Rab, S., Richardson, J., Schneider, J., Hernandez, A., & Cady, C. *Still Hungry and Homeless in College*. Wisconsin HOPE Lab. (2018).

Goldrick-Rab, S., Richardson, J., & Hernandez, A. *Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education*. Wisconsin HOPE Lab. (2017).

Kruger, K., Parnell, A., & Wesaw, A. *Landscape Analysis of Emergency Aid Programs*. National Association of Student Personnel Administrators, Inc. (2016).

APPENDIX A

COPY OF STATUTE

CHAPTER 89, Article 1, Subd. 29. Emergency Assistance for Postsecondary Students

(a) This appropriation is for the Office of Higher Education to allocate grant funds on a matching basis to schools with a demonstrable homeless student population.

(b) This appropriation shall be used to meet immediate student needs that could result in a student not completing the term or their program including, but not limited to, emergency housing, food, and transportation. Emergency assistance does not impact the amount of state financial aid received.

(c) The commissioner shall determine the application process and grant amounts.

APPENDIX B

INTENT TO SUBMIT PROPOSAL FORM

Intent to Submit Proposal Form for

EMERGENCY ASSISTANCE FOR POSTSECONDARY STUDENTS GRANT PROGRAM
Fiscal Year 2020

Institution _____

Project Director _____

Project Director E-mail Address: _____

Project Director Position: _____

Address _____

_____

_____

Title of Project _____

Grant-Administering Office (student-facing): _____

Does your institution already have an emergency grant program (circle one)? YES NO

Please return this form by May 17, 2019 to:

Alaina DeSalvo
Emergency Assistance Grant Program
Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Fax: (651) 642-0675
E-mail: alaina.desalvo@state.mn.us

This form may be e-mailed, mailed, or faxed.

APPENDIX C

PROPOSAL COVER SHEET

OFFICE OF HIGHER EDUCATION
EMERGENCY ASSISTANCE FOR POSTSECONDARY STUDENTS
FISCAL YEAR 2020 PROPOSAL COVER SHEET

PROJECT TITLE _____

APPLICANT INSTITUTION _____

ADDRESS _____

PROJECT DIRECTOR_____

TELEPHONE NUMBER ( ) _____ Work

( ) _____ Home or Cellular

E-MAIL ADDRESS_____

PROJECT BEGINNING DATE _____ ENDING DATE _____

PROPOSAL FUNDING

Requested Funds $_____

Match Amount (min. 25%) $_____

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.

Authorized Representative (*Please type or print name clearly*):

_____

Title: _____

Phone: ( ) _____ E-mail Address: _____

Signature of Authorized Representative:

_____ Date _____

APPENDIX D

PROGRAM ABSTRACT

Minnesota Office of Higher Education
Emergency Assistance for Postsecondary Students
Grant Program Fiscal Year 2020 Program Abstract

Check one:

This is a proposal for a **new** emergency grant program at my institution	
This is a proposal for EAPS funds to be added to an **existing** emergency grant program at my institution	

APPLICANT INSTITUTION:

GRANT-ADMINISTERING OFFICE:

GRANT APPLICATION DECISION COMMITTEE:

Name	Title	Department

OTHER KEY STAFF FOR GRANT ADMINISTRATION OR MARKETING:

Name	Title	Department

TARGET POPULATION:

MAXIMUM AWARD AMOUNT:

STUDENT FINANCIAL ELIGIBILITY REQUIREMENTS:

PAYMENT METHOD / ELIGIBLE EXPENSES:

MARKETING PLAN:

APPENDIX E

PROPOSAL BUDGET

Emergency Assistance for Postsecondary Students Budget

Fiscal Year 2020

A budget narrative that thoroughly describes each line item and provides justification for the expense must be attached and labeled Budget Narrative.

INSTITUTION:					
PROJECT DIRECTOR:					
1. PERSONNEL COSTS					
A. Salaries for Grantee Personnel (Name and Position)	**% FTE**	**Hourly Rate**	**Number of Hours**	**REQUESTED GRANT FUNDS**	**MATCHING FUNDS**
TOTAL SALARIES					
B. Fringe Benefits Based on 1.A Salaries Paid					
(%)					
(%)					
(%)					
(%)					
TOTAL PERSONNEL COSTS (Add Salaries and Fringe Benefits):					
2. PROGRAM COSTS					
ANTICIPATED NUMBER OF GRANT AWARDS:					
A. Emergency Assistance Fund Request: (Money provided to re-grant to students)					
TOTAL PROGRAM COSTS (A and B)					
3. CONSUMABLE SUPPLIES AND MATERIALS					
A.					
B.					
C.					
4. UTILITIES AND COMMUNICATION					
A.					
B.					
C.					
5. OTHER DIRECT COSTS					
A.					
B.					
C.					
6. TOTAL DIRECT COSTS (SUM OF ITEMS 1-5)					
7. TOTAL INDIRECT COSTS (6%)					
8. TOTAL REQUESTED EAPS FUNDS (SUM OF ITEMS 6 AND 7)					

APPENDIX F

STUDENT GRANT APPLICATION TEMPLATE

It is recommended that each college or university collect the following information.

Student Profile

First & Last Name:
Primary Email:
Secondary Email:
Student ID#:
Date of Birth:
Gender: (intentionally left blank):
Address:
Address (line 2):
City:
State:
Zipcode:
Primary Phone:
Marital Status – Circle the option that best fits you:

- Single
- Married
- Separated
- Divorced
- Widowed
- Living with Domestic Partner

Race/Ethnicity (circle one or more):

- American Indian/Alaska Native
- Black/African American
- Asian
- Native Hawaiian/Pacific Islander
- Hispanic/Latino
- White/Caucasian
- Other

Your current employment status (circle one):

- Full-time
- Part-time
- Occasional/Seasonal
- Not employed

Are you a U.S. veteran (circle one): YES NO

ACCESS TO HOUSING AND CHILDCARE

Number of Dependents – Include yourself:
Were you in foster care at the time you turned 18 (circle one): YES NO
Are you currently living in a shelter (circle one): YES NO
Are you currently living with a friend or family member (circle one): YES NO

- If yes, are you considered their dependent?
- If yes, how long have you been living with them?

Are you currently without stable housing (circle one): YES NO
Do you currently feel safe at home (circle one): YES NO
If relevant, do you currently have access to childcare that allows you to attend college? YES NO NOT RELEVANT

ACCESS TO FOOD

Are you currently enrolled in and receive benefits from the Supplemental Nutrition Assistance Program (SNAP) (circle one): YES NO

For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months—that is, since last (name of current month).

"The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more." Was that often, sometimes, or never true for (you/your household) in the last 12 months?

Often true
Sometimes true
Never true
Don't know

"(I/we) couldn't afford to eat balanced meals." Was that often, sometimes, or never true for (you/your household) in the last 12 months?

Often true
Sometimes true
Never true
Don't know

In the last 12 months, since last (name of current month), did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?

Yes
No
Don't know

[IF YES ABOVE] How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?

Almost every month
Some months but not every month
Only 1 or 2 months
Don't know

In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?

Yes
No
Don't know

In the last 12 months, were you every hungry but didn't eat because there wasn't enough money for food?

Yes
No
Don't know

TRANSPORTATION

Do you have a way of consistently getting to and from your classes (circle one): YES NO

Have you missed more than 1 class so far this semester semester because you did not have a way of getting to class (circle one): YES NO

GRANT ADVERTISING

How did you learn about this Emergency Grant Program? (circle one):

Financial Aid Office
Student Services Office
Instructor/Counselor/Staff Member
Web site
Classmate
Poster or flier
Email promotion
Press release/Newspaper/Media
Other

Name of instructor or staff member (if selected above):
If you selected "Other" above, please briefly explain where you learned about this Emergency Grant Program:
Have you ever applied for an Emergency Assistance Grant at this institution (circle one): YES NO
Have you ever received an Emergency Assistance Grant at this institution (circle one): YES NO

Student Aid Application

Amount Requested:
Students may request up to $1000 up to two times at a given institution.

Category (Check one):

Housing/Rent	
Automobile Expenses	
Gas	
Public Transportation	
Groceries	
Other Meal/Nutrition-related	
Utilities	
Child-related	
Health/Medical-related	
Other*	

*If other, describe:

_____

_____

_____

_____

Personal Statement: Please describe the unforeseen emergency related to this request, in detail. Add in any context or information that can help illustrate why you are applying for this grant.

_____

_____

_____

_____

_____

_____

_____

_____

How does this emergency impact your ability to complete this semester of college?:

Do you foresee any factors OTHER than the emergency you outline in this application that may impact your ability to complete this semester of college? Please explain.

How likely are you to drop out or take a break from college at this point in time (circle one):

EXTREMELY LIKELY VERY LIKELY LIKELY NOT LIKELY NOT AT ALL LIKELY

If you were to receive emergency grant funds, how likely are you to complete the current semester (circle one):

EXTREMELY LIKELY VERY LIKELY LIKELY NOT LIKELY NOT AT ALL LIKELY

If you were to receive emergency grant funds, how likely are you to enroll in this college next semester (circle one):

EXTREMELY LIKELY VERY LIKELY LIKELY NOT LIKELY NOT AT ALL LIKELY

By signing this document, I commit to using the emergency assistance grant award for its intended purposes, outlined in this application. I will not use the emergency assistance grant award to pay for tuition or books. I also agree to allow college staff and/or staff from the MN Office of Higher Education to contact me to follow up on my progress after the application is submitted. I verify that all information provided in this application is true and verifiable.

[STUDENT SIGNATURE] _____ [DATE] _____

Financial Aid Office

This student meets the financial standard of eligibility	
This student does NOT meet the financial standard of eligibility	

Application Review Committee

Committee Signatures	Student Approved? (Y/N)

FINAL DECISION:

Financial Aid Office Review

[Staff Name:_____]

Has the student completed the Free Application for Federal Student Aid (FAFSA) for this academic year (circle one): YES NO
Is the student currently receiving or eligible to receive a Pell Grant (circle one): YES NO
Is the student currently receiving any other type of aid or scholarship (circle one): YES NO
If yes, please list them
Annual Household Income – What is the students' current annual household income (circle one):
Less than $10,000
$10,000-$19,999
$20,000-$29,999
$30,000-$39,999
$40,000-$49,999
$50,000-$59,999
$60,000-$69,999
$70,000-$79,999
$80,000-$89,999
$90,000-$100,000
$100,000 or more
Have either of the students' parents earned a Bachelor's degree (circle one): YES NO
Number of years student has attended this college (circle one): 1 | 2 | 3 | 4 | 5 | 6+
Enrollment status (circle one): Full-time Student |Part-time Student
Credits earned to date:
Credits in current term:
Degree being sought (circle one):
Certificate
Diploma
Associate
Bachelors
Masters
Ph.D.
Non-degree seeking
Other
Program of study/major:
Anticipated date of graduation at this college:
Cumulative grade point average on a 4.0 scale:
Check one:

This student meets the financial standard of eligibility	
This student does NOT meet the financial standard of eligibility	

[Signature] _____ [Date]_____

APPENDIX G

FOLLOW-UP STUDENT SURVEY TEMPLATE

Before receiving emergency grant funds, how likely was it that you would have left or taken a break from attending this college?

EXTREMELY LIKELY VERY LIKELY LIKELY NOT LIKELY NOT AT ALL LIKELY

After receiving emergency grant funds, how likely is it that you will leave or take a break from attending this college…

Within the next week?

EXTREMELY LIKELY VERY LIKELY LIKELY NOT LIKELY NOT AT ALL LIKELY

Within the next 4 weeks?

EXTREMELY LIKELY VERY LIKELY LIKELY NOT LIKELY NOT AT ALL LIKELY

Within the next year?

EXTREMELY LIKELY VERY LIKELY LIKELY NOT LIKELY NOT AT ALL LIKELY

On a scale from 1 to 10, 1 being the lowest level of satisfaction and 10 being the highest level of satisfaction, how satisfied are you with the emergency grant process?

0 1 2 3 4 5 6 7 8 9 10

Comments:

Which statement best reflects the current status of the emergency that you listed on your emergency grant application (circle one or more)?

My emergency is completely resolved
My emergency is somewhat resolved
My emergency is ongoing and will require more time to resolve
My emergency is ongoing and will require more financial assistance to resolve
My emergency is not resolved at all
My emergency will never be resolved

Did someone at the college help find you resources (other than emergency funds) to help you address your emergency (circle one): YES NO

If yes, have you accessed or attempted to access any of the resources that were given to you by the staff member to help address your emergency (circle one):

I accessed additional resources
I attempted but was not able to access additional resources
I did not attempt to access additional resources

Is there anything you would like to add?: