

Chris Steller

From: Hendrickson, Chris (OHE) <chris.hendrickson@state.mn.us>
Sent: Tuesday, April 30, 2019 7:44 AM
To: sen.rich.draheim@senate.mn; sen.greg.clausen@senate.mn; sen.jim.abeler@senate.mn; sen.jason.isaacson@senate.mn; sen.paul.anderson@senate.mn; Scot Missling; sen.scott.jensen@senate.mn; senrichardohen@visi.com; sen.jerry.newton@senate.mn; Andrew Erickson; Joan White; Danna Elling; sen.jeremy.miller@senate.mn; Johnson, Aara (GOV); Chris Steller
Cc: Oliver, Nekey (OHE); Connolly, Sandy (OHE); DeSalvo, Alaina (OHE)
Subject: Emergency Assistance for Postsecondary Students Legislative Report
Attachments: Preliminary - EAPS 2019 Legislative Report.pdf

Good morning,

The Emergency Assistance for Postsecondary Students Program (EAPS) was created in 2017 with a \$175,000 per-year appropriation. The goal of the competitive grant program was to alleviate unforeseen emergencies that impact low-income students and students experiencing homelessness so that they can concentrate on staying in college. Attached you will find the 2019 Emergency Assistance for Postsecondary Students legislative report. You can also find a PDF on our website, [here](#). This report outlines the first two grant cycles of the EAPS program, and preliminary findings based on its first year of implementation.

Key findings:

- As of 1/31/19, 236 students applied for assistance with the participating institutions
- The most of the applications were for housing/rent emergencies, second were auto-related expenses

Please let our office know if there are questions.

Thanks much.

Chris Steller

From: Hendrickson, Chris (OHE) <chris.hendrickson@state.mn.us>
Sent: Tuesday, April 30, 2019 7:43 AM
To: Rep.Connie Bernardy; Rep.Laurie Pryor; Rep.Bud Nornes; Rep.Brian Daniels; Rep.Mary Franson; Rep.Aisha Gomez; Rep.Ginny Klevorn; Rep.Sandy Layman; Rep.Ben Lien; Rep.Leon Lillie; Rep.Eric Lucero; Rep.Jeanne Poppe; Rep.Duane Quam; Rep.Linda Runbeck; Rep.Samantha Vang; Rep.Dan Wolgamott; Rep.Tou Xiong; Rep.Lyndon Carlson; Ken Savary; Nathan Hopkins; Sean Herring; Johnson, Aara (GOV); Rep.Gene Pelowski; Rep.Cal Bahr; Rep.Jeff Brand; Rep.Lisa Demuth; Rep.Bob Gunther; Rep.Sandy Layman; Rep.Dave Lislegard; Rep.Tim Mahoney; Rep.John Persell; Rep.Julie Sandstede; Rep.Duane Sauke; Owen Wirth; Anna Scholin; Solveig Beckel; Lam Young, Melissa (MMB); Chris Steller
Cc: Oliver, Nekey (OHE); Connolly, Sandy (OHE); DeSalvo, Alaina (OHE)
Subject: Emergency Assistance for Postsecondary Students Legislative Report
Attachments: 0 2019 PRELIMINARY Dual Training Grant Annual Report.pdf

Good morning,

The Emergency Assistance for Postsecondary Students Program (EAPS) was created in 2017 with a \$175,000 per-year appropriation. The goal of the competitive grant program was to alleviate unforeseen emergencies that impact low-income students and students experiencing homelessness so that they can concentrate on staying in college. Attached you will find the 2019 Emergency Assistance for Postsecondary Students legislative report. You can also find a PDF on our website, [here](#). This report outlines the first two grant cycles of the EAPS program, and preliminary findings based on its first year of implementation.

Key findings:

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Please let our office know if there are questions.

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Chris Steller

From: Hendrickson, Chris (OHE) <chris.hendrickson@state.mn.us>
Sent: Tuesday, April 30, 2019 8:58 AM
To: Rep.Connie Bernardy; Rep.Laurie Pryor; Rep.Bud Nornes; Rep.Brian Daniels; Rep.Mary Franson; Rep.Aisha Gomez; Rep.Ginny Klevorn; Rep.Sandy Layman; Rep.Ben Lien; Rep.Leon Lillie; Rep.Eric Lucero; Rep.Jeanne Poppe; Rep.Duane Quam; Rep.Linda Runbeck; Rep.Samantha Vang; Rep.Dan Wolgamott; Rep.Tou Xiong; Rep.Lyndon Carlson; Ken Savary; Nathan Hopkins; Sean Herring; Johnson, Aara (GOV); Rep.Gene Pelowski; Rep.Cal Bahr; Rep.Jeff Brand; Rep.Lisa Demuth; Rep.Bob Gunther; Rep.Sandy Layman; Rep.Dave Lislegard; Rep.Tim Mahoney; Rep.John Persell; Rep.Julie Sandstede; Rep.Duane Sauke; Owen Wirth; Anna Scholin; Solveig Beckel; Lam Young, Melissa (MMB); Chris Steller
Subject: Correct Report
Attachments: Preliminary - EAPS 2019 Legislative Report.pdf

Hi again.

My apologies this morning. Fingers working faster than the brain.

The correct report is attached.

Thank you.

Emergency Assistance for Postsecondary Students Grant Program

May 1, 2019

Author

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Competitive Grants Administrator
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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 more than \$198 million in need-based grants to Minnesota residents attending accredited institutions in Minnesota. The agency oversees 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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Introduction

The Emergency Assistance for Postsecondary Students (EAPS) Grant Program was created by the 2017 Minnesota legislature, effective July 1, 2017. [Minnesota 2017 Session Laws, Chapter 89, Subd. 29](#) directed the Commissioner of the Minnesota Office of Higher Education (OHE) to establish a grant program for postsecondary institutions in Minnesota to “allocate grant funds on a matching basis to schools with a demonstrable homeless population...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.” One hundred and seventy-five thousand dollars per year of the biennium was allocated to fund the program. **Appendix A** provides a copy of the State Appropriation language.

In fiscal year (FY) 2018, \$175,000 was allocated to fund the EAPS grant program. A total of 16 postsecondary institutions submitted proposals, requesting \$586,374. Six institutions were selected for funding, and \$175,000 was granted to these institutions. Their project period aligns with the current academic year, 2018-2019.

In FY 2019, \$175,000 was allocated to fund the EAPS grant program. A total of nine postsecondary institutions submitted proposals, requesting \$329,579. Five institutions were selected for funding; \$175,000 was granted. The project period for the five FY 2019 institutions is concurrent with the FY 2018 grantees – academic year 2018-2019.

The following report describes the development of the EAPS grant program, FY 2018 and FY 2019 proposal solicitation process, a complete list of funded programs, and next steps.

Student Homelessness

Many students from lower-income backgrounds lack the financial support or family resources to both pay for college expenses and support themselves while attending college. Some take on additional roles as parents and caregivers, working to support family members while in school. Students that fit this profile are sometimes forced to choose between college attendance and tending to basic needs such as food, housing, or transportation, especially when unexpected expenses arise.

In a recent basic needs survey of 43,000 college students across the country, 36% of students reported experiencing food insecurity within the 30 days preceding the survey, and 36% of all respondents experienced housing insecurity within the last year, with 9% homeless within the last year¹. Despite Minnesota’s robust economy and high quality of living, student food insecurity and homelessness mirror

¹ Goldrick-Rab, S., Richardson, J., Schneider, J., Hernandez, A., & Cady, C. [Still Hungry and Homeless in College](#). Wisconsin HOPE Lab. (2018)

the national survey results. According to a 2015 survey of students at 17 Minnesota institutions, 15.8% of students experience a food shortage and lack money to buy food. One urban community college estimates that approximately 10% of its students experience at least temporary homelessness².

Minnesota is the second-most educated state in the nation, yet 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. The ratio of homeless vs. housed Minnesotans exceeds that of almost all other Midwest states, reaching 1.39% of the population (second only to Illinois at 1.95%)³. Furthermore, out of 7,668 homeless individuals in the state of Minnesota, 889 are unaccompanied young adults (ages 18-24) – more than 10% of the total homeless population in the state.

The *McKinney-Vento Homeless Education Assistance Improvements Act of 2001* requires all elementary and middle schools to track and provide resources for students who are homeless in their district. Using the McKinney-Vento system, 16,550 students currently enrolled in kindergarten through 12th grade in Minnesota currently experience homelessness or housing insecurity. Academic outcomes for these students and students from lower-income families drastically fall behind peers from middle and high-income households. For example, students who were eligible for free/reduced-price lunch and took the ACT in 2017 averaged a composite score of 18.51 in Minnesota, while those who were not eligible for free/reduced-price lunch averaged a composite score of 22.82. Among the Minnesota high school graduating class of 2017, 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 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 timeframe⁴.

These findings suggest that issues pertaining to poverty, including temporary or long-term food and housing insecurity, pose barriers to postsecondary attendance, persistence and completion -- all of 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 by providing a grant of up to \$1,000 to help students overcome financial barriers for college attendance. These financial barriers are usually one-time expenses (such as a security deposit on an apartment, a high utility bill, medical expenses, food, gas, car repair, etc.) that may not be substantial for those who are financially secure, but can completely derail a lower-income student and potentially cause the student to drop out.

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 Retrieved from: <https://www.usich.gov/homelessness-statistics/mn/>

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

Grant Program Development

The EAPS grant program was introduced during the 2017 Minnesota legislative session. It was a part of a larger agenda for the Office of Higher Education to address basic needs insecurity among agency stakeholders, including students and families. This agenda includes both short-term and long-term goals in order to make information about college accessible and relevant to students and families experiencing basic needs insecurities or homelessness.

While there are many states that are working across agencies and organizations to address basic needs insecurities, Minnesota is the second state in the nation to appropriate money for an emergency assistance grant program for college students. Prior to EAPS, most individual colleges and universities provided emergency grants or loans to their students using either foundation support, excess department funds, or regional or national grant programs such as the Ascendium Philanthropy (formerly the Great Lakes Foundation)'s [DASH Grant program](#), and Scholarship America's [Dreamkeepers](#) program.

Interagency Council on Homelessness

The Minnesota Office of Higher Education joined the Interagency Council on Homelessness, spearheaded by Cathy ten Brooke in 2016, along with the following agencies/offices:

- Department of Education
- Department of Employment and Economic Development
- Department of Public Safety
- Department of Health
- Department of Human Rights
- Department of Human Services
- Department of Corrections
- Department of Veterans Affairs
- Minnesota Housing
- Department of Transportation
- Office of the Governor
- The Metropolitan Council

Together, along with philanthropy and community leaders, the Interagency Council on Homelessness created *Heading Home Together: Minnesota's 2018-2020 Action Plan to Prevent and End Homelessness*. This report is a collaborative, working document that seeks to fill gaps and identify resources within the state that could prevent and end homelessness in Minnesota. The EAPS program was a result of the strategic work of this Council and the [Heading Home report](#); the development of the EAPS program sought to name and directly address issues that impact the academic success lower-income college students in the state.

Program Development

The EAPS service delivery model is based on established emergency assistance grant programs, such as Ascendium Philanthropy's Dash Grant, the State of Wisconsin's Emergency Assistance for Postsecondary Students Grant Program, and various private and institutional grant programs offered at Minnesota colleges and universities. All of these programs utilize a similar delivery system for selecting and disbursing funds to students:

- the student applies for the grant from their college or university based on an emergency unmet need in their personal life,
- the student's financial status is verified,
- a committee comprised of staff and faculty review and evaluate the application
- the committee determines, based on financial need, severity of the emergency, and student circumstance, if they will be selected for an award (up to \$1000) or denied,
- if the student is selected for an award, funds are either deposited into the student's account or paid directly to the third party vendor (i.e. a leasing office/landlord).

After consulting with institutions that currently utilize this model, it was determined that this was an effective process for both institutions and students. OHE used this model as the basis for EAPS, but awarded postsecondary institutions some flexibility within the model in order for it to best serve the institution and their students.

The program model was brought to several community stakeholders and experts for feedback. This included:

- 1) The McKinney Vento Coordinator for Saint Paul Public Schools,
- 2) The Minnesota Office of Higher Education's Financial Aid Administrators Advisory Committee,
- 3) The Minnesota Office of Higher Education's Student Advisory Committee,
- 4) The Vice President of Academic Affairs at Century College,
- 5) Staff at Minnesota Housing and Finance Agency,
- 6) A Planning and Evaluation Specialist for Ramsey County,
- 7) A St. Thomas' Dougherty Family School faculty member,
- 8) A University of Minnesota faculty member/researcher,
- 9) Sara Goldrick-Rab, author of *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream* (2016), and
- 10) Students at the Humphrey School for Public Affairs.

Through this process of obtaining feedback, it became apparent that values surrounding the program were as important as the actual program model. Guiding principles were created, which include:

- 1) Trust students;
- 2) Be timely;
- 3) Create a network of support for students;

- 4) Evaluate student proposals free from bias or discrimination;
- 5) Provide follow-up to students and track outcomes;
- 6) Leverage available resources, both within the college or university and the community;
- 7) Incorporate dedicated staff across departments into the service model; and
- 8) Fit into the larger institutional mission of equity and student success.

These principles ensure that no matter what the program looks like or how it operates from institution to institution, that there is a common understanding of essential components of the project and the foundation on which it operates.

Request for Proposals and Timeline

The FY 2018 request for proposals (RFP) timeline was as follows:

January 15, 2018	Request for Proposals available to applicants
February 5, 2018	Technical Assistance Session for interested applicants
February 19, 2018	Deadline for receipt of Intent to Submit forms
March 2, 2018	<u>Deadline for receipt of proposal</u>
March 30, 2018	Notification of recommended grant awards
April 1, 2018	Project period starts with date of contract encumbrance
April 1, 2018 – June 30, 2019	project period

The FY 2019 RFP timeline was as follows:

May 31, 2018	Request for Proposals available to applicants
June 13, 2018	Technical Assistance webinar for interested applicants
June 15, 2018	Deadline for receipt of Intent to Submit forms
June 29, 2018	<u>Deadline for receipt of proposal</u>
July 31, 2018	Notification of recommended grant awards
August 1, 2018	Project period starts with date of contract encumbrance
August 1, 2018 – June 30, 2019	project period

A full copy of the FY 2019 RFY can be found in **Appendix B**.

Proposal Evaluation

For both FY 2018 and FY 2019, committees were formed of community stakeholders and content experts, including: Financial Aid Officers, students, staff of a nonprofit organization specializing in youth homelessness, private. Non-profit university faculty, nontraditional financial aid consultants, homelessness researchers, and McKinney Vento coordinators. The review committees were asked to evaluate proposals based on the following criteria, using a 100-point scale:

- 1) Demonstrated Project Need
 - Examples:
 - a) The proposal clearly demonstrates gaps in services/support for lower-income students on campus or in the region.

- b) Documentation is provided that shows the prevalence of students experiencing homelessness within the postsecondary institution or in the region.
- 2) Plan of Operation
 - Examples:
 - a) The project design includes clear and specific information about how EAPS will be implemented at the institution and how implementation will meet student need.
 - b) The project design includes a system or process for addressing underlying, chronic issues that students who seek this intervention may be experiencing in addition to their immediate emergency.
- 3) Quality of Personnel and Adequacy of Resources
 - Examples:
 - a) Staff size, time commitment, and responsibilities are clearly defined and appropriate for the project.
 - b) Institutional commitment to resources up to or beyond 25% of total award is clearly identified.
- 4) Budget and Cost Effectiveness
 - Examples:
 - a) The budget is clear, concise, and justified by the budget narrative
 - b) The budget is cost effective and reflective of EAPS program requirements, project objectives, and outcomes.
- 5) Evaluation plan
 - Examples:
 - a) The institution submitted a thorough and realistic outline to evaluate the EAPS program at their institution; The plan includes an evaluation of program implementation as well as an evaluation of student outcomes.
 - b) The evaluation plan informs continuous improvement for service delivery.

A full copy of the proposal evaluation form can be found in **Appendix C**.

Fiscal Year 2018 Funded Programs

The FY 2018 EAPS RFP was launched on January 15, 2018. Sixteen postsecondary institutions applied for a total of \$586,374. A full list of applications and amounts are listed in **Appendix D**.

Out of the 16 proposals, six postsecondary institutions across various sectors were selected to be funded; \$175,000 was allocated. The sectors represented were: one private nonprofit university, four two-year community colleges within the Minnesota State Colleges and Universities system, and one tribal college. Below you will find project summaries for the six proposals that were funded in FY 2018.

Project Summaries

Katie's Emergency Help, St. Catherine University, receives \$30,000

Saint Paul, MN

St. Catherine University (St. Kate's) is home to the largest college for women in the country, with 2,392 baccalaureate-seeking undergraduates enrolled. Of these students, one half are low-income, with family earnings that are the lowest among Minnesota's 17 private colleges. A 2012 student survey indicated that 24% of these students have a personal history of housing insecurity, with 12% of respondents reporting that they lack a safe, secure place to call home. Additionally, 30% of students in a 2016 survey indicated that they experienced food insecurity within the last year. EAPS funds will be used to assist this population through small grants (up to \$500) to students experiencing an unforeseen financial emergency. The grant funds will partially employ a social worker who will build relationships with students seeking this intervention and will refer them to appropriate and accessible services. St. Catherine's emergency assistance program will supplement a number of services available to students on their campus, including a student-run food shelf, financial counseling, and a robust student-parent center.

Contact: Joan Demeules, (651) 690-7870, jmdemeules@stkate.edu

Emergency Assistance for Postsecondary Students Program, Century College, receives \$37,500

White Bear Lake, MN

Century College is a metro-area community college that serves students who primarily reside in low-income neighborhoods in Saint Paul and North Saint Paul. Century College has a large population of students at risk of homelessness or housing insecurity. A 2015 student survey indicated that 11% of students were in need of assistance to secure stable housing, and 12% indicated they were in need of financial assistance to pay basic utility bills. The entirety of the EAPS grant award will go towards providing these students with emergency assistance grants of up to \$1,000 and marketing materials to make the program accessible to all students. Twelve staff will support the program, including four counselors, the Director of TRIO Student Support Services, the Director of Financial Aid, and the Director of Access Services, among others. The emergency assistance grant program will be added to Century College's extensive services that support low-income students, first generation students, LGTBQ students and students of color reach their academic goals.

Contact: Kristin Hageman, (651) 773-1780, kristin.hageman@century.edu

Acts of Kindness: Emergency Grants for Students in Need, Inver Hills Community College, receives \$30,000

Inver Grove Heights, MN

Inver Hills Community College is an open-access institution that prides itself on providing educational opportunities to many first generation, low-income college students. Approximately 60% of students at Inver Hills Community College who complete the FAFSA are eligible for a federal Pell grant. Most of the efforts to determine the prevalence of homelessness and food insecurity on campus has been accomplished through their Student Resource and Resiliency Committee (SRRC), a committee comprised of 15 faculty, staff, administrators, and students. SRRC works to better understand barriers that students face on campus, and to plan programming and trainings that are related to poverty issues. Through a

2016 survey created by this committee, it was determined that 43% of students did not have enough money to meet their basic needs. Additionally, 4% of students had been thrown out of their homes, 2% had stayed in an abandoned building, auto, or other place not meant for housing, and 4% did not know where they were going to sleep that night. One hundred percent of EAPS funds will go towards supporting Inver Hills Community College's expansion of their current emergency assistance program, which includes increasing the total student award amount from \$500 to \$1,000 and providing awards to more students.

Contact: Kari Rusch-Curl, (651) 450-3887, krusch-curl@inverhills.edu

Pine Technical and Community College Emergency Student Support, Pine Technical and Community College, receives \$20,000

Pine City, MN

Pine Technical and Community College primarily serves four low-income counties within Minnesota: Mille Lacs, Chisago, Pine, and Isanti. Their student population is approximately 65% low-income with the majority of students being first-generation and living in communities of concentrated poverty. Seventy-five percent of enrolled students qualify for the federal Pell grant or Minnesota State grants. Additionally, 80% of independent degree-seeking students at Pine Technical and Community College identified through their 2017 FAFSA application that they currently support at least one child. The entirety of the EAPS award will allow Pine Technical and Community College to expand an existing emergency assistance grant program, which has provided many students with financial support in 2017 and 2018. Pine Technical and Community College will provide support staff to connect students to campus and community resources that will supplement the EAPS financial intervention.

Contact: Kierstan Peck, (320) 629-5180, kierstan.peck@pine.edu

Normandale Cares Student Emergency Assistance Program, Normandale Community College, receives \$37,500

Bloomington, MN

Normandale Community College is the largest community college in the Minnesota State system, serving almost 15,000 students a year. Two-thirds of degree-seeking students identify as low-income, first generation, and/or students of color. Forty-four percent (7,245) of newly enrolled students were eligible for the federal Pell grant in fall 2017. During that semester, Normandale began partnering with two nonprofit agencies -- Oasis for Youth and Streetworks -- to provide resources to students who were homeless or at risk of homelessness. In November 2017 alone, they served 88 students experiencing homelessness or at risk of homelessness. In addition to these services, Normandale has provided a food pantry for their students for the past five years. During the most recently completed academic year (2016-2017), the food pantry served 560 unduplicated students who visited 5,445 times. Normandale's EAPS award will go toward expanding their Random Acts of Kindness program, an existing emergency assistance grant program within their institution. This expansion will allow students to request funds more than once in their academic career, increase the maximum award to students, and alter the financial requirements to be considered eligible for the program. All EAPS funds will go towards student grants, with the institution providing four support staff as a match.

Contact: Matt Traxler, (952) 358-8962, matt.traxler@normandale.edu

**WETCC Emergency Assistance, White Earth Tribal and Community College, receives \$20,000
Mahnomen, MN**

The White Earth Reservation Tribal Council established White Earth Tribal and Community College (WETCC) as a non-profit tribally-controlled educational institution of higher learning in September 1997. WETCC has grown exponentially since that time, gaining land-grant status in 2002, formal accreditation with the Higher Learning Commission in 2008, and now offers an Associates of Arts degree in seven different emphasis areas. WETCC primarily serves the local community, which includes five incorporated cities and five villages. The median household income within this community is approximately \$37,413 -- a significant variation to Minnesota's overall median income of \$58,476. Of the people living on the reservation, 24% are living in poverty, with the poverty rate of children more than double the statewide rate at 35.4%. At WETCC, 92% of enrolled students are eligible for a federal Pell grant, with 98% of those students having an estimated family contribution of zero. WETCC will use EAPS funds to expand their existing emergency grant program, Dreamkeepers, which has an established online application and data collection tool provided by Scholarship America. The entirety of the funds will be re-granted to students who seek an emergency assistance financial intervention.

Contact: Lorna LaGue, (218) 935-0417 ext. 228, lorna.lague@wetcc.edu

Fiscal Year 2019 Funded Programs

The FY 2019 EAPS RFP was launched on May 31, 2018. Nine postsecondary institutions applied for a total of \$329,579. A full list of applications and amounts are listed in **Appendix E**.

Out of the nine proposals, five postsecondary institutions across various sectors were selected to be funded; \$175,000 was allocated. Sectors represented were: four two-year community colleges within the Minnesota State Colleges and Universities system and one tribal college. Below you will find project summaries for the six proposals that were funded in FY 2019.

**M State Emergency Needs Fund, Minnesota State Community and Technical College
(M State), receives \$40,000**

Detroit Lakes, MN

M State serves more than 8,000 students in credit courses each year in Detroit Lakes, Fergus Falls, Moorhead, Wadena, and online. M State was featured in a 2016 MinnPost article about food insecurity on college campuses. The article revealed that up to 33.5% of students on the Moorhead campus, 24% of students on the Detroit Lakes campus, 30% on the Fergus Falls campus, and 26% on the Wadena campus had concerns about not having enough money to buy food. In response to this article, M State hired two College Social Workers to assist in reducing food insecurities on its campuses and to work with students on removing other barriers to basic needs that they may be facing. The Emergency Assistance for Postsecondary Students (EAPS) grant will support the creation of a new emergency assistance fund that will support M State's work in addressing basic needs insecurities on their campuses. Students may apply for up to \$1,000 per student per academic year. The funds may be used towards transportation, housing, healthcare, childcare, food, etc.

Contact: Kayla Simon, 218-846-3687, kayla.simon@minnesota.edu

South Central LifeSaver Program, South Central College, receives \$36,000

North Mankato, MN

South Central College (SCC) is a comprehensive community and technical college that is part of the Minnesota State system, offering courses at campuses in Faribault and North Mankato, as well as online. The college is a committed regional partner that works with employers, non-profits, and the community helping individuals and organizations compete statewide, nationally, and globally. SCC has a very diverse rural population: 23% being students of color, 22% identifying themselves as first generation, and underrepresented students making up more than 50% of the student body. Nearly half (41%) of students are Pell eligible. A recent student support survey was conducted at SCC through the Student Affairs and Student Life departments to understand the non-academic needs of students. Data from the survey indicated that 67% of students struggle to find or maintain secure housing, and 15% of students experienced a form of homelessness within the past 12 months. Based on the survey results, a new Community Resource Center was created on campus to help provide wrap-around services to students who are seeking college and community resources to meet their basic needs. In addition, two new support positions, a community garden, and a food pantry were created. A small portion of the EAPS funds will support a professional social worker, while the majority will be used to expand their emergency assistance fund and provide services to students.

Contact: Judy Zeiger, 507-389-7351, judy.zeiger@southcentral.edu

Emergency Funds for Student Success, Saint Paul College, receives \$35,000

Saint Paul, MN

Saint Paul College is a two-year community and technical college in the Minnesota State system with a 108-year tradition serving the diverse communities of the Saint Paul and Minneapolis metropolitan areas. The highly diverse population includes 64% students of color, with 86% of newly enrolled full-time students receiving financial aid and/or scholarships. Additionally, 77.7% of students who apply for need-based financial aid are Pell-eligible. In order to support their students, Saint Paul College has a number of emergency assistance funds housed in their foundation, Friends of Saint Paul College. Each fund is separate, with different rules and target demographics, and there is not one comprehensive system for applying. Given the variation in process across the emergency funds, a committee was formed to improve the emergency fund process both for students and staff who implement the programs. The result of those conversations is development of the universal emergency fund application and a more robust online presence for emergency funds. The EAPS grant will not only expand Saint Paul College's existing emergency funds, but will also assist in streamlining the process to make it easier and more accessible to students.

Contact: Michael Gerold, 651-846-1327, michael.gerold@saintpaul.edu

"River-Wide" Emergency Assistance Grant Program, Riverland Community College, receives \$36,000

Austin, MN

Riverland Community College (RCC) serves 4,420 students, 2,058 of which are part time, on three campuses in rural Minnesota: Austin, Owatonna, and Albert Lea. RCC currently provides a food pantry for students experiencing food insecurity and has served 500 students, with 125 being unique visitors

since it started in November 2017. As a recipient of the Great Lakes Foundation's DASH Grant, they awarded \$30,263 to 68 students within one year. Their goal is to award 40 students emergency assistance grants using EAPS funds, with the entirety of the award being dedicated to building their fund.

Contact: Chelsea Anderson, 507-433-0829, chelsea.anderson@riverland.edu

Oshki Manidoo Emergency Aid Program: Emergency Assistance for Red Lake Nation College Students, Red Lake Nation College, receives \$28,000

Red Lake, MN

Red Lake Nation College is located on the Red Lake Indian Reservation in the lakes and forest region of Minnesota. The needs on Red Lake Indian Reservation, a rare closed reservation, are diverse and complex and differ in some ways from the needs of other rural areas. The median household income on the Red Lake Indian Reservation is \$31,910; household income for Red Lake Nation College students is considerably lower, with a mean of \$11,393 in 2016. Over 90% of Red Lake Nation College students have income levels that result in zero expected family contribution on the FAFSA. High poverty and unemployment rates on the reservation mean that low-income housing is in great demand. And, while low-income housing comprises the bulk of the reservation's housing, new construction has not been able to keep up with need. Consequently, doubling-up has become the norm. Food insecurity is also a pervasive issue on the Red Lake Indian Reservation, which was designated a food desert area in 2010. There is only one grocery store on the reservation which has basic food supplies but does not offer a range of fresh produce, and at least one-third of the residents live at least ten miles from this food source. The EAPS grant will be multi-faceted in its support of Red Lake Nation College. Funds will provide: 1) a coordinator for emergency assistance, the VP for Student Success at the college; 2) emergency assistance funding to be granted to students; and 3) supplies to create a food shelf on campus to address Red Lake Nation College's food shortage issues and provide healthy food for students.

Contact: Nokomis Paiz, 218-679-1005, nokomis.paiz@rlnc.education

Preliminary Results

Both FY 2018 and FY 2019 grant cycles are currently in the middle of their first year of implementation; therefore, final data regarding the impact of the emergency grant programs are not available at this time. However, grantees were required to report on their mid-year progress on January 31. Through this information, OHE has been able to surmise that all projects have been implemented and funds are effectively reaching students in need. As of January 31, 2019, a total of 425 students have been awarded emergency grants; so far \$191,641 has been granted to students to address emergency needs.

In addition to the quantitative data in the tables and figures below, some colleges and universities were able to capture qualitative student feedback, all positive. Examples include:

“This has been very helpful and took away much stress. I had really bad tires that needed to be replaced. Now I can afford books and supplies as a direct result of the grant. Thank you!”

“It was able to help me not have to find a second job to fund my emergency so I could focus on school.”

“It was a tremendous relief to receive this emergency assistance, definitely lessened the feeling of drown.”

“This meant a lot to me. When I received my bills from the hospital I started crying and did not know what to do. I almost dropped out of classes then because I didn’t think I could do both. I was so relieved when the school was able to help out. It felt like the school cared about me and that I had support from them throughout my school career.”

“Receiving these funds allowed me to complete my final semester of nursing school. After a back injury I was unable to work as much as needed to pay for basic living costs. These funds allowed me to complete the nursing program. I cannot say thank you enough.”

FY 2018

In FY 2018, a total of 236 students applied for emergency assistance funded by the EAPS program. Out of the 236 students who applied, 177 were awarded grants ranging from \$200 to \$1,000. A total of \$102,430 has been awarded as of January 31, 2019 between six postsecondary institutions.

Table 1: FY 2018 Emergency Assistance for Postsecondary Students Applications and Awards, as of 1/31/19

Institution	Students Applied	Students Awarded	Total Amount Awarded
Normandale Community College	87	50	\$18,500
Inver Hills Community College	49	41	\$35,465
Pine Community and Technical College	45	33	\$13,318
White Earth Tribal College	11	11	\$5,544
Century College	44	42	\$29,603

The majority of emergencies students experienced at these six institutions were housing/rent-related (24% of all students awarded grants) and automotive expenses (24% of all students awarded grants). Other major categories include Gas (13%), Groceries (16%), and Utilities (16%).

Figure 1: FY 2018 Number of Students who Applied for Awards vs. Received Awards, by Emergency Issue as of 1/31/19

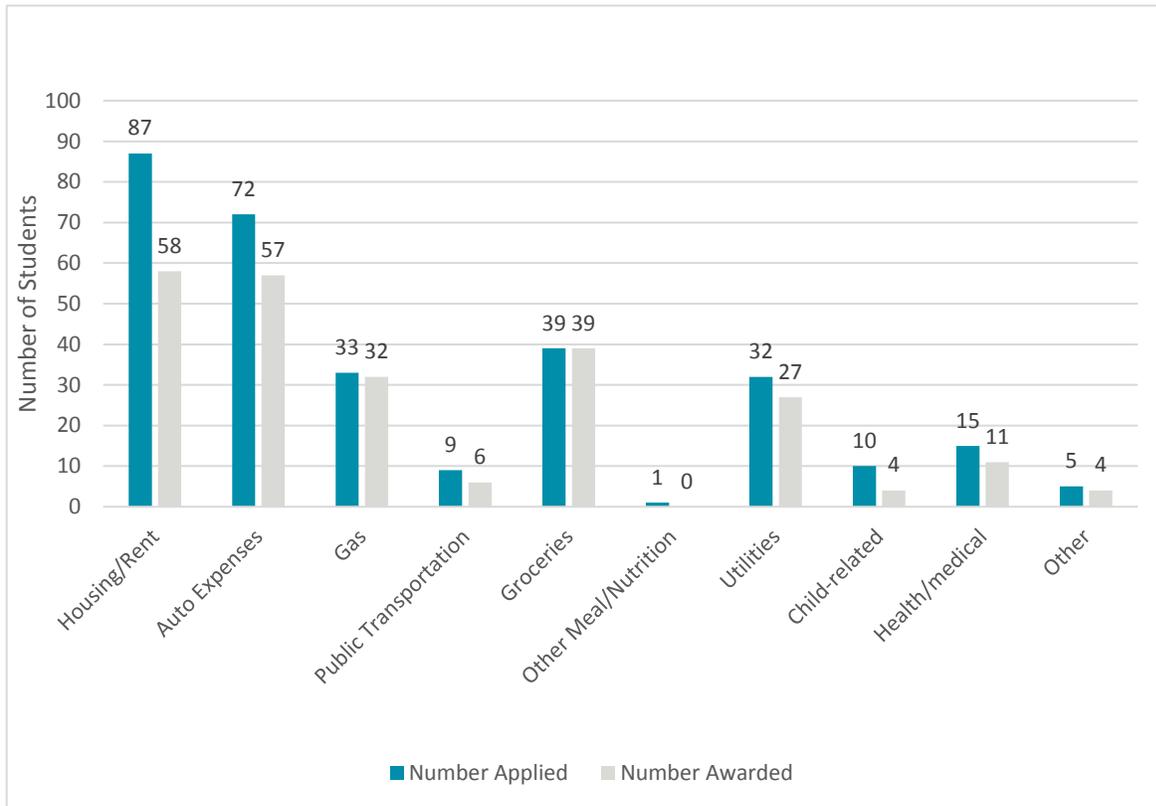
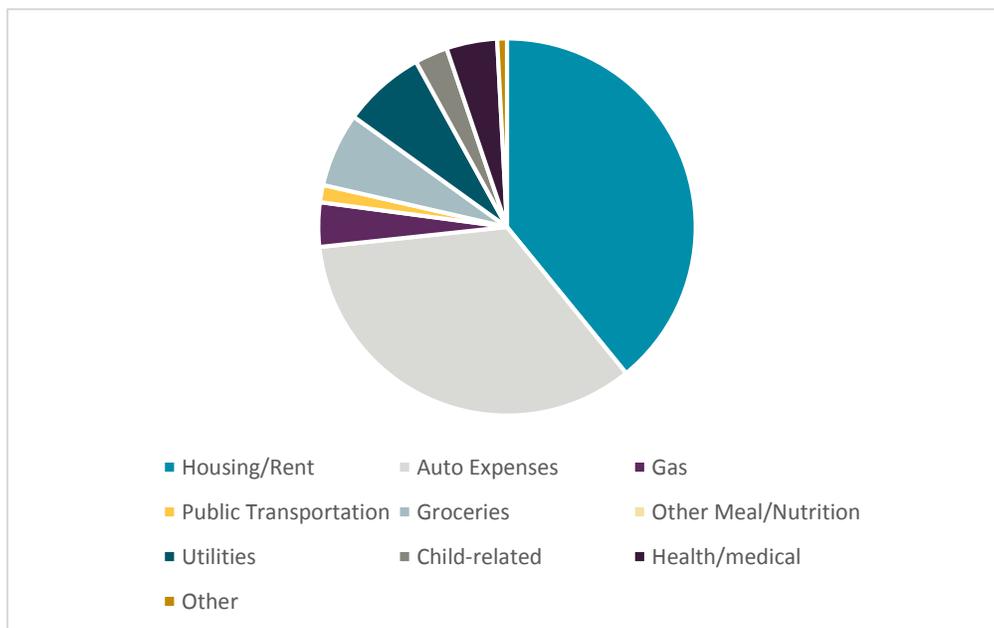


Figure 2: FY 2018 Dollars Allocated by Emergency Issue as of 1/31/19



FY 2019

In FY 2019, a total of 327 students applied for emergency assistance funded by the EAPS program. Out of the students who applied, 187 were awarded grants ranging from \$200 to \$1,000. A total of \$91,061 has been awarded as of January 31, 2019 between five postsecondary institutions.

Table 1: FY 2019 Emergency Assistance for Postsecondary Students Applications and Awards, as of 1/31/19

Institution	Students Applied	Students Awarded	Total Amount Awarded
M State	87	42	\$16,960
Riverland Community College	33	32	\$21,051
Red Lake Nation College	14	13	\$10,539
South Central College	61	46	\$24,654
Saint Paul College	132	29	\$13,600

The majority of emergencies students experienced at these five institutions were housing/rent-related (21% of all students awarded grants) and automotive expenses (37% of all students awarded grants). Other major categories include Gas (13%), Groceries (10%), and Utilities (12%).

Figure 3: FY 2019 Number of Students who Applied for Awards vs. Received Awards, by Emergency Issue as of 1/31/19

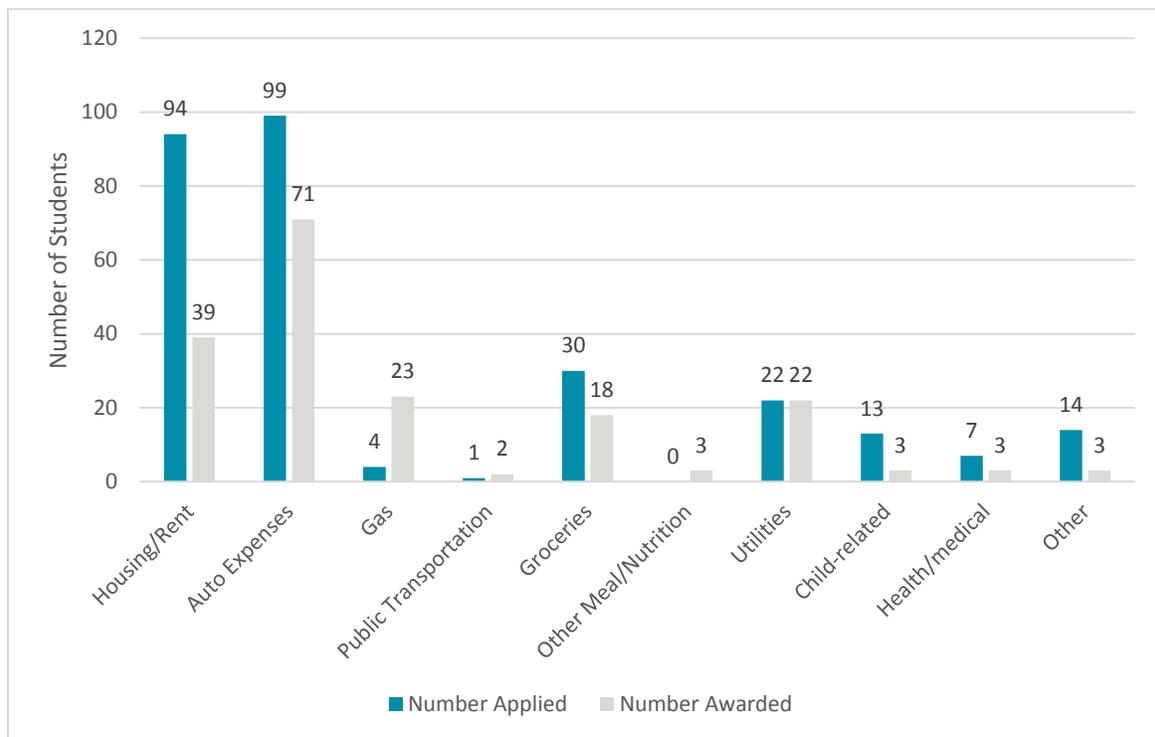
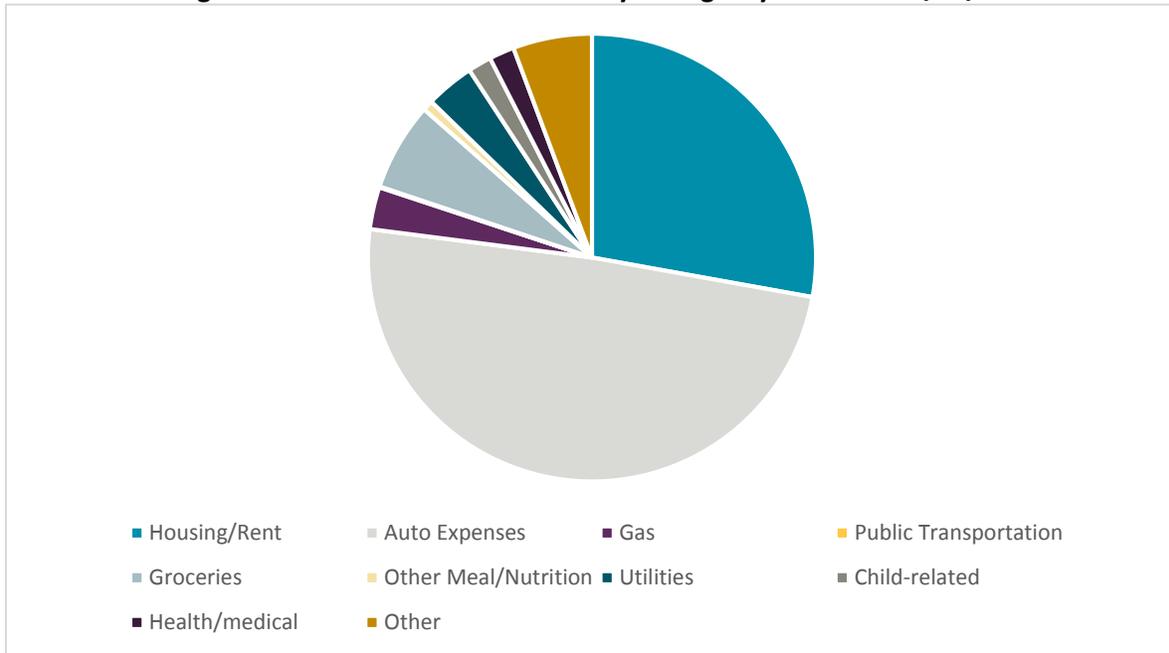


Figure 4: FY 2019 Dollars Allocated by Emergency Issue as of 1/31/19



Next Steps

Fiscal years 2018 and 2019 EAPS projects will be completed by June 30, 2019. By July 31, all grantees must submit a detailed summary of activities throughout the year and their outcomes. Included in this information is:

- Total number of grant applicants
- Total number of students awarded grants
- Average grant amount
- Average length of time between the student applying and the disbursement of funds
- Project implementation (staff changes, successes and challenges, etc.)
- Student demographics for each applicant and awardee
- Emergency issues
- Student follow-up processes and outcomes
- Student retention rates semester-to-semester

Information included in the grantees' final reports, including all of the above-listed data, will be shared in a January 2020 report.

A conference call is planned on April 25, 2019 for all current grantees and institutional staff working on the EAPS grant. This call is an opportunity for grantees to share knowledge gained over the course of the year with each other and exchange strategies for troubleshooting issues that may occur during the remainder of the year.

The FY 2020 RFP will be launched on April 1, 2019. Going forward, grant cycles will be two years in length to program guarantee stability during each biennium. All of the current grantees are encouraged to re-apply.

Appendix A: State Appropriation Language

Subd. 29. Emergency Assistance for Postsecondary Students (\$175,000 each year of the biennium)

- (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: Copy of FY 2019 Request for Proposals

OFFICE OF HIGHER EDUCATION
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
651-642-0567 or 1-800-657-3866

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 – June 15, 2018
Grant Proposal – June 29, 2018– 4:30 p.m.
Early submissions are encouraged.

PROJECT FUNDING PERIOD:

Grant Award – August 1, 2018 – June 30, 2019

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.

REQUEST FOR PROPOSALS

EMERGENCY ASSISTANCE FOR POSTSECONDARY STUDENTS GRANT PROGRAM

May 31, 2018

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.

The 2017 higher education omnibus bill provided \$175,000 each year of the 2018-2019 biennium to support EAPS. See Appendix A for the legislative language. The maximum allowable request per institution is \$43,000; a 25% match (monetary or in-kind) is required of all grantees.

II. PROJECT PERIOD

Fiscal year (FY) 2019 projects will be funded from August 1, 2018 through June 30, 2019.

The Office of Higher Education will hold a competitive RFP process annually in order to allocate funds to eligible colleges and universities to meet the goals and objectives of the EAPS program. The FY 2020 RFP will be posted summer 2019 for fall 2019 disbursement. All applicants, whether selected or not for FY 2019 funding, are encouraged to reapply for funding during the FY 2020 grant cycle.

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 . 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 .

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 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 .

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, 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 final 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 June 15, 2018.

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 ELIGIBLE 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 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 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 June 13, 2018, 10:00am – 12:00pm. 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

May 31, 2018	Request for Proposals available to applicants
June 13, 2018	Technical Assistance webinar for interested applicants
June 15, 2018	Deadline for receipt of Intent to Submit forms
June 29, 2018	Deadline for receipt of proposal
July 31, 2018	Notification of recommended grant awards
August 1, 2018	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. 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 on June 29, 2018.

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” :

- 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:
 - o Worry about food running out
 - o Food bought for a given period did not last throughout that period
 - o Could not afford balanced meals
 - o Cut size of meals or skipped meals
 - o Ate less than they felt appropriate during their last meal
 - o Hungry but did not eat
 - o Lost weight

- o 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:
 - o 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;
 - o 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
 - o 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:
 - o 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;
 - o Has no other residence; and/or
 - o 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).

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

2017 MINNESOTA SESSION LAWS

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
2019

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 February 15, 2018 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 2019 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 2019 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

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
REQUEST-ED 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

0(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 of 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 RELVANT

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 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 twice at a given institution.

Category (Check one):

Housing/Rent

Automobile Expenses

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 and 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 for 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?:

Appendix C: Proposal Evaluation Form

EMERGENCY ASSISTANCE FOR POSTSECONDARY STUDENTS GRANT PROGRAM

MINNESOTA OFFICE OF HIGHER EDUCATION

PROPOSAL REVIEW FORM

FISCAL YEAR 2019

Proposal No.	Funding Requested:	Institution:
Title:		
Reviewer's ID Number _____ Total Score _____/100		
Recommendation: (Check one) Highly Recommended (<input type="checkbox"/>) Recommended (<input type="checkbox"/>) Not Recommended (<input type="checkbox"/>)		
DEMONSTRATED PROJECT NEED (30 Total Points)		TOTAL SECTION SCORE _____
1. The proposal clearly demonstrates gaps in support for lower-income students on campus or in the region (max 7 points)		
Points:		
Comments:		
2. Documentation is provided that shows the prevalence of students experiencing homelessness within the postsecondary institution or in the region (max 5 points)		
Points:		
Comments:		
3. The proposal provides background information on needs that are specific to the local community, campus community, or target student population (max 10 points)		
Points:		
Comments:		

4. The institution demonstrates a commitment to researching the prevalence of food and housing insecurity on their campus, and/or retention patterns of low-income students. (max 4 points)
Points:
Comments:

5. The proposal documents existing commitment to supporting low-income students on campus through community collaborations, emergency assistance programs, or other initiatives. (max 4 points)
Points:
Comments:

PLAN OF OPERATION (45 Points)	TOTAL SECTION SCORE _____
1. The project design includes clear and specific information about how EAPS will be implemented at the institution and how implementation will meet student need. (max 10 points)	
Points:	
Comments:	
2. The Plan of Operation is detailed, realistic, and grounded in the institutions' mission and values (max 4 points)	
Points:	
Comments:	

<p>3. The institution commits to collaborate with both internal (within the college/cross-departmental) and external (within the community) resources in order to support students. (max 7 points)</p>
<p>Points:</p> <p>Comments:</p>
<p>4. The process for administering funds to students is student-centered: it trusts students, minimizes the students' burden in the process, and provides support to the whole student while respecting the dignity of students who seek this intervention (max 5 points)</p>
<p>Points:</p> <p>Comments:</p>
<p>5. The Plan of Operation aligns with the stated values of the EAPS program (max 4 points)</p>
<p>Points:</p> <p>Comments:</p>
<p>6. The project design includes a system or process for addressing underlying, chronic issues that students who seek this intervention may be experiencing in addition to their immediate emergency. (max 4 points)</p>
<p>Points:</p> <p>Comments:</p>
<p>7. The plan for determining student eligibility, application review, and payment is well documented and achievable. (max 6 points)</p>

<p>Points:</p> <p>Comments:</p>
<p>8. The institution outlines a plan for marketing/outreach that is targeted and reduces stigma around this intervention. (max 5 points)</p>
<p>Points:</p> <p>Comments:</p>

<p>QUALITY OF PERSONNEL AND RESOURCE ADEQUACY (10 Points)</p>	<p>TOTAL SECTION SCORE _____</p>
<p>1. Staff size, time commitment, and responsibilities are clearly defined and appropriate for the project. (max 4 points)</p>	
<p>Points:</p> <p>Comments:</p>	
<p>2. Institutional resources are adequate to meet project's goals and objectives. (max 3 points)</p>	
<p>Points:</p> <p>Comments:</p>	

<p>3. Institutional commitment to resources up to or beyond 25% of total award is clearly identified (max 1 point)</p>
--

Points:

Comments:

4. Letters of support are included in the proposal and demonstrate commitment to the proposed work (max 2 points)

Points:

Comments:

BUDGET AND COST EFFECTIVENESS (5 Points)	TOTAL SECTION SCORE _____
---	----------------------------------

1. The budget is clear, concise, and justified by the budget narrative (max 3 points)

Points:

Comments:

2. The budget is cost effective and reflective of EAPS program requirements, project objectives, and outcomes (max 2 points)

Points:

Comments:

EVALUATION PLAN (10 Points)	TOTAL SECTION SCORE _____
------------------------------------	----------------------------------

1. The institution submitted a thorough and realistic outline to evaluate the EAPS program at their institution. Plan includes an evaluation of program implementation as well as an evaluation of student outcomes (max 3 points)

Points:

Comments:

2. The Evaluation Plan includes key research questions such as, 1) Was the student's crisis resolved due to this intervention? 2) Did the student complete their 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? (max 2 points)

Points:

Comments:

3. The Evaluation Plan describes ways to systematically measure and respond to the research/evaluation questions listed by the institution (max 3 points)

Points:

Comments:

4. The proposed evaluation plan informs continuous improvement for service delivery (max 2 points)

Points:

Comments:

SUMMARY COMMENTS

Proposals Strengths

Proposal Weaknesses	
If funding is recommended, are there conditions to be met prior to funding?	What are they?*

*use additional pages, if necessary

Appendix D: FY 2018 Proposals Received

Emergency Assistance for Postsecondary Students Grant Program
Minnesota Office of Higher Education
Fiscal Year 2018

Proposal #	Title and Applicant	Amount Requested
EAPS-01	Inver Hills Community College Kari Rusch-Curl, Dean of Student Success and Retention <i>Acts of Kindness: Emergency Grants for Students In Need</i>	\$30,000
EAPS-02	Minnesota State Community and Technical College (M State) Kayla Simon <i>M State Emergency Needs Fund</i>	\$42,400
EAPS-03	Central Lakes College Nick Heisserer <i>Random Acts of Kindness (RAK) Program</i>	\$32,000
EAPS-04	St. Catherine University Joan Demeules <i>Katies Emergency Help</i>	\$43,000
EAPS-05	Minneapolis Community and Technical College Maya Sullivan <i>Assistance to Achieve</i>	\$43,000
EAPS-06	St. Olaf College Carly Eichhorst, Greg Kneser <i>Cultivating Resilience in Financial Crises: St. Olaf's Commitment to Students in Need</i>	\$15,900
EAPS-07	Pine Technical and Community College Kierstan Peck <i>Pine Technical and Community College Emergency Student Support</i>	\$20,000
EAPS-08	White Earth Tribal and Community College Lorna LaGue, Director of Development <i>WETCC EMERGENCY ASSISTANCE</i>	\$43,000
EAPS-09	Century College Kristin Hageman, Dean of Students <i>Emergency Assistance for Postsecondary Students Program</i>	\$42,480
EAPS-10	Red Lake Nation College Nokomis Paiz <i>Red Lake Nation College – "Past a Challenge to Ultimate Success"</i>	\$42,993.60
EAPS-11	Riverland Community College Gary Schindler, Dean of Student Affairs <i>Emergency Assistance Program</i>	\$43,000

EAPS-12	Normandale Community College Matt Traxler, Director of Advising and Counseling <i>Normandale Cares Student Emergency Assistance Program</i>	\$43,000
EAPS-13	Lake Superior College Daniel Fanning, Director of Institutional Advancement and Foundation <i>Emergency Assistance Expansion 2018</i>	\$43,000
EAPS-14	Dakota County Technical College Michelle Bee <i>Crisis Assistance & Response to Emergency Situations (C.A.R.E.S.)</i>	\$43,000
EAPS-15	Rochester Community and Technical College Lisa Mohr, Dean of Student Success <i>RCTC Student Emergency Fund</i>	\$16,600
EAPS-16	University of Minnesota System Michelle Curtis, Associate Director <i>HELP Up (Housing and Education Lifting People Up)</i>	\$43,000
TOTAL AMOUNT REQUESTED		\$586,373.60

Appendix E: FY 2019 Proposals Received

Emergency Assistance for Postsecondary Students Grant Program
Minnesota Office of Higher Education
Fiscal Year 2019

Proposal #	Title and Applicant	Amount Requested
EAPS-01	Minnesota State Community and Technical College (M State) Kayla Simon <i>M State Emergency Needs Fund</i>	\$42,400
EAPS-02	South Central College Judy Zeiger <i>South Central College LifeSaver Program</i>	\$43,000
EAPS-03	Rochester Community and Technical College Lisa Mohr <i>RCTC Student Emergency Fund</i>	\$16,450
EAPS-04	Augsburg University Ann Garvey <i>Auggie Basics</i>	\$33,729
EAPS-05	Saint Paul College Michael Gerold <i>Emergency Funds for Student Success</i>	\$35,000
EAPS-06	St. Cloud Technical and Community College Kerby Plante <i>Cyclone Opportunity Program</i>	\$43,000
EAPS-07	Riverland Community College Dani Heiny <i>"River-Wide" Emergency Assistance Grant Program</i>	\$43,000
EAPS-08	Minneapolis Community and Technical College Jalex Lor <i>Assistance to Achieve Grant</i>	\$43,000
EAPS-09	Red Lake Nation College Nokomis Paz <i>Oshki Manidoo Emergency Aid Program: Emergency Assistance for Red Lake Nation College Students</i>	\$30,000
TOTAL AMOUNT REQUESTED		\$329,579