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Minnesota State

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AT A GLANCE

- Over 340,000 students served each year
- 30 separately accredited two-year colleges and 7 four-year universities located on 54 campuses
- Programs offer technical, pre-baccalaureate, baccalaureate, graduate, and applied doctoral degrees
- Approximately 40,000 degrees, diplomas, and certificates awarded each year

PURPOSE

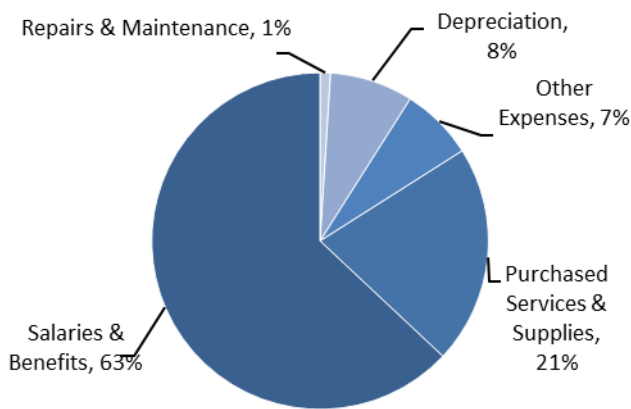
Minnesota State plays a critical role in ensuring the economic prosperity of Minnesota, its communities, and its citizens by offering high quality, affordable higher education opportunities that are aligned with employer needs throughout the state. Almost two-thirds of Minnesotans enrolled in undergraduate programs are attending Minnesota State colleges and universities to create a better future for themselves, for their families, and for their communities.

Consistent with our strategic framework, we strive to:

- Ensure access to an extraordinary education
- Be the partner of choice to meet Minnesota’s workforce and community needs
- Deliver the highest value and most affordable higher education option

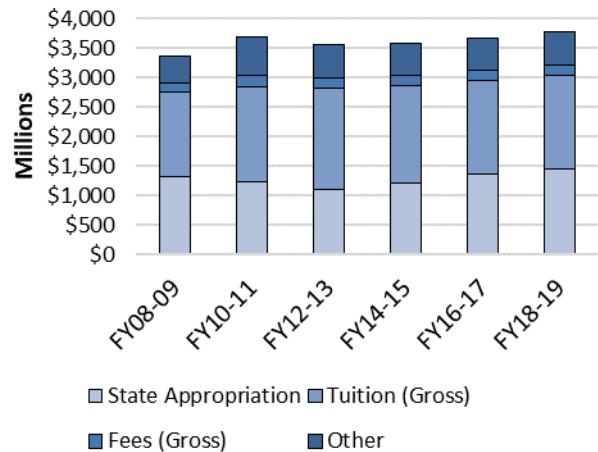
BUDGET

**Spending by Category
FY 2019 Actual**



Source: Minnesota State FY 2019 Audited Financial Statements

Historical Spending



Source: Minnesota State Audited Financial Statements

- Our largest expenditure category is salary and benefits which account for almost two-thirds of expenditures
- Our primary revenue sources are tuition and state appropriation

STRATEGIES

The world is rapidly changing—from advances in what we know, to new technologies and the ways we communicate, and the ease with which information is accessed and disseminated. The COVID-19 pandemic has accelerated some changes and put others on hold. As we assess the changes our students and our economy are facing, Minnesota State needs strategies that will focus support in key areas that will provide the skilled graduates our economy will rely on to achieve robust post-pandemic growth. Future employers will require our graduates to have different types of expertise and competencies to be successful and graduates will need to be ready for jobs that have not yet emerged. Our colleges and universities are facing change in three specific areas:

1. How our students learn and receive services—increasingly through remote and hybrid delivery methods
2. Who our students are—the most economically fragile have difficulty returning to school or choosing to go to college
3. What our campuses need to do to face new budget realities—preserving core programs and services that the campus cannot exist without

To respond to these three changes, the collective work of Minnesota State is aligned in four areas related to the changes above:

- *Alignment with the changing needs of learners.* Ensure the success of our students, particularly those who learn differently from students in previous generations by:
 - Examining the interface of technology and its use by our students
 - Implementing changes in our classroom and modes of delivery to reflect the way today's students access, process, aggregate, and connect information
 - Preparing for the next wave of change that will impact our work
- *Alignment with the new demographics of an increasingly diverse student body.* Increase our efforts around diversity, equity, and inclusion as we respond to a demographic shift and welcome an increasing number of students from populations traditionally underserved by higher education by:
 - Engaging and embedding ourselves in traditionally underrepresented communities
 - Expanding the landscape of learning beyond the classroom
 - Learning with and from diverse communities
 - Providing the student support services required to ensure student success
- *Alignment with current and emergent talent needs of employers.* Operationalize our Strategic Framework priority to ensure that Minnesota's businesses and industries have the talented workforce they need by:
 - Partnering with employers on curriculum advisory councils, student scholarships, and internship opportunities
 - Reorganizing our incumbent worker training offerings to ensure employers can access what they need easily and efficiently, no matter where in the state the expertise they need is offered
- *Alignment with challenging budget realities on our campuses.* Ensure the programmatic and financial sustainability of our campuses by:
 - Reprioritizing and reallocating our resources
 - Alleviating budget pressures through technology and better alignment and more efficient delivery of our curriculum

RESULTS

Minnesota State has developed performance measures that monitor and assess performance over time. They measure graduate outcomes, student success, affordability, diversity, efficient use of resources, enrollment, and stewardship of financial and physical resources, and are used by leadership to determine if our strategies are working.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Result	Student Persistence and Completion	76.8%	76.7%	Fall 2016 in Fall 2017; Fall 2018 in Fall 2019
Result	Completion Rate (college/university)	53.6%/53.7%	54.1%/55.0%	Spring 2017; Spring 2019
Result	Related Employment of Graduates	87.2%	89.5%	FY16 grads employed in FY17; FY18 grads employed in FY19
Quantity	System Share, Minnesota Resident Enrollment	65.0%	63.7%	Fall 2016; Fall 2018
Quality	Percent Students of Color	25.9%	27.8%	FY 2017; FY 2019

Definitions of the five measures are provided below.

Student Persistence and Completion, a higher education standard metric, is the percent of a fall entering cohort of full time degree and certificate seeking students that have been retained, graduated, or transferred by the second fall term following original fall enrollment. Current: Fall 2018 in Fall 2019; Previous: Fall 2016 in Fall 2017.

Completion Rate, a higher education standard metric, is the percent of an entering cohort that has completed by 150 percent of normal time. Completion is measured as graduation by the sixth spring after entry at the universities and as graduation or transfer by the third spring after entry at the colleges. Because the measures are different for colleges and universities, the measurements are given separately for each institution type. Current: Measured in Spring 2019; Previous: Spring 2017.

Related Employment of Graduates is the percent of system graduates in a fiscal year that reported they were employed or seeking employment during the year after graduation and reported a job that was related to their program or major. Current: FY 2018 graduates employed in FY 2019; Previous: FY 2016 graduates employed in FY 2017.

System Share of Minnesota Resident Undergraduate Enrollment is the percentage of Minnesota residents enrolled as undergraduate students at a Minnesota higher education institution that are attending a Minnesota State college or university. Current: Fall 2018; Previous: Fall 2016.

Percent Students of Color is the percent of system credit students in a fiscal year that reported being African American, American Indian, Asian, Hispanic, Pacific Islander, or two or more races. Current: FY 2019; Previous: FY 2017.

[Minnesota Statutes Chapter 136F](#) provides the legal authority for Minnesota State.

(Dollars in Thousands)

	Actual FY18	Actual FY19	Actual FY20	Estimate FY21	Forecast Base	
					FY22	FY23
<u>Expenditures by Fund</u>						
2050 - Environment & Natural Resources	587	335	403	998		
4000 - MN State Colleges/Universities	1,537,265	1,576,415	1,600,414	1,653,544	1,703,451	1,689,727
4002 - MNSCU Special Revenue	13,841	15,173	9,018	13,400	13,400	13,409
4003 - MNSCU Federal	54,706	52,594	58,503	54,775	54,775	54,500
4004 - MNSCU Gift	79	192	287	200	200	200
4005 - MNSCU Enterprise Activities	10,529	11,771	9,425	10,562	10,562	10,362
4030 - MNSCU Agency	34,576	34,762	38,591	35,004	34,750	34,750
7350 - Sub Supplemental & Ira Retire	294	323	281	325	325	325
Total	1,651,877	1,691,565	1,716,922	1,768,808	1,817,463	1,803,273
Biennial Change				142,288		135,006
Biennial % Change				4		4

Expenditures by Program

Minnesota State	1,651,877	1,691,565	1,716,922	1,768,808	1,817,463	1,803,273
Total	1,651,877	1,691,565	1,716,922	1,768,808	1,817,463	1,803,273

Expenditures by Category

Compensation	1,288,694	1,317,315	1,350,411	1,373,123	1,405,974	1,406,122
Operating Expenses	351,552	362,984	353,392	384,314	400,372	386,034
Grants, Aids and Subsidies	11,529	11,265	9,745	11,117	11,117	11,117
Capital Outlay-Real Property	101		3,375	254		
Total	1,651,877	1,691,565	1,716,922	1,768,808	1,817,463	1,803,273

Total Agency Expenditures	1,651,877	1,691,565	1,716,922	1,768,808	1,817,463	1,803,273
Internal Billing Expenditures		(1)	4			
Expenditures Less Internal Billing	1,651,877	1,691,566	1,716,918	1,768,808	1,817,463	1,803,273

(Dollars in Thousands)

	Actual FY18	Actual FY19	Actual FY20	Estimate FY21	Forecast Base	
					FY22	FY23
1000 - General						
Direct Appropriation	731,019	721,919	758,679	765,659	762,534	762,534
Transfers Out	731,019	721,919	758,679	765,659	762,534	762,534

2050 - Environment & Natural Resources

Balance Forward In	795	681	660	998		
Direct Appropriation	500	325	741			
Cancellations	27	10				
Balance Forward Out	681	660	999			
Expenditures	587	335	403	998		
Biennial Change in Expenditures				479		(1,401)
Biennial % Change in Expenditures				52		(100)

4000 - MN State Colleges/Universities

Balance Forward In	575,441	636,831	649,673	680,971	658,068	566,389
Receipts	899,133	897,456	902,115	893,000	879,000	904,000
Transfers In	731,132	722,032	758,929	765,909	762,772	762,772
Transfers Out	31,610	30,231	29,332	28,268	30,000	30,000
Balance Forward Out	636,831	649,673	680,971	658,068	566,389	513,434
Expenditures	1,537,265	1,576,415	1,600,414	1,653,544	1,703,451	1,689,727
Biennial Change in Expenditures				140,278		139,220
Biennial % Change in Expenditures				5		4

4002 - MNSCU Special Revenue

Balance Forward In	8,465	11,170	8,781	10,135	9,435	8,735
Receipts	16,546	12,783	10,372	12,700	12,700	13,200
Balance Forward Out	11,170	8,780	10,135	9,435	8,735	8,526
Expenditures	13,841	15,173	9,018	13,400	13,400	13,409
Biennial Change in Expenditures				(6,596)		4,391
Biennial % Change in Expenditures				(23)		20

4003 - MNSCU Federal

Balance Forward In	1,548	1,403	1,519	3,094	2,819	2,544
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(Dollars in Thousands)

	Actual FY18	Actual FY19	Actual FY20	Estimate FY21	Forecast Base	
					FY22	FY23
Receipts	54,561	52,708	60,078	54,500	54,500	54,500
Balance Forward Out	1,403	1,517	3,094	2,819	2,544	2,544
Expenditures	54,706	52,594	58,503	54,775	54,775	54,500
Biennial Change in Expenditures				5,978		(4,003)
Biennial % Change in Expenditures				6		(4)

4004 - MNSCU Gift

Balance Forward In	664	738	1,425	1,556	1,506	1,456
Receipts	153	879	418	150	150	150
Balance Forward Out	738	1,425	1,556	1,506	1,456	1,406
Expenditures	79	192	287	200	200	200
Biennial Change in Expenditures				216		(87)
Biennial % Change in Expenditures				80		(18)

4005 - MNSCU Enterprise Activities

Balance Forward In	5,345	5,128	3,804	3,865	3,505	3,145
Receipts	10,312	10,446	9,486	10,202	10,202	10,242
Balance Forward Out	5,128	3,803	3,865	3,505	3,145	3,025
Expenditures	10,529	11,771	9,425	10,562	10,562	10,362
Biennial Change in Expenditures				(2,313)		937
Biennial % Change in Expenditures				(10)		5

4006 - MNSCU Endowment

Balance Forward In	103	105	107	109	111	113
Receipts	2	2	2	2	2	2
Balance Forward Out	105	107	109	111	113	115

4030 - MNSCU Agency

Balance Forward In	1,165	1,105	1,217	1,661	1,157	907
Receipts	34,516	34,874	39,035	34,500	34,500	34,750
Balance Forward Out	1,105	1,217	1,661	1,157	907	907
Expenditures	34,576	34,762	38,591	35,004	34,750	34,750
Biennial Change in Expenditures				4,257		(4,095)

(Dollars in Thousands)

	Actual FY18	Actual FY19	Actual FY20	Estimate FY21	Forecast Base	
					FY22	FY23
Biennial % Change in Expenditures				6		(6)

7350 - Sub Supplemental & Ira Retire

Balance Forward In	223	298	330	358	333	308
Receipts	369	355	309	300	300	325
Balance Forward Out	298	330	358	333	308	308
Expenditures	294	323	281	325	325	325
Biennial Change in Expenditures				(11)		44
Biennial % Change in Expenditures				(2)		7

(Dollars in Thousands)

	FY21	FY22	FY23	Biennium 2022-23
Direct				
Fund: 1000 - General				
FY2021 Appropriations	765,659	765,659	765,659	1,531,318
Base Adjustments				
All Other One-Time Appropriations		(1,125)	(1,125)	(2,250)
Current Law Base Change		(2,000)	(2,000)	(4,000)
Forecast Base	765,659	762,534	762,534	1,525,068
Dedicated				
Fund: 4000 - MN State Colleges/Universities				
Planned Spending	1,620,470	1,670,377	1,656,653	3,327,030
Forecast Base	1,620,470	1,670,377	1,656,653	3,327,030
Fund: 4002 - MNSCU Special Revenue				
Planned Spending	13,400	13,400	13,409	26,809
Forecast Base	13,400	13,400	13,409	26,809
Fund: 4003 - MNSCU Federal				
Planned Spending	54,775	54,775	54,500	109,275
Forecast Base	54,775	54,775	54,500	109,275
Fund: 4004 - MNSCU Gift				
Planned Spending	200	200	200	400
Forecast Base	200	200	200	400
Fund: 4005 - MNSCU Enterprise Activities				
Planned Spending	10,562	10,562	10,362	20,924
Forecast Base	10,562	10,562	10,362	20,924
Fund: 4030 - MNSCU Agency				
Planned Spending	35,004	34,750	34,750	69,500
Forecast Base	35,004	34,750	34,750	69,500
Fund: 7350 - Sub Supplemental & Ira Retire				
Planned Spending	325	325	325	650
Forecast Base	325	325	325	650

(Dollars in Thousands)

Revenue Change Summary

	FY21	FY22	FY23	Biennium 2022-23
<i>Dedicated</i>				
Fund: 4000 - MN State Colleges/Universities				
Forecast Revenues	893,000	879,000	904,000	1,783,000
Fund: 4002 - MNSCU Special Revenue				
Forecast Revenues	12,700	12,700	13,200	25,900
Fund: 4003 - MNSCU Federal				
Forecast Revenues	54,500	54,500	54,500	109,000
Fund: 4004 - MNSCU Gift				
Forecast Revenues	150	150	150	300
Fund: 4005 - MNSCU Enterprise Activities				
Forecast Revenues	10,202	10,202	10,242	20,444
Fund: 4006 - MNSCU Endowment				
Forecast Revenues	2	2	2	4
Fund: 4030 - MNSCU Agency				
Forecast Revenues	34,500	34,500	34,750	69,250
Fund: 7350 - Sub Supplemental & Ira Retire				
Forecast Revenues	300	300	325	625

Change Item Title: Campus Responsiveness and Stabilization

Fiscal Impact (\$000s)	FY 2022	FY 2023	FY 2024	FY 2025
General Fund				
Expenditures	25,000	50,000	50,000	50,000
Revenues	0	0	0	0
Other Funds				
Expenditures	0	0	0	0
Revenues	0	0	0	0
Net Fiscal Impact = (Expenditures – Revenues)	25,000	50,000	50,000	50,000
FTEs	0	0	0	0

Request:

The Campus Responsiveness and Stabilization proposal provides our campuses with the operating funds they need to continue offering high-quality, affordable higher education programs throughout the state. We are requesting \$25 million in fiscal year 2022 and \$50 million in fiscal year 2023 in general fund resources to invest in our campus core operations. This funding would address increased expenses caused by the coronavirus pandemic and inflationary costs over the biennium. This represents a 4.9 percent increase in the state base appropriation over the biennium or an approximately 2.2 percent increase in our total general fund operating budget over the two years.

Rationale/Background:

The colleges and universities of the Minnesota State are uniquely positioned to provide the educated employees needed to make Minnesota’s economy successful.

We have 54 campuses which are located in 47 different communities across the state. We offer over 4,000 different academic programs, almost 750 of them online. With seven universities and thirty two-year colleges, we award more than 38,000 degrees, certificates and diplomas annually, and offer more than 13,500 customized and specialized training, occupational and professional classes. We have over 7,000 partnerships with employers across the state and place 89.5% of our students in jobs related to their field of study. We offer the lowest tuition in Minnesota, with 54% of our college students and 62% of our university students receiving financial aid. For our graduates with two-year degrees, 48 percent have no debt and those who borrowed have less than \$15,000 in debt on average. For our graduates with four-year degrees, 32 percent have no debt and those who borrowed have \$24,500 in debt on average. Our graduates build Minnesota’s economy on the job and fuel Minnesota’s economy as good customers in their communities.

As Minnesota looks forward to overcoming the economically-stifling effects of the COVID-19 health crisis, public investment in the 37 State of Minnesota colleges and universities needs to be maintained like never before. This investment will maintain the system that is the most affordable for students, most able to produce the numbers of graduates with the wide variety of skills Minnesota’s employers need, spread across the most communities in the state. Families have forgone paychecks during the pandemic and need affordable options to complete the education they need to get the post-pandemic jobs best matched to their talents. Employers need to get re-staffed quickly when normal economic life resumes. All regions of the state need to be supported through these unprecedented health-related challenges.

Proposal:

The proposal is to provide the state funding needed to stabilize campus operations and allow them to respond to the changing needs of our students.

Colleges and universities rely on state appropriation to cover a significant portion of their general fund operating budgets. An increase in state appropriation is needed for Minnesota State colleges and universities to continue to provide core programs and services to serve our students. Without increases in general fund revenues, campuses will need to reduce the breadth of academic programs and student services that are available to students at the same time that demands have increased. If state appropriations are held at base levels, campuses would rely on tuition and available fund balances to maintain operations in the coming biennium.

The funding in this proposal would provide additional operating funds to maintain Minnesota State's core education programs at levels our students need in light of COVID-19 disruptions. This request would help support a 3 percent increase in costs, which represents the system's traditional long-term perspective. While many specific costs will increase in the coming biennium, both cost increases and opportunities for cost savings will occur differently than in the past due to operational changes resulting from the COVID-19 pandemic. With safety of students, faculty and staff at the forefront, this request would help our colleges and universities to maintain affordable programs focused on providing students with the quality education needed for them and the State of Minnesota to recover from the pandemic.

Impact on Children and Families, Equity and Inclusion:

Our request was developed in consultation with our key constituency groups. All statewide bargaining units, both student associations, and Minnesota State's Leadership Council provided input. There was strong support for this funding request, which provides for the core campus investment required to protect students, programs, and campuses as the first step in ensuring affordability, addressing Minnesota's economic and racial disparities, and meeting the state's need for talent.

The student populations of Minnesota State's colleges and universities include in them groups that have borne the brunt of the job uncertainty, family disruption, lack of technical device and broadband access, and health consequences caused or exacerbated by the COVID-19 pandemic. These include low-income students, first-generation students, students of color, and indigenous students, many of whom have also been filling necessary and critical roles on the front lines of the pandemic.

Minnesota State serves more racially and economically diverse students than all other higher education providers in Minnesota combined. By keeping tuition affordable, protecting the quality of our programs and services and investing in core technology infrastructure, this request will directly benefit our diverse student population. Over 27 percent of our students are students of color. Half of our students are included in one or more underrepresented group: students of color, first generation, low-income (Pell eligible), veterans and service members.

Also, our students are not all the young, single, recent high school graduate of old stereotypes, but include large numbers of adult learners supporting their own children and extended families as they try to fit in enough classes to achieve a degree or other credential. These are the very same families that Minnesota's workforce and industry is relying on obtaining college credentials to meet their demands and keep our economy thriving. Beyond that, a college credential is often viewed as a pathway towards the middle class, improving the financial outlook for families and future generations. The two and four year institutions of Minnesota State are uniquely positioned across Minnesota to open this pathway for the populations in our state most in need of it.

Education is the most effective strategy known to lift people out of poverty and eliminate economic and racial disparities. An education that prepares graduates for high-demand jobs without saddling them with enormous

student debt will have a bigger impact than anything else our state can do to reduce disparities. That is why this request is critical.

Change Item Title: Equity and Affordability

Fiscal Impact (\$000s)	FY 2022	FY 2023	FY 2024	FY 2025
General Fund				
Expenditures	25,500	19,500	19,500	19,500
Revenues	0	0	0	0
Other Funds				
Expenditures	0	0	0	0
Revenues	0	0	0	0
Net Fiscal Impact = (Expenditures – Revenues)	25,500	19,500	19,500	19,500
FTEs	0	0	0	0

Request:

The Equity and Affordability proposal provides help directly to college and university students to address critical needs that stand in the way of them pursuing and completing their educational programs. This proposal requests \$45 million in general fund resources for the biennium, including \$23 million for locally-responsive scholarships, \$15 million to support basic student needs, \$6 million for career and technical education programs, and \$1 million for free textbook and related open educational resources. This represents a 3 percent increase in the state base appropriation over the biennium or an approximately 1.3 percent increase in our total general fund operating budget over the two years.

Rationale/Background:

In an economy recovering from the damage of the COVID-19 pandemic, more than ever before, bridging gaps in financial resources and basic life needs is crucial to providing equitable access to and success in learning opportunities. The educational results of these efforts are exactly what is needed for our economy to recover and thrive.

This proposal would help connect potential students to accessible, affordable higher education and strongly support the State’s post COVID-19 economic recovery by helping to put economic recovery and advancement within reach of historically underserved families in communities of color, in indigenous communities, families with lower income, and with first-generation students. Families have forgone paychecks during the pandemic and need affordable options to continue and complete the education they need to get the post-pandemic jobs best matched to their talents. Employers and workforce needs are continually evolving in response to both the changed workplace and demands of the pandemic and the future. All regions of the state need to be supported through these unprecedented health-related challenges.

The first area addressed by this proposal is basic affordability of higher education, particularly for those students hit hardest by the pandemic. Existing grants and scholarships often leave students with unmet financial need, both in tuition and other expenses, so that students still cannot afford to pursue their educational goals. More flexible support is needed to help more students, including those who need to attend part time, to pursue their goals and enter the workforce.

Next, but still among the most crucial challenges facing students today, this proposal addresses access to basic needs, including mental health needs and basic resource needs such as housing, food, transportation, and child-care. Minnesota State’s March 2020 #RealCollege Survey Report showed that 37 percent of respondents at two- and four-year institutions indicated food insecurity or running short on food in the prior 30 days. The same survey

showed 48 percent of respondents to have some form of housing insecurity, such as difficulty in paying rent or utilities, or living with others beyond the expected capacity of the housing. This request would address these issues and empower faculty and staff to respond to gaps and inequalities in students' backgrounds and assist students in addressing the challenges posed by those gaps and inequalities.

Third, and most immediately targeted to the State's economic recovery, is support for Career and Technical Education programs. These programs provide industry-specific support and often bridge the learning continuum from high school into the workforce and continued higher education. These include some of the programs that have been most difficult to move to an online format during the pandemic, yet in high need across the state.

Finally, Open Educational Resources would be expanded by this proposal. These resources provide free materials in place of often costly textbooks. This would directly reduce students' out of pocket costs since textbooks are often not covered by grant programs.

Proposal:

This proposal would create a new scholarship program at Minnesota State's colleges and universities. The Minnesota State Access scholarship program would provide \$23 million across the biennium for scholarships that help fill funding gaps after students reach the limits of their Federal and State grant resources.

The Access scholarship program is designed in response to concerns expressed by our stakeholder groups that financial aid more in line with the current pandemic and post-pandemic environment is needed. This program would provide flexibility for individual institutions to address local concerns. Money for this program would be allocated to campuses to be awarded based on student needs within system-wide parameters. Adding significant flexibility to previous program criteria, the Minnesota State Access program allows for grants to part-time students. This will allow more students who are disproportionately affected by the financial crisis accompanying the pandemic to make progress on their educational goals. Minnesota State Access scholarships will provide resources to Minnesota State colleges and universities to be subsequently awarded to students as follows:

- \$12.5 million for students pursuing an undergraduate credential at a Minnesota State college.
- \$10.5 million for students who pursuing a degree at a Minnesota State university.

Pell-eligible Minnesota residents who begin or return to their studies will be eligible for additional grant aid above and beyond the federal Pell grant and Minnesota State grant, up to the full cost of their tuition and fees. Part-time students will be eligible for aid on a pro-rated basis. All students will remain eligible for the Minnesota State Access scholarships if they maintain continuous enrollment of at least 3 credits each in consecutive fall and spring terms. Individual colleges and universities may add additional eligibility criteria to tailor their programs to meet the most essential needs within their communities.

Next, this proposal would provide \$15 million to connect students with help for the basic needs that can interfere with their ability to enroll in classes. This has been a significant area of concern for some time, but has become critical for many students during the COVID-19 pandemic. Efforts funded by this proposal would include:

- Emergency financial support for students: Financial emergencies often lead to early withdrawal during a semester and/or a break in enrollment that may end up being permanent. In the COVID-19 environment, students' finances may be more precarious and susceptible to unexpected expenses that might derail their education. Emergency grants can be a critical tool to retain students if application and distribution processes are simple, accessible, and quick, and administrative burden is minimized. Campus-specific approaches are thus key to maximizing the effectiveness of this tool, so funding under this proposal will be reallocated to campuses for dispersal to students.
- Stigma-free and online mental health assessment tools and mental health first aid type resources: over the past five years, several studies have shown mental health issues such as anxiety and depression to be

among the top public health issues on college campuses nationwide, with 28 percent to 56 percent of students expressing negative impacts from mental health issues. Some Minnesota State campuses have begun to offer online assessments and modules addressing common concerns. Other efforts focus on mental health “first aid,” teaching a step-by-step approach to identify mental health disorders, intervene, and connect individuals to the right resources. These efforts and others, including online links to local mental health providers, need to be expanded and made available to all Minnesota State students.

- Easily accessible information to connect students to local, county and state resources that address basic needs. Student Resource Center efforts need to be expanded to provide easily-accessible referral information when campus resources are not available to address basic needs. Community connections include such agencies as 360Communities, Community Action Partnership (CAP), Goodwill, Salvation Army, Neighbors, Inc., and People Incorporated. Creation of a state-wide information hub that connects community resources would streamline the process of identifying help for students.
- Providing support and professional development for all faculty, staff, and administrators towards being intentional in addressing student needs and addressing structural inequities. This includes but is not limited to training to ensure that academic programs are designed with a student first focus, specifically focusing on students from racial, ethnic, and indigenous populations, low income families, and who are the first in their families to attend college.

The third element of this proposal is to provide \$6 million for Career and Technical Education programs. These programs would include:

- Re-Skill Minnesota to provide greater access to short-term education programs and industry-specific training certificates by working in partnership with organizations serving communities of color and indigenous communities.
- Local partnership efforts working with local businesses to help connect high school students with college programs that will get them into in-demand skilled and technical careers in healthcare, information technology, advanced manufacturing, agriculture, transportation, and early childhood education.
- Career and Technical Teaching program support to address shortages in high school and college teachers in career and technical areas.

The Open Education Resources portion of this proposal would include \$1 million to expand free “textbook” offerings in the following ways:

- Explore and expand free offerings for a wide range of courses and programs through faculty development and infrastructure
- Grow and sustain Z-degrees that offer students zero-textbook-cost pathways to degree attainment
- Implement focused open textbook initiatives in high-demand fields, transfer pathways, or gaps in the existing marketplace.

Open Educational Resources contribute greatly to both student success and affordability.

Impact on Children and Families, Equity and Inclusion:

Our request was developed in consultation with our key constituency groups. All statewide bargaining units, both student associations, and Minnesota State’s Leadership Council provided input. There was strong support for this funding request, which directly addresses needs that stand in the way of historically-underserved communities pursuing and completing higher education programs.

The proposals funded by this request will provide resources directly to Minnesota State colleges and universities to support equitable access and encourage maintenance of student progress in their educational journeys as well as creating state-wide, one-stop-shop resources for students across Minnesota. A college credential is often viewed as a pathway to the middle class, improving the financial outlook for families and future generations. The

COVID-19 pandemic has impacted many of Minnesota's most economically vulnerable families disproportionately. These are the very same families that Minnesota's workforce and industry is relying on to obtain college credentials to meet demands and keep our economy thriving.

The learner populations identified during the development of Minnesota State's Equity 2030 work – low-income students, first-generation students, students of color, and indigenous students – have borne the brunt of job uncertainty, family disruption, lack of technical device and broadband access, and health consequences from the virus, all while filling necessary and critical roles on the front lines of the pandemic. Support for these learners must reflect their lived experiences and needs. Recognizing that those experiences and needs vary across the state, Minnesota State colleges and universities will be able to develop and expand investments in programs funded by this proposal tailored to the unique needs of their students and communities.

We recognize that there are many adult learners in Minnesota who have earned some college credits but not a full credential. Investments in career and technical education programs will help many of these students reconnect and reskill to meet the evolving needs of employers in today's economy. Many Minnesotans may also have skills they have acquired through work or volunteer service related to problem solving, critical thinking, and analytical reasoning that are valued by Minnesota's employers. These learners represent unrealized potential for Minnesota's workforce and should be encouraged to return to complete their college credentials. Minnesota State is committed to developing opportunities for learners to receive recognition of their learning in other settings. In keeping with that commitment, institutions will be able to design their scholarship programs to incentivize both new entering students (including transfer students) and students who pursue recognition of credit through alternative assessments. Such alternative assessments include post-secondary enrollment options, credit-by-exam, and internal institutional assessments of knowledge, skills, and abilities that students demonstrate from work or volunteer service.

Beyond scholarships for the core cost of tuition and fees, the basic needs efforts included in this proposal will also provide the kind of assistance that historically-underserved communities too often need. This additional help can make the difference for families struggling to make ends meet and still to be able to make higher education and economic advancement possible.