

Inclusive Higher Education Grant

2024 Request for Proposal Workshop

Presented by: Cha Her & Megan FitzGibbon

in collaboration with the Inclusive Higher Education Technical Assistance (TA) Center

Welcome & Introductions



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Navigating Websites

Inclusive Higher Education Grant

- <https://www.ohe.state.mn.us/mPg.cfm?pageID=2611>

Request for Proposal

- https://www.ohe.state.mn.us/Documents/Inclusive%20Higher%20Education//FY24%20Inclusive%20Higher%20Ed%20RFP_FINAL_ADA.pdf

Inclusive Higher Education Technical Assistance (TA) Center

- <https://mihec.ici.umn.edu/>

Inclusive Higher Education Grant Overview

Inclusive Higher Education Grant Overview

The Minnesota Office of Higher Education (OHE) is responsible for administering the Inclusive Higher Education Grants. The statute governing the grant program is located in Minnesota Statutes 135A.162 Inclusive Higher Education Grants (<https://www.revisor.mn.gov/statutes/cite/135A.162>) and correlates with 2023 Minnesota Session Laws, Chapter 41, Section 2, Subdivision 44.

Inclusive Higher Education Grant Overview

The purpose of the Inclusive Higher Education Grant Program is to enable eligible colleges and universities throughout Minnesota to apply for initial funding to enhance existing or develop new inclusive higher education pathways established to enable students with intellectual and developmental disabilities (IDD) to have all the rights, responsibilities, privileges, benefits, and outcomes that result from higher education, including academic growth, career advancement, and improved self-determined living.

Through the legislatively-named grant, OHE and the [Institute on Community Integration](https://ici.umn.edu/) (<https://ici.umn.edu/>), at the University of Minnesota, partnered to establish the [Technical Assistance Center](https://mihec.ici.umn.edu/) (<https://mihec.ici.umn.edu/>), to create access and support for self-sustaining, high-quality inclusive postsecondary education options throughout the state.

Inclusive Higher Education Grant Overview

What is the role of the Inclusive Higher Education TA Center Team?

- Advise and offer technical assistance to faculty and staff
- Establish the grantee independent evaluation plan and data collection
- Offer professional development and training opportunities
- Disseminate information to prospective students, families, and educators
- Evaluate the development and implementation of inclusive higher education initiatives
- Monitor and report on state and federal law related to inclusive higher education
- Prepare and submit an annual legislative report

Inclusive Higher Education Grant Overview

What is the role of the Inclusive Higher Education Grant Team?

- Create, release, and manage the Request for Proposal
- Determine and announce grant awards
- Setup and manage grant contracts
- Process grant reimbursement requests
- Conduct grant monitoring
- Collaborate with TA Center

Funding Availability

Funding Availability

2024 (1st) Request for Proposal

- Total appropriation during fiscal year 2024 is \$750,000
- Applicants may apply annually for and receive awards up to \$200,000 per year for up to four years
- Applicants may apply annually for and receive awards up to \$100,000 per year in subsequent years for up to a total of ten years
- There is a 25% match requirement for this award

Proposal Period: June 10, 2024 through July 25, 2024

Grant Period: September 2024 through September 2025

Eligibility

Eligible Applicant

An eligible applicant must meet the eligibility requirements under section [136A.103](#) and be one of the following:

- Public Postsecondary Institutions
- Nonprofit Postsecondary Institutions
- Tribal Colleges

Minimum Requirements

An Inclusive Higher Education Grant Proposal must include all of the following eligibility components:

- Eligible postsecondary institution
- Submit the following items:
 - Proposal cover sheet
 - Proposal narrative
 - Project budget
 - Letter(s) of support from institution's President or Chancellor
 - Resumes

Competitive Priorities

OHE prioritizes awards to applicants that have submitted for or received a [Comprehensive Transition and Postsecondary](#) (CTP) program designation, or applicants with documented progress or intent toward submitting for federal approval.

Collaboration

Applicants and supporting or partnering organizations may collaborate on the content of proposals. Applicants must write and submit proposals.

Selection Criteria & Process

Selection Criteria & Process

Selection Criteria

A committee representing content and community specialists with regional knowledge will convene to review and utilize a rubric to evaluate proposals based upon the following 100-point scale:

- Need and Significance of Project (10 Points):
 - a. Documents need for students with IDD and how project will meet their needs.
 - b. Identifies how project fits into larger framework/mission of the postsecondary institution.
 - c. Addresses the specific project focus within the broader goal of promoting postsecondary attendance, retention, and success.
 - d. If applicable, the extent to which the existing program has been successful.

Selection Criteria & Process

Selection Criteria (continued)

- Quality of Project Design (**40 Points**):
 - a. Goals, objectives, activities, and outcomes to be achieved are clearly specified and measurable.
 - b. Project timeline and milestones for accomplishing tasks are clearly defined.
 - c. Incorporates the Minnesota Inclusive Higher Education Standards into the proposed initiative.
 - **Academics:** Addresses how the initiative will ensure inclusive access to courses across campus and in the student's program of study, use of accommodations and modifications, and other academic support services while maintaining high standards of excellence in the classroom.
 - **Career:** Addresses how students with IDD's will gain relevant job experience through internships and employment both on and off campus. Addresses how students with IDD's will have the opportunity to engage in career development and exploration that leads to competitive integrated employment in the student's chosen career area.
 - **Self-Determined Living:** Addresses how students with IDD's will have the opportunity through their time in college to gain maturity, explore their life goals, and become empowered for a self-determined life of their choice. Documents the lived experiences and educational offerings available to develop important life skills including decision-making, self-advocacy, independent living, personal finance, time management, study skills, and healthy choices. Identifies how students with IDD's will access residential on-campus housing, if applicable.

Selection Criteria & Process

Selection Criteria (continued)

d. Presents a student support plan including:

- Supplemental advising through initiative staff.
- Peer support to ensure normative support across campus.
- Access to academic programs and courses.
- Person-centered planning for enrolled students.

e. Describes intent to develop plan that includes:

- An institutionally approved credential.
- Leveraging existing university services and systems.
- A financially accessible postsecondary education offering.
- Alternative admission requirements for students with IDD to be traditionally enrolled.

Selection Criteria & Process

Selection Criteria (continued)

- **Commitment to Equitable Services and Outcomes (20 Points):**
 - Demonstrates commitment to expanding enrollment to include students with IDD (i.e. students who require additional support and alternative enrollment pathways, to access college).
 - Defines inclusion in higher education, outlines the broader university plan for Diversity, Equity, and Inclusion, and specifically states how individuals with IDD are addressed in their plan. Identifies gaps or weaknesses in existing systems and services to successfully meet the needs of students with IDD will be addressed.
 - Demonstrates outreach and enrollment plans that address regional needs and include students with IDD from all ethnic, cultural, linguistic, and socioeconomic backgrounds.
- **Quality of Project Evaluation (5 Points):**
 - The proposed project evaluation plan must include a commitment to participate in an independent evaluation of the inclusive higher education program during the period of performance. (This independent evaluation, conducted by an external party not directly involved in the project's implementation, will assess the success and impact of the proposed project.) The goal of this evaluation is to ensure that the findings are unbiased, credible, and reliable.

Selection Criteria (continued)

- Quality of Budget (**15 Points**):
 - The extent to which the budget is cost-effective, appropriate, and reflective of project requirements, project objectives and outcomes, and the number of eligible students with IDD to be served.
 - The ten-year plan includes student enrollment projections for the sustainability of an initiative that is financially accessible and equitable for all interested students with IDD.
 - The ten-year plan exemplifies long-term financial commitment to program self-sustainability.
 - Required 25% matching support is documented and additional resource support is provided.

Selection Criteria & Process

Selection Criteria (continued)

- Quality of Personnel, Resources, and Management (**10 Points**):
 - a. Demonstrates their commitment to an Inclusive Higher Education initiative with a letter of approval and signature from the president or chancellor of the institution. The letter affirms the commitment to:
 - Offer enrollment to students with an intellectual and developmental disability.
 - Obtain a Comprehensive Transition and Postsecondary (CTP) Program designation.
 - Join the Minnesota Inclusive Higher Education Consortium.
 - Adhere to the Minnesota Inclusive Higher Education Standards.
 - Participate in independent evaluation requirements.
 - Provide a 25% monetary or in-kind match for the grant funds.
 - b. Provide a hiring plan to fully staff initiative.
 - c. Resources are adequate to meet the project's goals and objectives.

Selection Criteria & Process

Selection Process

The review committee will submit their evaluations of proposals to OHE for review and final award decisions. OHE determines awards through the following steps:

Step 1: Proposals are organized based upon competitive priorities

Step 2: Awards are granted based upon competitive priorities.

Step 3: Proposals are again organized based upon proposal evaluations (100-point scale). Awards are granted to applicants with the highest proposal evaluations. All available funds are awarded during this step. Remaining applicants will not be granted awards.

After OHE publicly announces grantees, all applicants will receive copies of their evaluation records.

Proposal Content

Proposal Content

Submit Proposal Cover Sheet

- https://forms.office.com/Pages/ResponsePage.aspx?id=RrAU68QkGUWPJricIVmCjIcn1asYZfNEmfjN_1Hv6QBUN09MOE9UUUNJNDU0UzgyR1dNRFY4NDY5WS4u

Email the following items to GWI.OHE@state.mn.us:

- Proposal narrative
- Project budget
- Letter(s) of support from Institution Leadership
- Resumes

OHE must receive a complete proposal no later than 4:30 p.m. central time, on **July 25, 2024**. Late or incomplete proposals will not be considered.

Timeline

Timeline

Review Process and Timeline	Date/Time
RFP posted on OHE website	June 10, 2024
IHE Grant Proposal Workshop	June 24, 2024 from 11 a.m. to 12:30 p.m.
Last day to submit technical questions	July 18, 2024 at 4:00 p.m.
Proposals DUE	July 25, 2024 at 4:30 p.m.
Committee begins review of proposals	August 8, 2024
Applicants notified of award decisions	August 29, 2024
Grantees publicly announced	September 4, 2024
Mandatory grantee orientation	September 5, 2024 from 1:00 p.m. to 3:00 p.m.
Prepare grant documents	September through October 2024
Sign grant contract	September through October 2024

Grantee Planning

Mandatory Orientation

September 5, 2024 from 1:00 to 3:00 p.m.

Following award notification, OHE hosts a virtual mandatory two-hour orientation for the grantee. The purpose of orientation is to prepare grantees for the grant administration and encourage strategic planning.

Planning Sessions with TA Center

After orientation, grantees are required to schedule a time before the end of October 2024 to meet individually with the TA Center to discuss plan.

MN Inclusive Higher Education Conference

Save the Date: September 25, 2024

Grantee Planning

- Work Plan and Budget
- Expenditures
- Grant Contract

Grantee Planning

Grant Payments

Per Office of Grants Management Policy 08-08, OHE will process payment requests through a method of reimbursement. All grantee requests for reimbursement must correspond to the approved grant budget. OHE will review each request for reimbursement against the approved grant budget, grant expenditures to-date and the latest grant report before approving payment. Grant payments shall not be made on grants with past due reports unless OHE has given the grantee a written extension.

Grantees must submit requests for reimbursement in **February 2025 and July 2025**, which corresponds with the grant narrative report timeline.

Grant Reporting

All grantees are required to submit two narrative reports to OHE: Interim Narrative Reports (due **February 2025**) and a Final Narrative Report (due **July 2025**). OHE will inform grantees of the report content and format.

Grant Monitoring

All grantees with awards of \$50,000 and higher are required to submit a monitoring report and attend a monitoring visit.

Important! Grant reimbursement and future Inclusive Higher Education Grant proposal eligibility is contingent upon fulfillment of reporting requirements.

Questions & Closing

Applications due July 25, 2024

Technical assistance is available for interpreting instructions or preparing proposals by emailing GWI.OHE@state.mn.us. Each week, OHE will post responses to technical questions online here: <https://www.ohe.state.mn.us/mPg.cfm?pageID=2611>. Technical questions must be submitted no later than 4:00 p.m. central time, on **July 18, 2024**.