



December 1, 2016



Concurrent Enrollment Grant Program: December 1, 2016 Report



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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 up to \$180.6 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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Introduction

The Concurrent Enrollment Grant Program was established under Senate File No. 5 of the 89th Session of the Minnesota State Legislature. The program awards grants for development of new concurrent enrollment courses and expansion of existing concurrent enrollment programs. The 2015 higher education omnibus bill provided \$225,000 each year of the 2016-2017 biennium to support development of new concurrent enrollment courses in career and technical education and \$115,000 each year of the 2016-2017 biennium for the expansion of existing concurrent enrollment programs by a postsecondary institution currently offering a concurrent enrollment course. A report of program activity follows:

Fiscal Year 2016 Program

The timeline used for the fiscal year 2016 program follows:

October 26, 2015	Request for Proposals available to applicants
December 7, 2015	Deadline for receipt of Intent to Submit forms
December 22, 2015 (4:30 p.m.)	<u>Deadline for receipt of proposals</u>
January 15, 2016	Notification of recommended grant awards
February 1, 2016 (Start) – June 30, 2017	Project period

The FY 2016 Request for Proposals (RFP) is provided in Appendix A. In response to the RFP, 15 Intent to Submit forms were received from one University of Minnesota campus and 13 Minnesota State institutions. One Minnesota State institution submitted two Intent to Submit forms.

On December 22, 2015, the deadline for receipt of proposals, four proposals, requesting a total of **\$82,608**, were received for funding as Concurrent Enrollment Program Expansion grants and five proposals, requesting a total of **\$366,719**, were received for funding as Career and Technical Education Course Development grants. Proposals were reviewed and recommended by a grant selection committee composed of representatives of institutions familiar with concurrent enrollment programming and postsecondary course and program development. The projects supported with FY 2016 funding are listed below:

Career and Technical Education Course Development Grants

- Riverland Community College, \$18,077, “Expanding Access to Agriculture Education: Food Science Concurrent Course Creation”
- Riverland Community College, \$17,869, “Expanding Access to Agriculture Education: Animal Science Concurrent Course Creation”

Program Expansion

- Lake Superior College, \$12,048, “Career Advantage Now (CAN)”
- St. Cloud State University, \$16,028, “Construction Zone: Expanding the Bridge to College”
- Central Lakes College, \$10,000, “Expanding Capacity and Outreach for Concurrent Enrollment in Career and Technical Education: A Regional Approach”

A summary of each of the FY 2016 grant projects is found below. The FY 2016 projects were awarded funding through June 30, 2016. The two projects at Riverland Community College and the Central Lakes College project had their grant periods extended to allow additional time for project completion.

Career and Technical Education Course Development

Expanding Access to Agriculture Education: Food Science Concurrent Course Creation, Riverland Community College, receives \$18,077

Austin

To support 220 secondary students with affinity for agriculture education in southeastern Minnesota, a team from Riverland Community College will create a new concurrent Food Science course to expand the scope of student learning during high school to specifically provide course content for 11th and 12th grade students. The course will provide core Food Science instruction that ties into career pathways at Riverland and other postsecondary institutions, build on training offered through FFA and/or existing high school Food or Family and Consumer Economics courses which will help ensure students pursue postsecondary agriculture education, provide highly sought after food industry skills through hands-on experiential learning opportunities, and provide both high school and college credit upon course completion.

Contact: Dr. Uchenna Chukwu, (507) 433-0634, uchenna.chukwu@riverland.edu

Outcome: MnSCU approval for the newly developed course was completed by May 2016. The following activities have been conducted since the spring and will be completed by December 31, 2016: 1) creation of education modules in collaborative sessions with high school instructors; 2) design of science and simulation problem sets for each module; 3) establish skills assessments and student learning outcomes (SLOs) tied to key job skills; 4) connect high school instructors to area Food Science resources for hands-on learning opportunities; 5) create classroom instructional materials; 6) purchase sample classroom supplies; and 7) develop marketing materials to support enrollment of 55 Southeast Minnesota students in concurrent Food Science.

Expanding Access to Agriculture Education: Animal Science Concurrent Course Creation, Riverland Community College, receives \$17,869

Austin

To support 220 secondary students with affinity for agriculture education in southeastern Minnesota, a team from Riverland Community College will create a new concurrent Animal Science course to expand the scope of student learning during high school to specifically provide course content for 11th and 12th grade students. The course will provide core Animal Science instruction that ties into career pathways at Riverland and other postsecondary institutions, build on training offered through FFA and/or existing high

school agriculture courses which will help ensure students pursue postsecondary agriculture education, provide highly sought after agriculture industry skills through hands-on experiential learning opportunities, and provide both high school and college credit upon course completion.

Contact: Dr. Uchenna Chukwu, (507) 433-0634, uchenna.chukwu@riverland.edu

Outcome: MnSCU approval for the newly developed course was completed by May 2016. The following activities have been conducted since the spring and will be completed by December 31, 2016: 1) creation of education modules in collaborative sessions with high school instructors; 2) design of science and simulation problem sets for each module; 3) establish skills assessments and student learning outcomes (SLOs) tied to key job skills; 4) connect high school instructors to area Animal Science resources for hands-on learning opportunities; 5) create classroom instructional materials; 6) purchase sample classroom supplies; and 7) develop marketing materials to support enrollment of 125 Southeast Minnesota students in concurrent Animal Science.

Program Expansion

Career Advantage Now (CAN), Lake Superior College, receives \$12,048

Duluth

The CAN program allows high schools to promote, prioritize, and restructure concurrent classes with Lake Superior College. With grant funding, Lake Superior will expand the nursing assistant program to prepare Esko students for entry into the field of nursing assistants. Nursing assistants work in nursing homes, hospitals, and other medical settings. The program will start with program basics taught at Esko High School, followed by students working in laboratory settings on the Lake Superior College campus and in clinical settings at Viewcrest Health Center. Students will complete the course by taking the Minnesota Nursing Assistant Registry test.

Contact: Jim Schwarzbauer, (218) 733-5944, j.schwarzbauer@lsc.edu

Outcome: Twelve Esko High School students enrolled in the spring 2016 three-credit NUNU 1400 Nursing Assistant course. Course delivery involved provision of classroom sessions at Esko High School, laboratory sessions at Benedictine Health Center and clinical sessions at Viewcrest Health Center. Work on program expansion included planning to offer the four-credit NUNU 1420 100 Nursing Assistant/Home Health Aide course and the one-credit ALTH Medical Terminology on-line course for students from Esko and Proctor during fall 2016 and spring 2017.

Construction Zone: Expanding the Bridge to College, St. Cloud State University, receives \$16,028

St. Cloud

Grant funds will support planning and set-up of a new concurrent enrollment course in marketing in a new school district, the Faribault School District. The project will allow Faribault's Senior to Sophomore (S2S) staff and the St. Cloud State University (SCSU) faculty mentor to begin working in the spring of 2016 to allow students to begin their actual learning from day one in the fall of 2016. As part of onboarding, the high school teacher and the SCSU faculty mentor will finalize course objectives, assignments, tests, and assessments. Students interested in taking the fall 2016 class would participate in a spring SCSU campus visit to meet faculty, attend a campus marketing class, explore the SCSU Herberger Business School facilities, and process their concurrent enrollment for fall 2016.

Contact: Susan Jordahl, (320) 308-3081, smjordahl@stcloudstate.edu

Outcome: The S2S Marketing 100 course was offered to Faribault High School, a new partner high school for SCSU, for the fall 2016 semester. This is the first business-related concurrent enrollment course offered at Faribault High School, and it aligns perfectly with the high school's Business Academy. Faribault High School personnel are interested in developing additional concurrent enrollment courses that align with their Business Academy and have expressed that they would like to offer them through SCSU.

Expanding Capacity and Outreach for Concurrent Enrollment in Career and Technical Education: A Regional Approach, Central Lakes College, receives \$10,000

Brainerd

To build capacity in the College in the Schools program, a model will be developed that will allow for expansion of career and technical concurrent course offerings. Through the spring semester, planning for three new courses will be developed for the high school districts of Little Falls, Pequot Lakes, and Staples-Motley in the areas of Manufacturing and Graphic Arts. In addition, a plan will be developed for provision of equipment to the high schools that is the same as or similar to equipment used for technical courses at Central Lakes College. Three instructional teams composed of high school and college faculty will ensure concurrent CTE courses have the rigor and relevance of on-campus courses. A training plan will ensure that the technical skills of the three high school teachers are adequate for teaching the concurrent course.

Contact: Paul Preimesberger, (218) 855-8163, ppreimesberger@clcmn.edu

Outcome: Work on this project was extended into the FY 2016-2017 academic year to allow additional time for the campus and high schools in Little Falls, Pequot Lakes, and Staples-Motley to address expansion of concurrent course offerings in the areas of Manufacturing and Graphic Arts.

Fiscal Year 2017 Program

The timeline used for the fiscal year 2017 program follows:

August 19, 2016	Request for Proposals available to applicants
September 20, 2016	Technical Assistance Session for interested participants
October 7, 2016	Deadline for receipt of Intent to Submit forms
October 13, 2016 (4:30 p.m.)	<u>Deadline for receipt of proposals</u>
November 9, 2016	Notification of recommended grant awards
November 14, 2016 (Start) – June 30, 2017	Project period

The FY 2017 Request for Proposals did not differ significantly from the FY 2016 Request for Proposals. In response to the FY 2017 RFP, 12 Intent to Submit forms were received from Minnesota State two-year institutions. One Minnesota State institution submitted two Intent to Submit forms.

On October 13, 2016, the deadline for receipt of proposals, three proposals, requesting a total of **\$59,400**, were received for funding as Concurrent Enrollment Program Expansion grants and six proposals, requesting a total of **\$217,517**, were received for funding as Career and Technical Education Course Development grants. Proposals were reviewed and recommended by a grant selection committee composed of representatives of institutions familiar with concurrent enrollment programming and postsecondary course and program development. The project supported with FY 2017 funding are listed below:

Career and Technical Education Course Development Grants

- Lake Superior College, \$23,962, “Instate-Outstate Exchange”
- Itasca Community College, \$75,949, “Introduction to Natural Resources – Course Development for Itasca Area School Collaborative High Schools”
- Northland Community and Technical College, \$42,435, “Immersion of College Education in Secondary Agriculture Programs”
- Saint Paul College, \$30,795, “STEM CTE Concurrent Enrollment Courses – Medical Terminology, Photoshop II and Illustrator: Saint Paul College Partnership with Roseville Area Schools”

Program Expansion

- Lake Superior College, \$24,458, “Career Advantage Now II (CAN II)”
- Minnesota State Community and Technical College, \$20,617, “Collaborating Online – Expanding the Model to Support Student Access and Success”
- Anoka-Ramsey Community College, \$12,925, “Early College at Columbia Heights High School”

A summary of each of the FY 2017 grant projects is found below. The FY 2017 projects were funded through June 30, 2017. Results and outcomes of grant funded activities will be reported using the guidance provided in the Concurrent Enrollment Grant Program Final Report Form found in Appendix B.

Career and Technical Education Course Development

Instate-Outstate Exchange (IOE), Lake Superior College, Receives \$23,962

Duluth

Instate-Outstate Exchange (IOE) will offer three on-line courses to Cooper High School students in Robbinsdale taught by a Lake Superior College faculty instructor. IOE provides the fundamental coursework needed for careers in Allied Health and Nursing to 20 Cooper High School students. The three courses identified are transferable to all Minnesota State Colleges. Students will meet in a Cooper High School computer lab and will travel to Lake Superior College for tours of campus facilities and engagement in various laboratory simulations. In addition to providing essential coursework in nursing, the program is designed to engage Cooper High School students in meaningful learning experiences including gaining proficiency with on-line learning tools, awareness of health-related academic programs, and providing an outstate postsecondary experience.

Contact: Jim Schwarzbauer, (218) 733-5944, j.schwarzbauer@lsc.edu

Introduction to Natural Resources – Course Development for the Itasca Community College (ICC) and Itasca Area School Collaborative High Schools (IASC), Itasca Community College, Receives \$75,949

Grand Rapids

Introduction to Natural Resources is designed to provide students within the Itasca Area School Collaborative High Schools (IASC) with a clear understanding of the educational demands and potential careers in the technical field of Natural Resource Management. This program is intended to help students assess their interest in the field of Natural Resources and additionally generate interest in technical careers as students become aware of the types of work that Natural Resource professionals do in a day-to-day setting. ICC faculty and IASC high school instructors will collaborate in order to develop lecture learning outcomes and identify a range of lab experiences that will reinforce the lectures. The grant funds will be used to assist in the development of the Introduction to Natural Resources course.

Contact: Brad Jones, (218) 322-2354, brad.jones@itascacc.edu

Immersion of College Education in Secondary Agriculture Programs, Northland Community & Technical College, Receives \$42,435

Thief River Falls

Immersion of College Education in Secondary Agriculture Programs will allow 11th and 12th grade students in Northwest Minnesota to participate in college-level Agriculture, Food and Natural Resource (AFNR) courses. Two pathways will be created so that students can access appropriate AFNR courses. The first pathway will target students who are already enrolled in an AFNR program within their school district. This grant will allow these students to continue their studies with a College in the High School course component that is focused on AFNR. The second pathway benefits Northwest Minnesota students who do not currently have an AFNR program available in their district. The online course will allow students to relate, communicate, and collaborate in many areas of AFNR, including: Animal Science, Plant Science, Agribusiness, Environmental Science, Natural Resources, Biotechnology, Food Products and Processing, and Power, Structure and Technical Systems.

Contact: ADawn Nelson, (218) 683-8749, adawn.nelson@northlandcollege.edu

STEM CTE Concurrent Enrollment Courses – Medical Terminology, Photoshop II and Illustrator: Saint Paul College Partnership with Roseville Area Schools, Saint Paul College, Receives \$30,795
Saint Paul

Saint Paul College and Roseville Area Schools will collaborate to develop three new STEM Career and Technical Education concurrent enrollment courses for at least 140 Roseville Area School students to earn elective college credit in high school while activating an interest in STEM fields. The three courses—Medical Terminology, Photoshop I & II, and Illustrator—allow high school students to gain proficiency in foundational subject areas within STEM while earning high school and college credit. Saint Paul College faculty will work with three Roseville instructors to fully prepare them to teach the concurrent enrollment courses. Students will be able to earn up to 12 college-level credits at Saint Paul College prior to high school graduation. Additionally, completing these course credits will prepare students for postsecondary education programs leading to STEM careers.

Contact: Kathleen Gordon, (651) 846-1325, kathleen.gordon@saintpaul.edu

Program Expansion

Career Advantage Now II (CAN II), Lake Superior College, Receives \$24,458

Duluth

The CAN II program allows students in the Esko and Proctor School Districts to participate in nursing courses at Lake Superior College that will grant them entry into the nursing field post-graduation. With grant funding, Lake Superior College will expand the nursing assistant program through two college-level courses that prepare students for jobs as nursing assistants. Nursing assistants work in homes, hospitals, and other medical settings. The program will start with program basics taught at Esko High School, followed by introducing students to laboratory settings on the Lake Superior College campus. Students will then familiarize themselves with clinical settings at Viewcrest Health Center. Once classes and training are complete, students will take the Minnesota Nursing Assistant Registry test.

Contact: Jim Schwarzbauer, (218) 733-5944, j.schwarzbauer@lsc.edu

Collaborating Online – Expanding the Model to Support Student Access and Success, Minnesota State Community and Technical College, Receives \$20,617

Detroit Lakes

Collaborating Online will expand capacity for concurrent enrollment offerings through the development of a hybrid course pilot program, whereby secondary and postsecondary instructors will collaborate to deliver a college-level online course to high school students. Through the hybrid model, a postsecondary instructor from Minnesota State Community and Technical College will serve as the instructor of record in an online concurrent enrollment course, while a secondary instructor takes an active and direct role in the course by assisting with course development, providing lectures and other activities to support student learning during the high school day.

Contact: Dr. Jill Abbott, (218) 846-3796, jill.abbott@minnesota.edu

Early College at Columbia Heights High School, Anoka-Ramsey Community College, Receives \$12,925

Coon Rapids

This program aims to expand college credit achievement at Columbia Heights High School for the academic middle. By creating a partnership between Anoka-Ramsey and Columbia Heights High School, Early College at Columbia Heights High School will develop a comprehensive and aligned curriculum that mirrors the experience and rigor of college for high school students. Counselors, teachers, and administration at Columbia Heights will use GPA, Grade 9 English and mathematics grades/placement and teacher recommendations to encourage the academic middle and honors students to push toward early college participation. The grant funds will be used to develop comprehensive and collaborative courses through fostering a strong relationship between Columbia Heights High School and Anoka-Ramsey Community College in which secondary instructors are able to participate in developing the concurrent enrollment program.

Contact: Shannon Kirkeide, (763) 433-1897, shannon.kirkeide@anokaramsey.edu

Concurrent Enrollment Financial Awards and Expenditures

Fiscal Year 2016	New Courses	Program Expansion
Available Grant Amount	\$225,000	\$115,000
Funds Awarded	\$35,946	\$38,076
Funds Returned	None	\$10,034
Funds Carried Over to FY 2017	\$189,054	\$86,958

Fiscal Year 2017	New Courses	Program Expansion
Available Grant Amount plus Carryover	\$414,054	\$201,958
Funds Awarded	\$173,141	\$58,000

APPENDIX A: FY 2016 REQUEST FOR PROPOSALS

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**REQUEST FOR PROPOSALS
CONCURRENT ENROLLMENT GRANT PROGRAM
S.F. No. 5
89th Session of the Minnesota State Legislature**

DEADLINES

**Intent to Submit Form – December 7, 2015
Grant Proposal – December 22, 2015 – 4:30 p.m.
Early submissions are encouraged.**

PROJECT FUNDING PERIOD:

Grant Award – February 1, 2016 – June 30, 2016

Alternative Format:

Upon request, the Concurrent Enrollment Grant Program Request for Proposals can be made available in an alternative format by contacting Nancy B. Walters, Ph.D., Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, phone (651) 259-3907, 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.

**CONCURRENT ENROLLMENT GRANT PROGRAM
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REQUEST FOR PROPOSALS CONCURRENT ENROLLMENT GRANT PROGRAM

October 26, 2015
Office of Higher Education

I. OVERVIEW

The Concurrent Enrollment Grant Program (CEGP) awards grants for development of new concurrent enrollment courses and expansion of existing concurrent enrollment programs. Concurrent enrollment courses are college courses taught in the high school by qualified high school teachers during the regular school day and offered through a partnership between a high school and a college or university.

The 2015 higher education omnibus bill provided \$225,000 each year of the 2016-2017 biennium to support the development of new concurrent enrollment courses in career and technical education and \$115,000 each year of the 2016-2017 biennium for the expansion of existing concurrent enrollment programs by a postsecondary institution currently offering concurrent enrollment course. See **Appendix A** for the legislative language describing the Concurrent Enrollment Grant Program.

II. ELIGIBLE APPLICANTS

Proposals for CEGP grants may be submitted by Minnesota postsecondary institutions accredited by the Higher Learning Commission and accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or working towards NACEP accreditation.

III. FUNDING OPTIONS

The two funding options that are available are described below:

Option #1: For the first year of the biennium (FY 2016), \$225,000 is available for grants to Minnesota postsecondary institutions to develop new concurrent enrollment courses under Minnesota Statutes, section 124D.09, subdivision 10, (<https://www.revisor.mn.gov/statutes/?id=124d.09>) that satisfy the elective standard for career and technical education. The courses are not developmental or remedial or any other course that is not college level.

Option #2: For the first year of the biennium (FY 2016), \$115,000 is available for grants to Minnesota postsecondary institutions currently sponsoring a concurrent enrollment to expand existing programs. Preference will be given to expanding programs that are at capacity.

IV. PROJECT PERIOD

Projects for FY 2016 will be funded from February 2016 through June 2016. A new request for proposals will solicit projects for FY 2017 funding over the July 2016 through June 30, 2017 project period.

V. DEFINITION OF KEY TERMS

Career or Technical Course – A “career or technical course” is a course that is part of a career and technical education program that provides individuals with coherent, rigorous content aligned with academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging professions and provide technical skill proficiency, an industry recognized credential, and a certificate, a diploma, or an associate degree.

Career and Technical Education (CTE) – A term applied to programs that specializes in the skilled trades, applied sciences, modern technologies, and career preparation. These programs—depending on their size, configuration, location, and mission—provide a wide range of learning experiences spanning many different career tracks, fields, and industries. Career fields include: agriculture, food and natural resources; arts, audio/video technology, and communications; engineering, manufacturing and technology; health science technology; human services; and business, management, and administration.

Course Development – The design of a new course or revision of an existing course that includes aspects such as curriculum, content, assessments, and pedagogy. Intentional course design focuses on what students learn and can do with that learning by the end of the course.

Elective Standard for Career and Technical Education – This term is reflective of the fact that there are no state requirements that students must meet specific standards for career and technical education for graduation or that students must have a specific number of CTE credits. The standards for CTE are developed at the local school district level and the courses are considered elective.

Program Expansion – The offering of new or additional courses by postsecondary institutions currently sponsoring concurrent enrollment courses.

At Capacity – A concurrent enrollment program is at capacity in terms of reaching the maximum number of concurrent enrollment courses that the program is able to provide or students that the program is able to serve due to factors such as staffing or resource allocation.

VI. PROJECT COMPONENTS

Increasing service to high school students through concurrent enrollment course offerings requires support for the postsecondary institution’s faculty and staff as they plan and develop new courses and programs. The new course offering must be taught by qualified high school instructors or college faculty, and the assessment methods and content must be the same as equivalent sections taught on the college campus. Students must be able to earn high school and college credit upon successful completion of the course or courses. Students earn a grade based on their work over the entire term of the course and on multiple and varied assessments. The developed courses must be college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits. Given these requirements for concurrent enrollment courses, funded projects must include the following planning and developmental components:

1. Adherence to 124D.09 of 2015 Minnesota Statutes regarding concurrent enrollment program administration and student participation.
2. Course and program development and approval standards that are reflective of the postsecondary institution's benchmarks for credit-bearing classes.
3. Institutional commitment and support for concurrent enrollment course development and program expansion as indicated through a letter of support attached to the submitted proposal.

VII. INTENT TO SUBMIT PROPOSAL FORM

The Office of Higher Education (OHE) will use this form to plan for proposal review. This form (**Appendix B**) must be submitted by **December 7, 2015**.

VIII. PROPOSAL FORMAT

Applicants **are required** to use the format that follows. The presentation may be tailored to suit needed course planning and development and 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. Use **Appendix C**.
2. **Abstract** summarizing the concurrent enrollment course development/expansion program. Use **Appendix D**.
3. **Table of Contents** with pagination.
4. **Program Narrative** not to exceed ten (10) numbered, double spaced pages. This excludes the cover sheet, abstract, table of contents, budget, budget narrative, and staff vitae. Use a 12-point scalable or larger font. *Noncompliance with formatting stipulations will result in the proposal not being reviewed.* The narrative should describe the proposed program in the context of the selection criteria. The concurrent enrollment course development program or expansion program must include the following sections.

a. Demonstrated Need

Describe how secondary student or school need shaped this course development or program expansion request. Document how course or program implementation will meet student or school need. Proposals to expand programs at capacity must include documentation of how the program is at capacity.

b. Plan of Operation

The course development or program expansion outcomes must be clearly delineated. Program expansion proposals must indicate how grant funds will enable expansion. Describe how the overall objective will be accomplished with information on types of activities to be implemented, time allotted, resource needs, and staff person responsible for course development or program expansion. Provide a timeline that extends from project initiation through course/program development.

c. Evaluation Plan

Identify how the quality, rigor, and student outcomes of the course/program will be assessed. Identify how the course/program aligns with postsecondary offerings and fulfills the planning and development components identified in Section VI.

d. Adequacy of Resources, Quality of Personnel

Describe institutional resources to support the desired course development or program expansion. Describe how the institution will sustain the new or additional course(s) or program expansion after grant funding. Describe the role of the proposed project staff and their time commitment to the project. Provide abbreviated staff vitae documenting related experiences and expertise in the course development or program expansion content area. 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

Complete the budget form. **Use Appendix E.** 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. Include an abbreviated two-page vitae or résumé of proposed project personnel.
6. **Letters of Commitment.** These are to be included in the appendix and should document endorsement for proposed activities.

IX. PROPOSAL EVALUATION CRITERIA

Evaluation of proposals will be based on the following criteria:

1. *Need for the Project* (30-40 points): Extent to which the project:
 - identifies how secondary student or school need shaped the course development or program expansion request.
 - documents how course or program implementation will meet student or secondary school need.
 - addresses the overall goal of providing rigorous postsecondary coursework for secondary students.
 - if applicable, documents how the program is at capacity and how the grant would allow program expansion. *(10/40 points for at capacity programs)*
2. *Quality of Project Design and Management* (40 points): Extent to which:
 - the goals, objectives, activities, and outcomes to be achieved are clearly specified and measurable.
 - the project will complement and be coordinated with other concurrent enrollment programming.

- the project's timeline and milestones for accomplishing tasks are clearly defined.
 - the staff size, time commitment, and responsibilities are clearly defined and are appropriate for the project.
3. *Quality of Personnel and Adequacy of Resources* (15 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 to sustain courses or program is clearly identified.
 4. *Quality of Budget* (5 points): Extent to which:
 - the budget is cost effective and reflective of CEGP program requirements, project objectives and outcomes.
 5. *Quality of Evaluation Plan* (10 points): Extent to which:
 - the course or program evaluation provides a rigorous assessment of the student outcomes for each course developed.
 - the course/program is aligned with postsecondary offerings and required planning and development components identified in Section VI.

For the award of grants for program expansion, preference will be given to concurrent enrollment programs that are at capacity.

X. TECHNICAL ASSISTANCE DURING PROPOSAL SOLICITATION

For technical assistance during the proposal development process, contact the Office of Higher Education's Competitive Program Grant Manager, Nancy B. Walters, Ph.D. at nancy.walters@state.mn.us or 651-259-3907.

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 representatives of institutions familiar with concurrent enrollment programming postsecondary course and program development and others deemed appropriate by the Office of Higher Education.

XII. GRANT ADMINISTRATION REGULATIONS

Grant Award Process

Grant contracts will be processed electronically through the Statewide Integrated Financial Tools (SWIFT), the state's accounting system, after approval of awards and acceptance of negotiated awards by the project director.

Applicable Regulations

All contracts will contain an audit clause indicating that the relevant records, documents, and accounting procedures and practices of the grantee are subject to examination by the grant contracting agency and either the legislative auditor or the state auditor, as appropriate, for a minimum of six years.

Fiscal Procedures

All Concurrent Enrollment Grant Program funds should be assigned to individual accounts which can be readily identified and verified. If an institution receives more than one grant, separate accounts should be established for each grant. Once a grant contract has been fully executed, the first payment will be made. Submission of an interim narrative report and an interim statement of project expenditure will be required. Final narrative and financial reports must be submitted and approved prior to grant closeout. Request to change project activities, project personnel, or to move funds between approved budget lines must be submitted in advance, with appropriate justification. Unexpended funds must be returned to the Office of Higher Education. Expenditures in excess of approved budget amounts will be the responsibility of the grant recipient.

Final Reports

Each approved project must submit a final narrative and financial report within sixty (60) days of the conclusion of grant activities. Program financial reports must be submitted from and signed by the office of the institution's chief fiscal officer. At a minimum, the final narrative report must include the reporting that documents how well the objectives of the research program have been met.

Copies of materials which resulted from the grant should be submitted along with the final narrative report or as materials are subsequently published.

Attribution

Any program material must bear the following acknowledgement:

"Funds for this project were provided by the State of Minnesota Concurrent Enrollment Grant Program administered by the Minnesota Office of Higher Education."

Ownership of Copyrights and Patents

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities, shall be governed by applicable federal and state regulations and local institutional/organizational policies.

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: The OHE may terminate any grant in whole, or in part, at any time before the date of expiration whenever the OHE determines that the grant recipient has materially failed to comply with the terms of the grant. The 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 the OHE, setting forth the reasons for such termination, the effective date and, in the case of partial termination, the portion to be terminated.

XIV. TIMELINE FOR PROPOSALS, AWARDS, AND FUNDED PROJECTS

October 26, 2015	Request for Proposals available to applicants
December 7, 2015	Deadline for receipt of Intent to Submit forms
December 22, 2015 (4:30 p.m.)	<u>Deadline for receipt of proposal</u>
January 15, 2016	Notification of recommended grant awards
February 1, 2016 (Start) – June 30, 2016	Project period starts with date of contract encumbrance

Provide **one original and three copies** of the complete proposal, stapled in the upper left corner. Do not place proposals in binders or covers. Hand deliver or mail the complete set of proposals to:

Nancy B. Walters, Ph.D., Program Manager
 Minnesota Office of Higher Education
 1450 Energy Park Drive, Suite 350
 St. Paul, MN 55108-5227

Proposals sent by U.S. mail should be sent with sufficient time to be processed and arrive by the deadline. The applicant is responsible for making sure the proposals arrive on time. Using a time-sensitive delivery service or hand delivery is recommended.

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 4:30 p.m., December 22, 2015.

Any proposal submitted late or by fax or e-mail will not be accepted.

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

APPENDIX A
COPY OF STATUTE

LAWS OF MINNESOTA 2015

Subd. 25. Concurrent Enrollment Courses

(a) \$225,000 in fiscal year 2016 and \$225,000 in fiscal year 2017 are for grants to develop new concurrent enrollment courses under Minnesota Statutes, section 124D.09, subdivision 10, that satisfy the elective standard for career and technical education. Any balance in the first year does not cancel but is available in the second year.

(b) \$115,000 in fiscal year 2016 and \$115,000 in fiscal year 2017 are for grants to postsecondary institutions currently sponsoring a concurrent enrollment course to expand existing programs. The commissioner shall determine the application process and the grant amounts. The commissioner must give preference to expanding programs that are at capacity. Any balance in the first year does not cancel but is available in the second year.

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

(1) the courses developed by grant recipients and the number of students who enrolled in the courses under paragraph (a); and

(2) the programs expanded and the number of students who enrolled in programs under paragraph (b).

APPENDIX B
INTENT TO SUBMIT PROPOSAL FORM

Intent to Submit Proposal Form for
CONCURRENT ENROLLMENT GRANT PROGRAM
2016

Project Director _____

Institution _____

Address _____

Title of Project _____

Please return this form by December 7, 2015 to:

Dr. Nancy B. Walters, Ph.D.
Concurrent Enrollment Grant Program
Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
Fax: (651) 642-0675
E-mail: nancy.walters@state.mn.us

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

APPENDIX C
PROPOSAL COVER SHEET

Option #1: New Courses _____

Option #2: Program Expansion _____

**OFFICE OF HIGHER EDUCATION
CONCURRENT ENROLLMENT GRANT PROGRAM
FISCAL YEAR 2016 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 \$ _____

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: () _____

Signature of Authorized Representative:

_____ Date _____

APPENDIX D
PROGRAM ABSTRACT

**2016 PROGRAM ABSTRACT
CURRENT ENROLLMENT GRANT PROGRAM**

PROJECT TITLE:

APPLICANT INSTITUTION:

TARGET POPULATION:

COURSE OR PROGRAM DEVELOPMENT OBJECTIVES:

ANTICIPATED OUTCOME:

MEASURES OF COURSE OR PROGRAM QUALITY:

(Use of this form is required. Please limit abstract to one page).

APPENDIX E
PROPOSAL BUDGET

CONCURRENT ENROLLMENT GRANT PROGRAM

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			REQUESTED CEGP FUNDS	APPROVED OHE BUDGET
1. PERSONNEL COSTS				
A. Salaries for Grantee Personnel <i>(Name and program position)</i>	Hourly Rate	Number Of Hours		
TOTAL SALARIES				
B. Fringe Benefits Based on (1.A.) Salaries Paid				
(%)				
(%)				
TOTAL PERSONNEL COSTS <i>(Add salaries and fringe benefits)</i>				
2. COURSE PREVIEW CONSUMABLE SUPPLIES & INSTRUCTIONAL MATERIALS				
A.				
B.				
C.				
3. OTHER DIRECT COSTS				
A.				
B.				
C.				
4. TOTAL DIRECT COSTS <i>(Sum of items 1-3)</i>				
5. TOTAL INDIRECT COSTS <i>(8%)</i>				
6. TOTAL COSTS <i>(Sum of items 4-5)</i>				
7. TOTAL REQUESTED CEGP FUNDS				

**APPENDIX B: CONCURRENT ENROLLMENT GRANT
PROGRAM FINAL REPORT FORM**

**Fiscal Year 2016 Concurrent Enrollment Grant Program
Final Report Requirements
Project Period: February 1, 2016-June 30, 2016**

The Concurrent Enrollment Grant Program (CEGP) awards grants for development of new concurrent enrollment courses and expansion of existing concurrent enrollment programs. Using the guidance provided below, report the outcomes of your Fiscal Year 2016 CEGP award by the Minnesota Office of Higher Education.

Development of New Concurrent Enrollment Courses

- I. Project Identification
 - A. Project Title _____
 - B. Project Fiscal Agent _____

- II. Courses Developed (Provide the information below for each course developed.)
 - A. Name of Course _____
 - B. Semester When First Offered _____
 - C. Number of Students Enrolled _____
 - D. Site for Course Delivery _____

Expansion of Existing Concurrent Enrollment Programs

- I. Project Identification
 - A. Project Title _____
 - B. Project Fiscal Agent _____

- II. Program Expansion
 - A. Name of Program _____
 - B. Courses Offered After Expansion _____
 - C. Semester When New or Expanded Courses First Offered _____
 - D. Number of Students Enrolled _____
 - E. Does this number differ from pre-CEGP enrollment number? _____
If yes, how?

- III. Other Project Outcomes
 - A. If you have additional information that indicates outcomes of your CEGP award, please provide that information.
 - B. Were there any unanticipated results for the Fiscal Year 2016 project, either positive or negative?
 - C. Were there any unanticipated learnings for you, the project director, because of the Fiscal Year 2016 grant? If yes, what were they?

- IV. Project Expenditure

To close out your project, the attached CEGP Final Statement of Project Expenditure must be submitted by **July 31, 2016**. The report must be completed and signed by personnel from your finance office.