



Inclusive Higher Education Grant

Grant Request for Proposal (RFP)

04/15/2026

Minnesota Office of Higher Education (OHE)

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Request for Proposals (RFP) Part 1: Overview

Grant Overview

- Grant Name: Inclusive Higher Education Grant Program
- <https://ohe.mn.gov/competitive-grants/inclusive-higher-education-grants>
- Open for Proposals: April 16, 2026
- Proposal Due Date: May 21, 2026

The Office of Higher Education (OHE) is responsible for administering the Inclusive Higher Education Grant program (<https://ohe.mn.gov/competitive-grants/inclusive-higher-education-grants>). The statute governing the grant program is located in Minnesota Statutes 136A.922 Inclusive Higher Education Grants (<https://www.revisor.mn.gov/statutes/cite/136A.922>).

The purpose of the Inclusive Higher Education Grant Program is to enable eligible colleges and universities throughout Minnesota to apply for 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.

OHE, in partnership with the Minnesota Inclusive Higher Education Technical Assistance Center (TA Center), is actively leveraging resources provided by Minnesota state legislation to enhance access to higher education, competitive integrated employment, and self-determined living outcomes for students with IDD. This grant program presents a distinct opportunity to broaden the availability of high-quality postsecondary education options, leading to more individuals with IDD earning a meaningful credential, pursuing a career of their choice, and leading more self-determined lives.

Definitions

Competitive Integrated Employment

The Workforce Innovation and Opportunity Act (WIOA) defines [Competitive Integrated Employment¹](#) (CIE) as work that is performed on a full-time or part-time basis for which an individual is:

- Compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience;
- Receiving the same level of benefits provided to other employees without disabilities in similar positions;
- At a location where the employee interacts with other individuals without disabilities; and
- Presented opportunities for advancement similar to other employees without disabilities in similar positions.

¹ <https://www.dol.gov/agencies/odep/program-areas/cie>

Comprehensive Transition and Postsecondary Program

The Higher Education Opportunity Act of 2008 (HEOA) created a postsecondary education pathway for students with intellectual disability – the Comprehensive Transition and Postsecondary (<https://thinkcollege.net/resources/resources-by-topic/ctp-programs>) (CTP) Program. The Act defined the requirements of CTP programs, defined "student with an intellectual disability" for these programs, and opened up access to federal student aid for students with intellectual disability attending an institution with the CTP designation, even if those students do not have a standard high school diploma or are not working towards a degree.

Developmental Disability (DD)

Developmental disabilities are a broad category of often lifelong disability that can be intellectual, physical, or both. It is defined in The Developmental Disabilities Assistance and Bill of Rights Act (DD Act). More information can be found at: <https://acl.gov/about-acl/authorizing-statutes/developmental-disabilities-assistance-and-bill-rights-act-2000>.

Intellectual disability is a subcategory of developmental disabilities that does not include differences that are strictly physical in nature. Intellectual and developmental disabilities are when an individual has co-occurring disabilities, such as Down syndrome and congenital hearing loss.

Independent Evaluation

All grantees must agree to participate in the Independent Evaluation conducted through the TA Center. The TA Center is responsible for serving as an independent evaluator that is not affiliated with the inclusive higher education program team to conduct an objective and impartial evaluation of the inclusive higher education program's effectiveness, outcomes, and impact. Grantees are responsible for collecting data required to conduct the Independent Evaluation and providing it to the TA Center. For New Grantees, in addition to measuring student progress, quality and effectiveness, the Independent Evaluation will measure progress towards initiative milestones including, but not limited to:

- Establishing an advisory committee
- Preparing a mission statement
- Preparing a staffing plan and budget framework
- Planning the course of study and credential
- Documenting Satisfactory Academic Progress; and
- Applying for (or progress toward applying for) the Comprehensive Transition and Postsecondary (CTP) Program designation
- Admitting and enrolling the first cohort of students after the one-year planning period

Project Evaluation

Project Evaluation includes collecting data, monitoring progress, and documenting alignment with the grant project's Work Plan and Budget as well as identifying barriers and adjustments made to navigate around those

barriers. Project Evaluation should include measuring the achievement of goals stated in the Work Plan and Budget and the effectiveness of activities. For new grantees, it should also include documenting if the grantee is on track to begin enrolling students within stated timeframe. Grantees will share the project evaluation data and reporting with the TA Center and it will be utilized during the grant period and as part of the Independent Evaluation.

Person-Centered Planning (PCP) in Inclusive Higher Education

[Person-Centered Planning](#)² (PCP) in Inclusive Higher Education is used to develop and monitor the attainment of student goals based on the student's vision for their future. The student-focused plan is developed at the beginning of their postsecondary education experience and is updated throughout their time in college. Students control who participates in their planning activities. The student's interests, preferences, desires, and short and long-term goals are evident in:

- Course selection
- Career development experiences
- Campus activities
- Social connections
- Housing
- Student planning involves family input when desired by the student
- A student-focused process is used (e.g., STAR, PATH, LifeCourse) and documented

Student with an Intellectual Disability (ID)

A Student with an [intellectual disability](#)³ means a student:

- With a cognitive impairment characterized by significant limitations in
 - Intellectual and cognitive functioning; and
 - Adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and
 - Who is currently, or was formerly, eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1401), including a student who was determined eligible for special education or related services under the IDEA but was home-schooled or attended private school.

Because it is common for individuals to have an intellectual and developmental disability (IDD), the IDD definition is used to describe the disability attributes of college students who may pursue a postsecondary education through an inclusive higher education initiative. Intellectual and developmental disabilities are conditions that are usually present at birth and that affect the trajectory of the individual's physical, intellectual, and/or emotional development. IDD is the term often used to describe when someone has intellectual disability

² <https://mnpsp.org/portfolio-items/person-centered-planning-big-picture/>

³ <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-O/section-668.231>

and other disability attributes. More information may be found at: <https://mihec.ici.umn.edu/tools-and-resources/defining-intellectual-and-developmental-disabilities-for-minnesota-inclusive-higher-education>.

Background

The Inclusive Higher Education Grant Program was established through the Minnesota Inclusive Higher Education Act (<https://www.revisor.mn.gov/statutes/cite/135A.162>). The 2023 law was passed and allocated \$1,000,000/year to expand college pathways for students with IDD at eligible public and private Minnesota institutions of higher education.

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

OHE administers the competitive grant program for eligible postsecondary institutions to develop new or enhance existing initiatives to increase overall enrollment and access for students with IDD. The goal is to increase the postsecondary education attainment rates, increase competitive integrated employment rates, and improve the self-determined living outcomes experienced by individuals with IDD.

The TA Center provides expertise and resources to institutions of higher education faculty and staff, Minnesotans with IDD, their families, educators, and other key stakeholders. The TA Center offers webinars and gatherings as part of the statewide outreach, awareness, and professional development opportunities. The TA Center's mission is to expand college options and increase access and affordability of high-quality, inclusive postsecondary education that leads to competitive integrated employment and community living for ALL interested youth, young adults, and adults with IDD from all ethnic, cultural, linguistic, and socioeconomic backgrounds.

High-quality inclusive higher education pathways are designed to offer a meaningful credential leading to competitive integrated employment and focuses on three primary components:

- Academic Growth
- Career Advancement
- Self-Determined Living

Historically and currently, educational, employment, and self-determined living outcomes for individuals with IDD have been significantly limited. A crucial challenge arises from the lack of access and opportunities to high-quality postsecondary education. The limited options available to obtain postsecondary education credentials contribute to unfavorable and stagnant educational opportunities, meaningful employment, and self-determined living outcomes.

Individuals with IDD continue to face exclusion from postsecondary education opportunities. However, inclusive higher education initiatives demonstrate that students with IDD experience numerous benefits from postsecondary education when provided with the opportunity and access. These benefits include higher employment rates and wages, greater access to competitive integrated employment, enhanced sense of community belonging, and improved quality of life.

Nationally, with over 300 postsecondary education programs available, inclusive higher education initiatives have progressively enhanced access and support for students with IDD within postsecondary education communities. Furthermore, their success is evidenced by positive postsecondary education, employment, and self-determined living outcomes.

Annually, around 1,000 individuals in Minnesota with IDD complete 12th grade; an estimated 5,000 students with IDD (<https://mihec.ici.umn.edu/mn-college-options>) are within the college-age range of 18-22 years. However, students with IDD are systematically denied access to Minnesota postsecondary institutions and subsequent higher education opportunities. Additionally, students with IDD and their families are often unaware that attending college is possible. Barriers include a lack of postsecondary education options, limited capacity in Minnesota's three existing CTP programs, cost of attendance, and limited funding.

Currently, there are three Minnesota colleges offering enrollment for students with IDD and these programs have a combined enrollment capacity of approximately 100 students per academic year. This translates to less than 3% of Minnesotans with IDD with access to postsecondary education opportunities, let alone earn a postsecondary education certificate or degree.

Students with IDD, like many college students, are faced with the barrier the cost of college poses. Equitable access to Federal and State financial aid is imperative for students with ID. Federal and State financial aid eligibility for students with ID is contingent upon attending a college or university with the CTP designation. To maximize Pell and state grant awards, the enrollment status for students with intellectual disabilities enrolled at a college or university with the CTP designation may also be determined using credit hour equivalencies. These equivalent credits, earned from audited courses and other normally noncredit activities undertaken as part of the program of study for students with IDD, may be awarded to determine enrollment status. Only three of over 200 Minnesota higher education institutions have the CTP designation. State law in Minnesota recognizes the CTP designation as a criterion for students with ID to also be eligible for and considered for state financial aid.

The Inclusive Higher Education competitive grants address the limited funding available to eligible Minnesota postsecondary institutions for widening postsecondary education pathways to include students with IDD. These grants aim to break down the financial constraints by providing initial funding for colleges to plan and implement improvements or expansion until enrollment reaches a self-sustaining level.

In 2016, advocates worked to reduce financial barriers and widen inclusive postsecondary education pathways to include students with IDD. The 2016 and 2017 legislatures requested reports from Minnesota State and the University of Minnesota Morris on Programs for students with IDD. Furthermore, the 2017 legislature established the [Grants for Students with Intellectual and Developmental Disabilities](#)⁴.

Subsequently, the Minnesota Inclusive Higher Education Act was proposed in 2022 to address the identified barriers outlined in the legislative reports. However, it was not until the 2023 legislative session that the proposed legislation was passed, leading to the establishment of the TA Center and the Inclusive Higher Education competitive grants.

⁴ <https://ohe.mn.gov/grant-scholarship/grants-students-intellectual-and-developmental-disabilities>

Minnesota Inclusive Higher Education Framework

The Minnesota Inclusive Higher Education Standards are research-informed and align with the national accreditation standards for inclusive higher education.

Inclusive higher education (IHE) is institution-approved access to higher education for students with IDD that allows for the same rights, privileges, experiences, benefits, and outcomes that result from a college experience as an enrolled student. In developing, implementing, and evaluating IHE programs, faculty, and staff should continuously ask themselves, “How do we do this for any enrolled college student?” Enrolling in an IHE program allows students with IDD to actively earn meaningful credentials that prepare them to seek competitive integrated employment in their areas of interest and live self-determined lives in their community.

Minnesota Inclusive Higher Education Framework

1. **Institution Approved.** The institution of higher education ensures that admissions, programs of study, courses, and credentials for students with IDD are approved through the institution’s formal process.
2. **Leverage Existing University Services and Systems.** The IHE utilizes existing university services, systems, policies, and procedures, which are expanded to include students with IDD. This approach embeds IHE into colleges and universities with minimal costs, aiding fiscal and programmatic self-sustainability.
3. **Financially Accessible.** The institution of higher education amends its U.S. Department of Education federal financial aid application to apply for the CTP program designation. Obtaining the CTP designation opens up federal financial aid eligibility for students with ID who attend a college or university with the CTP designation. Minnesota students with ID are also considered for Minnesota state financial aid if they attend a Minnesota college or university with the CTP designation.
4. **National Accreditation Standards Alignment** (<https://www.iheacouncil.org/>). Adherence to the Minnesota Inclusive Higher Education standards ensures participating programs align with nationally recognized accreditation standards of inclusive higher education.
5. **Admissions.** The institution adopts admission requirements for students with IDD that do not require a high school diploma, GED, or a national standardized test or Adult Basic Education assessments. Admitted students with IDD have the student status that allows for the same rights, privileges, and benefits as any other enrolled student.
6. **Advising.** Institutional staff provide supplemental advising. This support extends beyond academics, including person-centered planning, transitioning to college life, and connecting students with IDD to resources, activities, services, and amenities on campus and in the greater community.
7. **Student Support.** IHE programs provide peer support for students with IDD in academics, employment, independent living, and social engagement. The peers, who are also enrolled students at the same institution, may be volunteers or direct employees. Some peers may have an option to earn academic credit toward their degree requirements. The collaborative relationships between students with IDD and their peers create an opportunity to learn with and from one another. The IHE staff oversees the recruitment, training, and continuous development of peer support to ensure effective support delivery.
8. **Program of Study Accessibility.** IHE staff must provide a process to outline the individual learning objectives for each student with IDD for their enrolled courses based on the course syllabi and learning objectives with accommodations and modifications as needed. Modifications are allowed for enrolled

students with IDD's if the course is being audited. The IHE staff encourages and supports the use of Universal Design (UD). Training and professional development are made available to all faculty.

9. **Guided by a Person-Centered Plan (PCP).** The IHE program is designed to ensure that student's academic, employment, and self-determined living goals are supported and guided by their PCP. IHE staff are professionally trained in the provisions and processes of PCP. IHE program staff collaborate with the student to develop, implement, and regularly update their PCP following their self-determined goals. The student decides who to invite and attends their PCP meetings.

Inclusive Higher Education Components

Academic program (Institution-approved credential and Program of Study)

Institutions of Higher Education must offer credential(s) (e.g., degree, certificate, or non-degree credential) that have been approved through a formal process at the institution.

- The student's program of study is comprised of the institution's current general catalog course offerings (i.e. segregated class instruction does not occur). Students select courses from multiple disciplines across the institution that are part of the curriculum for degree or certificate programs that align with their personal interests and career goals.
- The student's program of study must lead to competitive integrated employment opportunities in the student's chosen career area.
- If there is a First Year Experience, Introduction to College, or other required courses for incoming enrolled students, students with IDD's must have the same access to these courses.

Career Advancement

An integral component of an IHE credential is gaining relevant job experience, through internships and employment that aligns with the student's PCP. Students with IDD's engage in career development activities, work experiences, internships, and paid jobs while enrolled. IHE programs must:

- Provide supported access to existing campus career services centers and other existing resources that any enrolled student on campus uses for career development, job fairs, resume preparation, interview planning, and job placement.
- Commit to and invest in the necessary staff/faculty and professional development for employment services and competitive integrated employment for individuals with IDD's. Two professional development options include the VCU Supported Employment in College online course (add links) and DirectCourse College of Employment Services (add links) from the College of Direct Support.
- Facilitate and support work experiences for students enrolled in IHE programs through internships and employment to gain experience in interest areas identified in their PCP and as needed to fulfill the certificate requirements. The internships or jobs should be paid or serve as a credit-bearing course component in ways customary for the institution. Work experience must focus on the student's chosen career area.

Self-Determined Living (Independent Living and Social)

College is a time in every student's life to mature, explore their life goals, and become empowered for a self-determined life. To ensure that students enrolled in IHE programs have these same experiences, programs must:

- Utilize the student's PCP to guide their self-determined living goals.
- Support students in embracing college life, including but not limited to engaging in the campus community clubs, events, seminars, workshops, activities, and services afforded to them as college students.
- If on- or off-campus housing is made available to students, institutions will offer housing with additional support to students with IDD.

Funding Availability

Based upon current grant utilization among grantees and received appropriations, there is an estimated \$2,000,000 available for this grant round. Funding will be allocated through a competitive process. Proposals may be partially funded depending on the availability of funds and/or budget efficiency. Any future grant rounds will be contingent upon available funds. If selected, the grantee may only incur eligible expenditures when the grant contract agreement is fully executed, and the grant has reached its effective date.

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 of funding. Any future grant rounds will be contingent upon available funds.

Match Requirement

There is a 25% match requirement for this award, either in-kind or monetary.

Project Dates

Project start and end dates are estimated to be August 2026-August 2027.

Eligibility

Applicants must meet the minimum requirements in order to be considered for this grant opportunity. The following section provides details about eligible applicants.

Eligible Applicant

An eligible applicant must be one of the following:

- Public Postsecondary Institution
- Nonprofit Postsecondary Institution
- Tribal College

Priorities

It is the policy of the State of Minnesota to ensure fairness, precision, equity and consistency in competitive grant awards. This includes implementing diversity and inclusion in grant-making. [Office of Grants Management \(OGM\) Policy 08-02: Rating Criteria for Competitive Grant Review](#)⁵ establishes the expectation that grant programs intentionally identify how the grant serves diverse populations, especially populations experiencing inequities or disparities.

This grant will serve students with IDD. OHE is committed to promoting and supporting postsecondary attendance and retention projects. This commitment is demonstrated through a criterion in the proposal evaluation process

Grant outcomes will include:

- Establish new or expand existing inclusive higher education pathways
- Obtain the Comprehensive Transition and Postsecondary Program (CTP) designation
- Increase the number of postsecondary students served
- Increase postsecondary attainment rates
- Increase competitive integrated employment rates

Competitive Priorities

OHE prioritizes awards to applicants that have submitted for or received a CTP program designation, or applicants with documented progress or intent toward submitting for federal approval.

OHE also prioritizes awards to previous grantees. Grantees must reapply; grants do not automatically renew. 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 of funding.

Collaboration

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

The applicants' planned initiative must be led and primarily staffed by the Applicant. Partnering organization roles should generally be limited to community support and outlined in a Letter of Commitment.

⁵ <https://mn.gov/admin/government/grants/policies-statutes-forms/>

Selection Criteria and Weight

A review committee of community experts convenes to review the Proposal Content and utilize a rubric to evaluate proposals based upon the following 100-point scale:

1. 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 initiative has been successful.

2. 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.
 - i. **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.
 - ii. **Career:** Addresses how students with IDD will gain relevant job experience through internships and employment both on and off campus. Addresses how students with IDD will have the opportunity to engage in career development and exploration that leads to competitive integrated employment in the student's chosen career area.
 - iii. **Self-Determined Living:** Addresses how students with IDD 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 will access residential on-campus housing, if applicable.
- d. Presents a student support plan including:
 - i. Supplemental advising through initiative staff.
 - ii. Peer support to ensure normative support across campus.
 - iii. Access to academic programs and courses.
 - iv. Person-centered planning for enrolled students.
- e. Describes intent to develop plan that includes:
 - i. An institutionally approved credential.
 - ii. Leveraging existing university services and systems.
 - iii. A financially accessible postsecondary education offering.
 - iv. Alternative admission requirements for students with IDD to be traditionally enrolled.

- v. Institution commitment to dedicate Faculty and Staff to lead and oversee the initiative.
- f. Presents a ten-year plan that:
 - i. Includes student enrollment projections for the sustainability of an initiative that is financially accessible and equitable for all interested students with IDD.
 - ii. Exemplifies long-term financial commitment to initiative's self-sustainability
 - iii. Includes a Staffing Plan that demonstrates commitment to and investment in the necessary staff/faculty and professional development resources for the inclusive higher education initiative.
 - iv. Outlines how staff/faculty will oversee all staff and volunteers including peer mentors.
- g. Current Grantees Only **(15 out of 40)**:
Describes the progress of initiative planning and implementation that:
 - i. Presents a summary of the initiative planning team that includes, at a minimum, faculty, staff, and institution or system leadership
 - ii. Documents the formation or intent to form an advisory group that includes, at a minimum, faculty, staff, institutional or system leadership, and community members (individual with IDD and/or a family member of an individual with IDD)
 - iii. Documents established collaborative relationships within campus and community
 - iv. Details the framework necessary for the enrollment of students in fall semester 2026 that includes, at a minimum:
 - 1. Initiative mission statement
 - 2. Established admission criteria/requirements
 - 3. Established Course of Study
 - 4. Written an appropriate SAP Policy
 - 5. Developed and implemented a budget framework
 - 6. Developed a staffing plan that leads to self-sustainability and necessary student support
 - v. Documents the number of students with IDD enrolled or admitted for fall semester 2026
- 3. Commitment to Equitable Services and Outcomes **(10 Points)**:
 - a. Demonstrates commitment to expanding enrollment to include students with IDD (i.e. students who require additional support and alternative enrollment pathways, to access college).
 - b. 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.
 - c. Demonstrates outreach and enrollment plans that address regional needs and include students with IDD from all ethnic, cultural, linguistic, and socioeconomic backgrounds.
- 4. Quality of Project Evaluation and participation in Independent Evaluation **(10 Points)**
 - a. The Project Evaluation Plan:

- i. Is objective and adequately measures the achievement of goals and the effectiveness of activities in the planning year as well as once students with IDD are admitted and enrolled.
 - ii. Assesses outcomes like changes in knowledge, performance, and practices.
 - iii. Assesses the project's impact on students with IDD access to and success in postsecondary education once students are admitted and enrolled.
 - b. The Independent Evaluation Plan demonstrates commitment to:
 - i. Active participation in the required Independent Evaluation process.
 - ii. Reviewing and responding to Independent Evaluation findings and recommendations with necessary adjustments to the Work Plan and Budget and ongoing implementation.
- 5. Quality of Project Budget (**15 Points**):
 - a. 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.
 - b. Required 25% matching support is documented and additional resource support is provided.
- 6. Quality of Personnel, Resources, and Management (**15 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:
 - i. Offer enrollment to students with an intellectual and developmental disability.
 - ii. Obtain a Comprehensive Transition and Postsecondary (CTP) Program designation.
 - iii. Join the Minnesota Inclusive Higher Education Consortium.
 - iv. Adhere to the Minnesota Inclusive Higher Education Standards.
 - v. Actively participate in the Independent Evaluation and Project Evaluation.
 - vi. Provide a 25% monetary or in-kind match for the grant funds.
 - vii. Institution commitment to dedicate Faculty and Staff to lead and oversee the initiative
 - viii. One faculty or staff member attending the MIHEC (TA Center) Annual Conference and the State of the Art Conference.
 - b. Provide a staffing plan to fully staff initiative.
 - i. Staff and other professionals who works directly for the initiative have education and training commensurate with their roles and responsibilities and participate in ongoing professional development and training.
 - ii. The project must ensure coordination of services and support between the initiative, staff, and other professionals who do not work directly for the institution, but who serve in a support or instructional capacity for the students.
 - iii. If the initiative plans to use contracted services or outside vendors, the applicant demonstrates how it will perform oversight of the activities and/or services provided which can be demonstrated with a MOU, Letter of Commitment, or other similar documentation.

- c. Resources are adequate to meet the project's goals and objectives.
- d. Adequacy of the management plan to achieve the proposed project on time and within budget.

Questions and Technical Assistance

Technical assistance is available for interpreting instructions or preparing proposals by emailing GWI.OHE@state.mn.us. Please review all available materials before emailing your inquiry.

Each week, OHE will post responses to technical questions online at <https://ohe.mn.gov/competitive-grants/inclusive-higher-education-grants>. Technical questions must be submitted no later than **May 14, 2026**.

Request for Proposals (RFP) Part 2: Submission

Proposals must be received no later than **4:00pm Central Time, Thursday, May 21, 2026**. Late proposals will not be accepted. Applicants must submit the following in order for the proposal to be considered complete:

- Proposal cover sheet
- Proposal narrative including a ten-year budget plan
 - Applicants must use the 10-year budget template available at this link:
<https://ohe.mn.gov/competitive-grants/inclusive-higher-education-grants>.
- Project budget
- *Letter(s) of support from Institution Leadership (see below for more information)
- Resumes
- Financial and applicant capacity review (if applicable)

Applicants must provide a letter of support from the institution's president, provost, or chancellor attesting to:

- Offer enrollment to students with an intellectual and developmental disability
- Commit to obtain a [CTP](#) program designation
- Join the Minnesota Inclusive Higher Education Consortium
- Adhere to the Minnesota Inclusive Higher Education Standards
- Actively participate in the Independent Evaluation and Project Evaluation.
- Provide a 25% monetary or in-kind match for the grant funds
- Institution commitment to dedicate Faculty and Staff to lead and oversee the initiative
- One faculty or staff member attending the MIHEC (TA Center) Annual Conference and the State of the Art Conference

Applicants must submit the items above through the OHE Competitive Grants Management system
<https://applicationportal.ohe.mn.gov/Competitive-Grant-Applications/>.

Incomplete proposals will be rejected and not evaluated. Proposals must include all required proposal materials, including attachments. Do not provide any materials that are not requested in this RFP, as such materials will not be considered nor evaluated.

OHE reserves the right to reject any proposal that does not meet these requirements.

By submitting a proposal, each applicant warrants that the information provided is true, correct, and reliable for purposes of evaluation for potential grant award. The submission of inaccurate or misleading information may be grounds for disqualification from the award, as well as subject the applicant to suspension or debarment proceedings and other remedies available by law.

All costs incurred in responding to this RFP will be borne by the applicant.

Proposal Content

The Inclusive Higher Education Grant Program Request for Proposal is available online at <https://ohe.mn.gov/competitive-grants/inclusive-higher-education-grants>.

All proposal content is submitted through the OHE Competitive Grants Management system at <https://applicationportal.ohe.mn.gov/Competitive-Grant-Applications/>. The grants management system requires user registration.

Applicants must submit all proposal content by **4:00 p.m. central time, on May 21, 2026**, for OHE to consider the proposal as complete.

Proposal Cover Sheet

The proposal cover sheet is fillable online through the OHE Competitive Grants Management system and includes the following:

- Applicant Information
 - Institution or organization
 - If your institution has more than one campus, please identify which campuses you intend to expand enrollment for students with IDD (one or multiple campuses)
 - Organization type (Private, non-profit postsecondary institutions or Minnesota Tribal College)
 - Address
- Applicant authorized official (administers proposal process)
 - Name (first, last)
 - Title
 - Email address
 - Phone number
- Grantee authorized signatory (signs grant contract upon award)
 - Name (first, last)
 - Title
 - Email address
 - Phone number
 - Address (street, city, state, zip)
- Grantee authorized official (administers project upon award)
 - Name (first, last)
 - Title
 - Email address
 - Phone number
 - Address (street, city, state, zip)
- Project Title

Proposal Narrative

The proposal narrative is provided online through the OHE Competitive Grants Management System.

Reference the [Selection Criteria and Weight section](#) for further details about the following sections of the narrative:

- Need and Significance of Project (10 Points)
- Quality of Project Design (40 Points)
 - Including the attachment of a ten-year plan
- Commitment to Equitable Services and Outcomes (10 Points)
- Quality of Project Evaluation and participation in Independent Evaluation (10 Points)
- Quality of Project Budget (15 Points)
- Quality of Personnel, Resources, and Management (15 Points)

Project Budget and Match Requirement

The project budget provides an overview for specific expenses to be reimbursed through the project period. The project budget also captures how the applicant plans to meet the 25% match requirement. The project budget is required to be submitted within the proposal. In addition, an applicant must complete a budget narrative by thoroughly describing each budget line item and providing justification for the expense.

An applicant must populate a budget for which will include the following items:

- Personnel costs
 - Salaries for grantee personnel
 - Fringe benefits based on salaries paid
- Personnel travel costs (Any travel occurring outside of the state of Minnesota must have prior approval from OHE)
 - Grantee authorized official
 - Other staff
- Student Support (advising and peer mentoring support)
- Marketing, communication, and outreach
- Evaluation Expenses
- Other project expenses
- Indirect costs (maximum of 8% of direct costs)

Personnel (Salary and Fringe)

Reimbursable salary costs are for staff who have dedicated SPSI responsibilities written into their position description. If a staff member has other duties outside of the program, then the expense must be prorated based on the percentage in which the staff duties are directly related to program. Stipends are allowable to personnel providing an eligible service to students. Stipends to personnel should be included under this budget category. Requests for reimbursement must align with the budget approved by the OHE Authorized Official. Fringe benefits up to the salary percentage on the approved budget are reimbursable under personnel costs.

Fringe benefits are a form of pay in addition to the employees' salary. Fringe benefits may include items, such as, health insurance, dental insurance, short- and long-term disability, life insurance, cafeteria plan, and dependent care assistance.

Note: The employee contribution percentage of payroll taxes should already be accounted for under gross salary. The employer contribution percentage of payroll taxes can be reimbursable, if you show proof of payment during the reimbursement process.

Personnel Travel Costs (Any travel occurring outside of the state of Minnesota must have prior approval from OHE)

Personnel travel is reimbursable, within Minnesota for Inclusive Higher Education related duties. Travel outside of Minnesota must have prior approval from OHE. Personnel travel costs include mileage, lodging, and meals for the staff needing to travel for a program related event or activity. **The travel costs should include the travel to the State of the Art Conference and MIHEC (TA Center) Conference.** <https://taishoffcenter.syr.edu/sota/>. **Costs incurred, must align with the specific dates of travel for the corresponding program activity.**

The Grantee will be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than provided in the Nonrepresented Employees Compensation Plan ("Commissioner's Plan") promulgated by the Commissioner of Minnesota Management and Budget. The Commissioner's Plan can be found at this link: <https://mn.gov/mmb/employee-relations/labor-relations/labor/nonrepresented-employees-compensation-plan.jsp>.

Student Support

The costs associated with student support are related to advising and peer mentoring.

Marketing, Communication and Outreach

Marketing and communication include costs that are associated with promoting Inclusive Higher Education program to inform target populations of the program offering. Marketing and communication may also include costs associated with outreach to students and their support systems.

Evaluation Expenses

Evaluation expenses include costs associated with both the Independent Evaluation and the Project Evaluation. Expenses may include costs associated with collecting, storing, analyzing, and reporting the required data.

Other Project Expenses

Other Project Expenses includes costs that are directly related to services being provided to students that were not covered under the other eligible expense categories. This may include activities/events for students with IDD.

Indirect Costs (Maximum of 8% of Personnel Costs)

Indirect expenditures must be limited to eight percent of the total personnel costs.

Letter of Support

A letter of support must be uploaded (Word or PDF format) to the OHE Competitive Grants Management System.

An applicant must submit one letter of support from their Institution's leadership team (President, Provost, or Chancellor) attesting to:

- Offer enrollment to students with an intellectual and developmental disability
- Commit to obtain a CTP program designation
- Join the Minnesota Inclusive Higher Education Consortium
- Adhere to the Minnesota Inclusive Higher Education Standards
- Actively participate in the Independent Evaluation and Project Evaluation
- Provide a 25% monetary or in-kind match for the grant funds
- Institution commitment to dedicate Faculty and Staff to lead and oversee the initiative
- One faculty or staff member attending the MIHEC (TA Center) Annual Conference and the State of the Art Conference

An applicant may elect to submit additional letters from other entities.

Resumes

Resumes are uploaded (Word or PDF format) through OHE Competitive Grants Management System.

If funding from this grant will support a staff position related to the project, the applicant must submit a copy of the staff's resume. If the staff position is currently vacant, the applicant may submit a copy of the job posting or job description. Upon filling the position, whether during the application process or after notice of award, the applicant must submit a copy of the staff's resume.

An applicant may elect to submit additional resumes of staff who will be working on the project, but who will not be supported through funding from this grant. If this is the case, the applicant must ensure the resume documents are clearly labeled.

Financial and Applicant Capacity Review

In accordance with [Minnesota Statute §16B.981⁶](https://www.revisor.mn.gov/statutes/cite/16B.981) and [OGM Policy 08-06: Preaward Risk Assessment of Potential Grantees⁷](#) and agency policies, OHE is required to consider a grant applicant's past performance and financial and operational capacity before awarding grants.

⁶ <https://www.revisor.mn.gov/statutes/cite/16B.981>

⁷ <https://mn.gov/admin/government/grants/policies-statutes-forms/>

Only applicable to business entities, nonprofit organizations, and political subdivisions.

To complete the Financial and Applicant Capacity Review form, applicants must describe and acknowledge components of their organization and/or provide financial documentation.

The Financial and Applicant Capacity Review form includes the following fields of which some may pre-populate based upon previous forms in the proposal process:

Capacity Response

- Describe the applicant's history of performing the work that will be funded by this grant. This includes describing the applicant's current staffing, organization structure, budget, and administering grants from State Government and other sources.

Certification of No Felony Financial Crime

- Certify that no current principals have been convicted of a felony financial crime in the last ten years. Minnesota Statutes 16B.981 Subd. 2 (6) requires that no current principals of a grantee have been convicted of a felony financial crime in the last 10 years. A principal is defined as a public official, a board member, or staff (paid or volunteer) with the authority to access funds provided by this grant opportunity or to determine how those funds are used. By signing below, I warrant that no current principal of my organization has been convicted of a felony financial crime in the last 10 years. I certify that this information is true, correct, and reliable. The submission of inaccurate or misleading information may be grounds for disqualification from the grant contract agreement award and may subject me/my organization to suspension or debarment proceedings, as well as other remedies available to the State, by law.
 - Signature, Title, Date
 - Please upload an organizational chart or list of principals that you certify with the above statement.

Certification of Good Standing with Secretary of State

- Certify that applicant has filed and is up to date with the Secretary of State. OHE will verify applicant's status with the Secretary of State Office. Potential grantee must certify that the organization has a status of "In Good Standing" with the Secretary of State as required by 16B.981 Subd. 2 (3) and as part of the response to this Grant Request for Proposal. Is your organization (for-profit or nonprofit) registered with the Secretary of State and has a status of "In Good Standing"?
 - Yes
 - No

Financial Review

OHE requires applicants to submit financial information as part of the grant proposal process. OHE audit staff will review the applicant's financial documents and perform a risk assessment to ensure the organization is

financially stable. The types of financial documents and certifications required by applicants vary by type and size of organizations, as described in the sections below.

Nonprofit Organization Financial Documents

Requesting **\$50,000 or less** in total grant amount: Must submit financial documents representing most recently completed year (**1 year total**).

Requesting **over \$50,000** in total grant amount: Must submit financial documents representing most recently completed three years (**3 years total**).

Financial Documents to Upload:

- Most recently completed IRS Form(s) 990 or Form(s) 990-EZ
- Most recently completed Certified Financial Audit(s), if potential nonprofit grantee is required to complete an audit under Section 309.5 Subd. 3
- Board-reviewed financial statements, proof of tax-exempt status, and documentation of internal controls, if potential nonprofit grantee is not required to file Form 990 or Form 990-EZ or has not been in existence long enough to have a completed IRS Form 990, Form 990-EZ, or audit

Business Entity Financial Documents

Requesting **\$50,000 or less** in total grant amount: Must submit financial documents representing most recently completed year (**1 year total**).

Requesting **over \$50,000** in total grant amount: Must submit financial documents representing most recently completed three years (**3 years total**).

Financial Documents to Upload:

- Most recently completed Federal Tax Return
- Most recently completed State Tax Return
- Current Financial statements
- Documentation of internal controls and current financial statements, if potential business entity has not been in business long enough to have filed a tax return

A business entity will also certify that the business is not under bankruptcy proceedings and disclose any liens on assets.

Request For Proposals (RFP) Part 3: Proposal Review Process

Review Process

Funding will be allocated through a competitive process. First, OHE in collaboration with the TA Center, will ensure applicants meet all eligibility requirements and the proposal deadline. If requirements are not met, the proposal will not be submitted to the review committee. Next, a committee of community specialists with industry knowledge will use the point scale provided above to evaluate proposals. Applicants are required to do a ten-minute proposal presentation for the reviewers. Reviewers will meet and discuss the proposals and then put forth their recommendations. Lastly, OHE will review all committee recommendations and is responsible for award decisions. OHE retains the right to offer partial awards based upon competitive priorities and available funds.

Applicants will be notified via email when their award notifications are available.

Timeline

April 16, 2026: Request for Proposal posted on the OHE website at <https://ohe.mn.gov/competitive-grants/inclusive-higher-education-grants> and available in OHE grants management system at <https://applicationportal.ohe.mn.gov/Competitive-Grant-Applications/>.

May 14, 2026: Technical questions due no later than 4:00 pm Central Time

May 21, 2026: Proposals due no later than 4:00 pm Central time

May 28, 2026: Committee begins review of proposals

June 8-June 11, 2026: Applicant Proposal Presentation – Virtual (Teams Invitation to applicants on May 21)

June 30, 2026: Applicants notified

July 2026: Mandatory Grantee Orientation Meeting

July-August 2026: Prepare grant documents and negotiate grant contract agreement.

September 2026: Execute grant contract agreement and begin project.

Conflicts of Interest

State grant policy requires that steps and procedures are in place to prevent individual and organizational conflicts of interest, both in reference to applicants and reviewers per [Minnesota Statutes § 16B.98 Subd. 2-3](#) and [OGM Policy 08-01 Conflict of Interest in State Grant-Making Policy](#).

Organizational conflicts of interest occur when:

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

In cases where a conflict of interest is in question or disclosed, the applicants or grantees will be notified and actions may be pursued, including but not limited to, revising the grant work plan or grantee duties to mitigate the risk, requesting the grant applicant to submit an organizational conflict of interest mitigation plan, disqualification from eligibility for the grant award, amending the grant, or termination of the grant contract agreement.

Public Data

Per [Minnesota Statutes § 13.599](#)

- Names and addresses of grant applicants and amount requested will be public data once proposal responses are opened.
- All remaining data in proposal responses (except trade secret data as defined and classified in §13.37) will be public data after the evaluation process is completed. For the purposes of this grant, data will be considered public when all the grant contract agreements have been fully executed.
- All data created or maintained by Minnesota Office of Higher Education as part of the evaluation process (except trade secret data as defined and classified in §13.37) will be public data after the evaluation process is completed. For the purposes of this grant, Data will be considered public when all the grant contract agreements have been fully executed.

Request For Proposals (RFP) Part 4: Award Requirements and Grant Management Responsibilities

Preaward Risk Assessment and Financial Review

In accordance with [Minnesota Statute §16B.981](#) and [OGM Policy 08-06: Preaward Risk Assessment of Potential Grantees](#) and agency policies, OHE is required to consider a grant applicant's past performance and financial and operational capacity before awarding grants. Granting agencies will request, review, and analyze information, including Financial & Applicant Capacity Review documents, as referenced in this RFP, as applicable.

Grant Contract Agreements

Each grantee must formally enter into a grant contract agreement. The grant contract agreement will address the conditions of the award, including implementation for the project. Grantees should read the grant contract agreement, sign, and once signed, comply with all conditions of the grant contract agreement. No work on grant activities can begin until a fully executed grant contract agreement is in place and the State's Authorized Representative has notified the Grantee that work may start. The funded applicant will be legally responsible for assuring implementation of the work plan and compliance with all applicable state requirements including worker's compensation insurance, nondiscrimination, data privacy, budget compliance, and reporting.

Grant Provisions

The 2025 Minnesota Statutes 136A.922 Inclusive Higher Education Grants is available online at <https://www.revisor.mn.gov/statutes/cite/136A.922>.

Grant contract agreement templates are available for review at: <https://mn.gov/admin/government/grants/policies-statutes-forms/>.

Orientation

Following award notification, OHE will host a virtual mandatory orientation for the grantees. Other entities involved in the success of the project are encouraged but not required to attend orientation. The purpose of orientation is to prepare grantees for grant administration. The date and time of this orientation will be provided in the award notification.

Work Plan and Budget

Work Plan and Budget submission is through the grants management system at <https://applicationportal.ohe.mn.gov/Competitive-Grant-Applications/>.

A grantee must complete and submit Work Plan and Budget documents following award notification and prior to executing a grant contract with OHE. Grantees are encouraged to work with the TA Center staff in preparing the Work Plan and Budget documents prior to submitting to OHE.

The Work Plan includes detailed information about the grantee's plan to begin the work immediately upon receiving a signed grant contract. The Work Plan must include how the grantee intends to staff the planning with existing faculty and staff, a work group, and subsequent hiring if establishing a new position. The Work Plan will outline the program target population, objectives, timeline, outcomes, and evaluation methods. Once the plan is approved, the grantee has the ability to make changes within the scope of the program but must consult with OHE prior to making changes to the Work Plan.

Planning Day

Grantee is required to schedule and hold a required in person planning day within 30 days of having an executed grant contract agreement. The planning day will support the grantee's Work Plan and completion of a multi-year implementation plan.

Independent Evaluation Plan

The grantee will collaborate with the TA Center independent evaluator to prepare for and complete the data collecting, storing and reporting. The independent evaluator will establish the evaluation plan, which includes both qualitative and quantitative evaluation measures, based on the grantee's position (planning phase, early years of student admissions, multiple years of student admissions, and graduation). The evaluation will include measures of the initiative milestones, quality and effectiveness, and student progress aligned with the Minnesota Inclusive Higher Education Standards.

Expenditures

Grantees can only incur eligible expenditures upon the grant contract effective or execution date, whichever is later. Expenditures incurred prior are not eligible for reimbursement through the grant.

Allowable expenditures are limited to the project as described in the proposal content and must align with the following budget categories:

- Personnel costs
 - Salaries for grantee personnel
 - Fringe benefits based on salaries paid
- Personnel travel costs (Any travel occurring outside of the state of Minnesota must have prior approval from OHE)
 - Grantee authorized official
 - Other staff
- Student Support (advising and peer mentoring support)
- Marketing, communication, and outreach
- Evaluation Expenses
- Other project expenses
- Indirect costs (maximum of 8% of direct costs)

Ineligible expenditures contain items that are not eligible for reimbursement through the Inclusive Higher Education Grant. Ineligible expenditures include but are not limited to:

- Scholarships and grants (to attend postsecondary education, as a student)
- Tuition/Fees (for postsecondary coursework, as a student)
- Books and Materials (for postsecondary coursework, as a student (includes bookstore vouchers)
- Capital expenditures
- Fundraising
- Taxes, except sales tax on goods and services and payroll taxes
- Lobbyists, political contributions
- Bad debts, late payment fees, finance charges, or contingency funds
- Parking violations and traffic violations

Business with the State

A grantee must register and complete setup as a vendor with the State of Minnesota's SWIFT System (<https://mn.gov/mmb/accounting/swift/>) prior to executing a grant contract with OHE. The grantee's federal tax identification number is required to complete registration. Contracts and grant reimbursement will be finalized within the SWIFT vendor portal. Grantees who are already established as vendors but do not remember information, should contact Minnesota Management and Budget (MMB) vendor helpline at (651) 201-8106 or efthelpline.mmb@state.mn.us.

Accountability and Reporting Requirements

Grantees must adhere to all accountability and reporting requirements. Grant reimbursement and future grant eligibility is contingent upon fulfillment of requirements.

Grant Payments

Per [State Policy on Grant Payments](#), reimbursement is the method for making grant payments. All grantee requests for reimbursement must correspond to the approved grant budget. The State shall review each request for reimbursement against the approved grant budget, grant expenditures to-date and the latest grant progress report before approving payment. Grant payments shall not be made on grants with past due progress reports unless OHE has given the grantee a written extension.

Grantees must submit requests for reimbursement according to the schedule listed in the grant contract agreement.

OHE reserves the right to request additional documentation for verification prior to approval for reimbursement. Grantees must respond and complete follow-up items within 15 days of receiving a request for additional documentation from OHE. OHE will issue payment to a grantee within 30 days of a completed and approved reimbursement request.

Grant Reporting

Implementation Plan

Grantees are required to complete an Implementation Plan within 60 days of an executed Grant Contract Agreement. More information will be provided during the Planning Day.

Progress Reports

Grantees are required to submit narrative project progress reports to OHE according to the schedule listed in the grant contract agreement. OHE will provide a form template for grantees.

Self-Assessment Snapshot Reports

Grantees must complete and submit quarterly Self-Assessment snapshot reports due on September 30, 2026 (or 60 days after the Grant Contract Agreement is executed), December 31, 2026, March 31, 2027 and July 31, 2027 to the TA Center as part of the Independent Evaluation process.

Semi-Annual Reports

Grantees are required to submit a semi-annual report due August 1 and January 1 following the fiscal year in which the grantee received funding. The report is submitted to the TA Center and includes the metrics outlined in statute.

Grant Monitoring

Minnesota Statutes 16B.97 Grants Management (<https://www.revisor.mn.gov/statutes/cite/16B.97>) and Office of Grants Management Policy 08-10 Grant Monitoring require the following before final payment is made:

- One monitoring visit during the grant period on all state grants over \$50,000
- Annual monitoring visits during the grant period on all grants over \$250,000

OHE reserves the right to select additional grantees for monitoring who may not be addressed in the above scenarios. OHE will notify such grantees within a reasonable amount of time to allow preparation for the monitoring process. OHE will also consider requests from grantees to conduct monitoring services.

OHE will base monitoring schedules upon the availability of all parties who are required to be in attendance. To the extent possible, monitoring will be conducted at the location of the grantee and will occur within six months of the contract effective date.

Grant Financial Reconciliation

All grantees are required to undergo Financial Reconciliation for expenditures at least once during the grant period before final payment is made. Financial Reconciliation may be conducted on a more frequent basis. The process involves reconciling a grantee's reimbursement request for a given period with supporting documentation for that request, such as purchase orders, receipts and payroll records.

Grantee Performance Evaluation

Grantee Performance Evaluation available upon request.

Prior to the closeout of the grant, OHE will evaluate the performance of all grantees. OHE includes the following information in the evaluation process:

- Grantee name, grant amount, start and end dates of the grant period award, and amount of grant paid to grantee
- Grant description, purpose, and proposed grant outcomes
- Description of actual grant outcome
- Compliance with reporting requirements
- Grant monitoring visits and financial reconciliation results, if applicable
- If applicable:
 - Additional conditions placed on the grant as part of the pre-award risk assessment process
 - If there were any fraud, waste, or abuse concerns
 - If the grant was terminated for cause
- Significant changes that arose during the grant award period
- Status of any financial/audit concerns involving the grantee

Evaluations of grantee performance for grant contract agreements over \$25,000 must be provided by OHE to the Minnesota Department of Administration. In addition, OHE will share grantee performance evaluations with other state agencies upon request. Evaluations are considered public per Minnesota Statute 13.599 Grants (https://www.revisor.mn.gov/statutes/2023/cite/13.599?keyword_type=all&keyword=13.599).

OHE considers past grantee performance before awarding subsequent grants to grantees.

Authorized Representatives

Pursuant to [Minnesota Statutes §16B.98, subd. 5 \(d\)](#), grantees must clearly post on the grantee's website the names of, and contact information for, the grantee's leadership and the employee or other person who directly manages and oversees a grant contract agreement on behalf of the grantee.

Contracting and Bidding Requirements

Municipalities: Grantees that are political subdivisions or municipalities must use these guidelines:

- Municipalities are required to comply with [Minnesota Statutes §471.345, Uniform Municipal Contracting Law](#).
- The Grantee and any subrecipients must comply with prevailing wage rules per [Minnesota Statutes §§ 177.41](#) through [177.50](#), as applicable.

- Municipalities and any subrecipients must not contract with vendors who are suspended or debarred by the State of Minnesota or the federal government: [Suspended and Debarred Vendors, Minnesota Office of State Procurement](#)⁸
- The Grantee must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts.

Nongovernmental entities: Grantees that are nongovernmental entities must use these guidelines:

- Any services and/or materials that are expected to cost \$100,000 or more must undergo a formal notice and bidding process.
- Services and/or materials that are expected to cost between \$25,000 and \$99,999 must be competitively awarded based on a minimum of three (3) verbal quotes or bids or awarded to a targeted vendor.
- Services and/or materials that are expected to cost between \$10,000 and \$24,999 must be competitively awarded based on a minimum of two (2) verbal quotes or bids or awarded to a targeted vendor.
- The grantee must take all necessary affirmative steps to assure that targeted vendors from businesses with active certifications through these entities are used when possible:
 - [State Department of Administration's Certified Targeted Group, Economically Disadvantaged and Veteran-Owned Vendor List](#)⁹
 - [Metropolitan Council Underutilized Business Program](#)¹⁰
 - Small Business Certification Program through Hennepin County, Ramsey County, and City of St. Paul: [Central Certification Directory](#)¹¹
- The grantee must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.
- The grantee must maintain support documentation of the purchasing or bidding process used to contract services in their financial records, including support documentation justifying a single source bid, if applicable.
- Notwithstanding the above, the State may waive bidding process requirements when:
 - Vendors included in response to competitive grant request for proposal process were approved and incorporated as an approved work plan for the grant; or
 - It is determined there is only one reasonably able and available source for such materials or services and that grantee has established a fair and reasonable price.
- The Grantee and any subrecipients must comply with prevailing wage rules per [Minnesota Statutes §§177.41](#) through [177.50](#), as applicable.

⁸ <https://mn.gov/admin/osp/government/suspended-debarred/>

⁹ <http://www.mmd.admin.state.mn.us/process/search/>

¹⁰ <https://mcub.metc.state.mn.us/>

¹¹ <https://cert.smwbe.com/>

- The grantee and any subrecipients must not contract with vendors who are suspended or debarred by the State of Minnesota or the federal government: [Suspended and Debarred Vendors, Minnesota Office of State Procurement](#)

Audits

- Per [Minnesota Statutes § 16B.98 Subdivision 8](#), the grantee's books, records, documents, and accounting procedures and practices of the grantee or other party that are relevant to the grant or transaction are subject to examination by the Commissioner of Administration, the State granting agency, the State Auditor, the Attorney General, and the Legislative Auditor as appropriate. This requirement will last for a minimum of six years from the grant contract agreement end date, receipt, and approval of all final reports, or the required period of time to satisfy all state and program retention requirements, whichever is later.

Affirmative Action and Nondiscrimination

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

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

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

Voter Registration

The grantee will comply with [Minnesota Statutes §201.162](#) by providing voter registration services for its employees and for the public served by the grantee.

Request for Proposal (RFP) Part 5: Right of Cancellation

The State reserves the right to cancel this solicitation if it is considered to be in its best interest. The State reserves the right to negotiate modifications to the proposal or to reject any and all proposals received as a result of this Request for Proposals. The State does not intend to award a grant contract agreement solely on the basis of any response made to this request or pay for information solicited or obtained.