



Minnesota Increasing College Access Network (ICAN) Grant Opportunity

Request for Applications

September 2022

At a Glance

Jobs for the Future (JFF), in partnership with the Greater Twin Cities United Way (GTCUW), The Learning Accelerator (TLA), and the American Institutes for Research (AIR), is pleased to announce an exciting new funding opportunity for Minnesota high schools and postsecondary institutions to implement high-quality online dual enrollment courses aimed to improve educational outcomes for students, with a focus on students of color and students experiencing poverty. Partnerships will create a groundbreaking new model of dual enrollment—an Increasing College Access Network (ICAN) course—that will enhance online dual enrollment math and English courses by deliberately incorporating social-emotional learning (SEL) to improve the effectiveness of online instruction and support perseverance and completion.

Acknowledgments

This opportunity is funded under a grant from the U.S. Department of Education, Education Innovative and Research (EIR) Program.

About JFF

JFF is a national nonprofit that drives transformation in the American workforce and education systems. For nearly 40 years, JFF has led the way in designing innovative and scalable solutions that create access to economic advancement for all. www.jff.org

About Greater Twin Cities United Way

Greater Twin Cities United Way exists to fuel lasting change toward our vision of a community where all people thrive regardless of income, race, or place. Career Academies at Greater Twin Cities United Way launched in 2015 with the vision that through intentional, innovative education, youth from low-income households and youth of color in Minnesota have clear pathways to wealth-building careers with zero college debt. Career Academies has supported over 17 school districts and more than 12,000 students through financial and technical assistance to develop career pathways in line with high-wage and high-demand careers. A core piece of the Career Academies initiative is to ensure that all students have equitable access to college credit in their high school course sequence.

About The Learning Accelerator

The Learning Accelerator (TLA) is a national nonprofit working to ensure that every child receives the effective, equitable, and engaging education they need to reach their full and unique potential. Their team works across PreK-12 entities, from the classroom to the funder board room, to understand emerging challenges and evidence to solve critical problems of practice, acting as a “learning engine” to identify patterns and opportunities and speeding up field-wide progress. Over the last two years and through work with hundreds of school systems around the country, TLA has seen firsthand the urgent, multi-directional need of the sector to produce, share, and act effectively upon evidence to address ongoing impacts.

About American Institutes for Research

Established in 1946, American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance to solve some of the most urgent challenges in the U.S. and around the world. We advance evidence in the areas of education, health, the workforce, human services, and international development to create a better, more equitable world.

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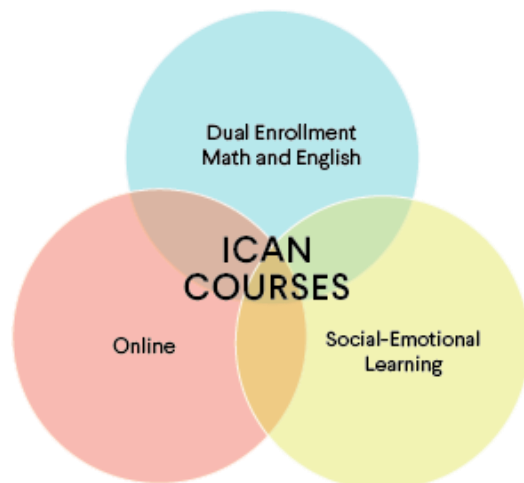
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Minnesota ICAN Grant Overview

The Minnesota ICAN Grant, led by JFF and in partnership with the Greater Twin Cities United



Way (GTCUW), The Learning Accelerator (TLA), and the American Institutes for Research (AIR), introduces a new approach to dual enrollment that braids together online learning, math and English dual enrollment content, and social-emotional learning (SEL) into a new model called ICAN courses. By braiding these evidence-based strategies, ICAN courses will address two urgent educational problems: 1) the deep inequities in access to, and engagement and success in, high-quality dual enrollment; and 2) the lack of SEL supports that amplify authentic learning. Technical assistance and

funds will support postsecondary institutions and their local school districts/high schools to design and implement ICAN courses. **This grant, to be launched in January 2023 and continue through school year 2025, seeks to enroll a total of 850 students in grades 11 and 12, with an emphasis on students who identify as students of color and students experiencing poverty, through intentional recruitment strategies and support systems.**

By deliberately incorporating SEL into math and English learning objectives and instructional practices, ICAN courses become a strategy to both **improve the effectiveness of online instruction** and **support perseverance and completion for high school students.**

ICAN courses **modify existing dual enrollment courses**, and colleges are **not** expected to create new courses. The grant will provide:

- Postsecondary institutions with awards of up to \$70,000, including an initial award of \$10,000 for upfront administrative costs and one-time instructor stipends. In the implementing and continuing-instruction phases, high school partners will receive per-pupil funding in the amounts of \$600 and \$300, respectively, to offset any costs of enrolling students through the ICAN opportunity. The grants will allow postsecondary institutions and their partner school districts/high schools to plan and implement ICAN courses by funding things such as: faculty stipends for participating in trainings; financial incentives for high schools to participate; technology costs associated with course delivery; and salaries and/or stipends for other administrative roles needed at the district, high school, and/or postsecondary institution.

- Direct support in the form of technical assistance, training, and resources from JFF, GTCUW, and TLA throughout the entirety of the grant period.

AIR is the third-party evaluator that will assess the implementation and effectiveness of the ICAN model. Grant applicants must agree to participate in the following data collection activities:

- Dual enrollment instructor surveys
- Site visits with researchers, which include interviews with dual enrollment instructors, advisors, and school administration
- Student surveys
- Student focus groups
- Student administrative data from school districts/high schools and postsecondary institutions

The Minnesota ICAN Grant opportunity will allow the state's secondary and postsecondary education systems to collaborate on a new model of high-quality online dual enrollment. This new model has the potential for improving educational outcomes for students of color and students experiencing poverty in not only Minnesota but, if scaled, the entire nation.

Requirements for Participation

Postsecondary institutions are invited to submit applications for an ICAN grant and will serve as the fiscal agent should funds be awarded. The following requirements for participation are intended to ensure both fidelity of implementation by postsecondary institutions and school districts/high schools and consistency of experience for ICAN instructors and students.

Accordingly, applying postsecondary institutions are expected to:

- Have existing online dual enrollment math and English courses at the start of school year 2023-2024 and plans to continue offering these courses through at least school year 2025-2026. These dual enrollment courses need to be reflected in a formal memorandum of understanding (MOU) with partner school districts/high schools to ensure that students will receive both high school and college credit for completion.
- Offer and enroll high school students in **two comparable sections** of online dual enrollment math and English courses—one course section that has been transformed into an ICAN course and one section that remains the same (non-ICAN)—allowing AIR to measure the impact of the ICAN model. **Both sections of either the math or English course must be taught by the same instructor.**

- Have faculty that are, for the duration of the project, willing to: commit to ICAN trainings; incorporate SEL components into the design and teaching methods into the ICAN courses; utilize associated resources provided by JFF, TLA, GTCUW, and AIR; participate in communities of practice; be available for site visits and tailored technical assistance (in-person and/or virtual); and provide feedback to JFF, TLA, GTCUW, and AIR.
- Work with school districts/high schools in offering the ICAN opportunity to all students while prioritizing students of color and students experiencing poverty.

Minnesota ICAN Training, Planning, Implementation, and Support

To achieve the increased educational outcomes for students of color and students experiencing poverty envisioned by this grant opportunity, **JFF, GTCUW, and TLA will work with postsecondary institution instructors to expand the online dual enrollment math and English courses they already offer by embedding SEL skills.** Because online learning requires more independent work, students need more support to trigger active engagement, reflection, self-monitoring, and self-regulation.ⁱ Design and delivery strategies that focus on SEL skills, including fostering metacognition, goal orientation, reflection, and growth mindset, will support students to engage in dual enrollment courses effectively.ⁱⁱ ICAN courses will provide schools with dual enrollment programming that increases student achievement across five SEL skills: 1) positive personal relationships with others; 2) determination, perseverance, and the ability to overcome obstacles; 3) development of self-esteem through perseverance and earned success; 4) problem-solving skills; and 5) self-regulation in order to work toward long-term goals.

ICAN training, planning, implementation, and support will occur across three phases of the grant period: a planning phase in the semester following the initial awarding of grants; an implementation phase, during which ICAN instructors are trained and supported and data are collected; and a continuing-instruction phase, during which instructors receive ongoing support as they continue to deliver ICAN courses. Events and activities for each phase, **all focused on the postsecondary instructor**, are detailed below.

Planning Phase (January 2023 to Fall 2023)

- **Attend an orientation event that introduces postsecondary instructors** to each other, key personnel at their partner school districts/high schools, members of the JFF, GTCUW, TLA, and AIR teams, and the ICAN model, scope of work, expectations, and objectives.

- **Participate in a virtual training event with GTCUW and TLA** that explains the ICAN model in detail, including the skills that distinguish an ICAN course from a regular online dual enrollment course, and introduces **an asynchronous training activity** to be completed before the implementation phase. The asynchronous training activity is a series of initial, self-paced training sessions (three to five hours before the beginning of the semester), the content of which will remain accessible to ICAN instructors throughout the course.
- **Participate in a virtual planning event with GTCUW and TLA** to develop and align semester-long lesson plans ahead of the implementation phase.

Implementation Phase (School Years 2023-2024 and 2024-2025)

- **Deliver semester-long ICAN and comparable non-ICAN courses (two per content area per school year, offered by the same instructor per content area; see the table below) as developed during the planning phase, with documentation of observations, questions, and needs to revise plans as revealed through implementation.**

Fall semester 2023-2024	ICAN and non-ICAN math and English courses	11 th and/or 12 th graders
Spring semester 2023-2024	ICAN and non-ICAN math and English courses	11 th and/or 12 th graders
Fall semester 2024-2025	ICAN and non-ICAN math and English courses	11 th and/or 12 th graders
Spring semester 2024-2025	ICAN and non-ICAN math and English courses	11 th and/or 12 th graders

- **Participate in virtual office hours with GTCUW, TLA, and other postsecondary instructors** for specific training, to explore common questions, and to share effective practices.
- **Coordinate with TLA on collecting data** relevant to ICAN courses.
- **Coordinate with AIR to administer student and instructor surveys.**
- **Receive support and technical assistance** from JFF, GTCUW, and TLA as necessary.

Continuing-Instruction Phase (School Year 2025-2026)

- **Deliver semester-long ICAN courses** as refined over the implementation phase.
- **Receive support and technical assistance** from JFF, GTCUW, and TLA as necessary.

The ICAN Course Experience for Students and Educators

Postsecondary partners will identify existing online dual enrollment courses that can be offered concurrently in ICAN and comparable non-ICAN versions (e.g., an English 101 transformed into an ICAN course and an English Literature course delivered without changes).

Student Learning Experience

- A set of students will be enrolled in ICAN, and a set of students will be enrolled in comparable non-ICAN courses taught by the same instructor.
- All students participating in courses will experience college-level, credit-bearing learning at the postsecondary institutions at which they enroll. Courses withstand the same academic standards and rigor as well as share a common online format (e.g., balance of synchronous and asynchronous instruction, course materials, etc.) and delivery mechanisms (e.g., use the same learning management system, video platform, etc.).
- While the course content and expectations remain the same, the students enrolled in ICAN courses will receive additional embedded instruction, resources, and supports aimed at helping them better self-direct and manage their learning (e.g., guidance on goal setting, protocols for self-reflection, explicit strategies for help-seeking). For the ICAN versions of these courses, instructors will receive additional technical assistance to adapt their instructional approaches and integrate specific strategies and activities designed to help meet this goal.

Instructor Experience

- Instructors will receive ICAN technical assistance that provides them with knowledge and actionable strategies to support high school students to persevere and experience academic success in college-level coursework. Instructors will be expected to transfer strategies to their practice; they will, however, retain control over course design. To the best of their ability, instructors will be further expected not to include any ICAN design elements in their non-ICAN courses for the integrity of the evaluation.
- Instructors will be expected to engage in the following ICAN training activities:

- As mentioned above, engage in a series of initial, self-paced training sessions (three to five hours before the beginning of the semester), the content of which will remain accessible to them throughout the course.
- Receive ongoing support through a virtual community of practice with other ICAN instructor peers throughout the semester.
- Utilize materials with students, including a toolkit of resources and surveys to embed into their course design.
- Postsecondary institutions are required to use grant funding to provide instructors \$2,500 stipends for this professional learning time, completion of self-reflection assignments, and completion of training modules. They will also complete survey-based reflections on their practice throughout the semester (see Recommended Use of Funds).

Example Instructor Experience

January 2023	Instructors join a kickoff experience for the ICAN program
February to May 2023	Instructors participate in three to five hours of asynchronous training experiences to prepare for Fall ICAN courses
June to August 2023	Instructors participate in monthly technical assistance calls and receive additional training materials to support course design
August to December 2023	Instructors participate in virtual community of practice experience to learn from colleagues and partners

Partner Roles and Responsibilities

For the duration of the grant period, postsecondary institutions and school districts/high schools will be expected to fulfill the following roles and responsibilities.

Postsecondary Institutions

- Offer and enroll high school students in **two comparable sections** of online dual enrollment math and English courses—one course section that has been transformed into an ICAN course and one section that remains the same (non-ICAN)—that will serve to test and measure the impact of embedding SEL on student persistence and performance.
- Identify math and English instructors* who will commit to: teaching two comparable courses; participating in ICAN trainings; incorporating SEL components into the design and teaching methods of the ICAN course; utilizing associated resources provided by

JFF, TLA, GTCUW, and AIR; participating in communities of practice; being available for site visits and tailored technical assistance (in-person and/or virtual); and providing feedback to ICAN partners.

- Participate in data collection for the purposes of the evaluation designed by AIR and federal reporting submitted by JFF. Participation will involve collecting and sharing instructor experiences and student outcomes.
- Be named the recipients of ICAN awards and serve as the local fiscal agent, developing a comprehensive budget inclusive of school district/high school needs and submitting requests for reimbursement of eligible expenses (see below) against the awarded funds.
- Ensure instructors receive stipends for participating in and completing expected activities.
- Partner with local school districts/high schools to provide relevant information and support to their students.

** It is ideal to identify college faculty that are not adjunct/contractual employers to ensure more confidence that trained ICAN instructors will remain and continue teaching ICAN courses throughout the entire grant implementation period.*

School Districts/High Schools

- Maintain an active MOU with the college that establishes online math and English dual enrollment course offerings.
- Coordinate with colleges to create seamless online dual enrollment experiences for students of color and students experiencing poverty.
- Create awareness campaigns for online dual enrollment math and English courses without differentiating between those that are regular and those that are ICAN.
- Implement intentional recruitment strategies for increasing interest in online dual enrollment math and English courses among students of color and students experiencing poverty.
- Participate in data collection for the purposes of the evaluation designed by AIR and federal reporting submitted by JFF. Participation will involve collecting and sharing student outcomes (e.g., student-level (unidentifiable) district administrative records) colleges are not enabled to obtain.
- Ensure students do not accrue personal costs for participating in ICAN courses and have the technology necessary to participate in online learning (e.g., laptops, internet access).

Terms and Scope of Grants

The terms and scope of awarded grants are as follows:

- Postsecondary institutions are encouraged to apply with multiple high school partners in one or more districts. Students from across the partnering high schools can enroll in the same ICAN courses. **Postsecondary institutions are expected to enroll a total of 85 high school students in ICAN courses across the entire grant period.** JFF will grant funds to 10 applicants.
- The grant funding period consists of three phases: a planning phase in the semester following the initial awarding; an implementation phase, during which instructors are trained and supported and data are collected; and a continuing-instruction phase, during which instructors receive ongoing support as they continue to deliver ICAN courses.

Period	Phase
January to July 2023	Planning
School year 2023-2024 and school year 2024-2025	Implementation, to include training, support, and data collection
School year 2025-2026	Continuing instruction, to include ongoing support and delivery of ICAN courses

- **The funding available per proposal is \$70,000, including an initial award of \$10,000 for upfront administrative costs and one-time instructor stipends. In the implementing and continuing-instruction phases, high school partners will receive per-pupil funding in the amounts of \$600 and \$300, respectively, to offset any costs of enrolling students through the ICAN opportunity. The funds will cover the full grant period, which will be from January 3, 2023-June 30, 2026.**

** All high school partners will be able to offer their students access to ICAN math and ICAN English courses. For purposes of the evaluation, AIR will randomly assign which students are enrolled in ICAN course sections and which students are enrolled in the comparable non-ICAN online dual enrollment math and English course sections in the 2023-2024 and 2024-2025 school years. Students will not be evaluated in the 2025-2026 school year, but postsecondary institutions and their school district/high school partners will continue to receive funding and support, allowing them to offer ICAN courses to all students.*

Grant Services

If awarded, grant partners will:

- Receive \$70,000 to support in planning, salary/stipends, and dual enrollment expenses.
- Receive technical assistance from JFF, GTCUW, and TLA during all phases of the grant period, including virtual meetings and one-to-one consultations.
- Receive an ICAN Blueprint, SEL Playbook, and related tools during the planning phase.
- Become a part of a community of practice with other Minnesota postsecondary institutions, school districts, and high schools offering ICAN courses.
- Be featured, collectively, in publications for a national audience.

Application Timeline

Key dates for the application timeline are listed below. **Grant proposals must be submitted by Friday, October 28, 2022, at 11:59 p.m. (Central Time).**

- Application period: September 15, 2022 – October 28, 2022
- Applicants notified of selection for award: no later than November 18, 2022
- Establish contracts: November 18, 2022, to December 23, 2022
- Start date for contracts: January 3, 2023

Priorities

Applicants for the Minnesota ICAN Grant will be required to detail the following in their applications:

- For the duration of at least the implementation phase (school years 2023-2024 and 2024-2025), the ability to offer and enroll high school students in **two comparable sections** of online dual enrollment math and English courses—one course section that has been transformed into an ICAN course and one section that remains the same (non-ICAN)—that will serve to test and measure the impact of embedding SEL on student persistence and performance.
- The identity of math and English instructors that will commit to: teaching two comparable courses; participating in ICAN trainings; incorporating SEL components into the design and teaching methods of the ICAN course, utilizing associated resources provided by JFF, TLA, GTCUW, and AIR; participating in communities of practice; being

available for site visits and tailored technical assistance (in-person and/or virtual); and providing feedback to JFF, TLA, GTCUW, and AIR.

- Name, course numbers, and associated details of the dual enrollment courses that will be redesigned into ICAN courses and the comparable non-ICAN courses.
- To be provided by school districts/high schools, current student recruitment efforts related to online dual enrollment math and English courses, including recruitment efforts to support students of color and students experiencing poverty.

Recommended Use of Funds and Reimbursement

The following are the recommended use of funds that should align with the roles, responsibilities, and activities of postsecondary institutions and school districts/high schools as detailed above for the duration of the grant period. Costs incurred are to be submitted by the fiscal agent (i.e., the postsecondary institution) on a quarterly basis and will be reimbursed accordingly.

Activity	Postsecondary Institutions	School Districts/High Schools
Planning and course design	✓	
Salary/stipend for teaching ICAN courses and participating in associated activities (e.g., attending trainings, participating in data collection)	✓	
Salary/stipend for recruiting and enrolling students		✓
Dual enrollment costs		✓
Technology necessary for accessing dual enrollment (e.g., laptops, internet)		✓
Travel costs associated with participating in ICAN trainings and events	✓	✓

Budget Guidance:

Grant Phase	Instructor Stipends	Administrative Costs*	Per-Pupil Costs	Expected Students Served	Total Costs
Planning	\$5,000 (\$2,500/ instructor)	\$5,000	\$0	0	\$10,000
Implementation SY23	\$0	\$5,000	\$600/ student	35	\$26,000
Implementation SY24	\$0	\$5,000	\$600/ student	35	\$26,000
Continuing Instruction SY25	\$0	\$3,500	\$300/ student	15	\$8,000
Entire Grant Period	\$5,000	\$18,500	\$46,500	85	\$70,000

* Administrative costs can cover expenses accrued by the postsecondary institution and the district/high school partners. Reimbursements can include, but are not limited to, expenses related to grant management, staff time for recruiting students, technology necessary for students to participate in courses, and travel associated with ICAN trainings and events.

Important Application, Eligibility, and Award Information

Please see below for additional application, eligibility, and award information.

Application Requirements	<ul style="list-style-type: none"> • Application submission • Budget • Memorandum of understanding from each identified partner, clarifying role and responsibilities. Must include postsecondary institution willing to provide college credit through online dual enrollment courses.
Application Submission	Apply here
Type of Award	Discretionary
Disbursement of Funds	JFF
Total Funds Available	\$700,000
Maximum Funds Awarded per Eligible Recipient	\$70,000
Matching Requirement	None
Period of Availability	January 3, 2023, to June 30, 2026
Reporting and Accountability	Invoices will include short progress reports

Selection Process

All applications must meet the eligibility criteria stated above and be submitted in [Formstack](#) by 11:59 p.m. Central Time on **October 28, 2022**. The selection process is as follows:

1. Each application will be scored using a rubric aligned to the criteria for the key application questions.
2. Each application will be scored collaboratively by JFF, GTCUW, and TLA.
3. A selection committee will review all scored applications to determine final selections.

4. The selection committee may request additional information from applicants in order to make final selections and final award decisions.

All applicants will be notified of their application status by **November 18, 2022**.

Contact Information

For additional information regarding the Minnesota ICAN grant, please contact:

Anna O'Connor, Director – JFF, aoconnor@jff.org

Appendix A: Minnesota ICAN Grant Application

Eligibility for Funding

The following information must be included in the application to be eligible for grant funding:

1. Information for each of the parties participating in the ICAN project, including:
 - The name of the postsecondary institution that is applying for the grant and will serve as the fiscal agent if awarded.
 - The names of each participating school district and associated high schools, and contacts at each (full name, title, email, phone number).
 - The anticipated total number of students who will be served by the proposal, with the goal being a total of 85 students participating in ICAN courses (please detail circumstances where enrollment may be limited).
2. Lead project coordinator contact information (located at the postsecondary institution; full name, title, email, phone number).
3. A commitment to meet the ICAN grant expectations as detailed throughout this RFA.

Key Application Questions

1. What existing online math and English dual enrollment courses will you redesign into ICAN courses? Please include the names, course numbers, and associated details of these existing online dual enrollment courses with your application.
 - a. Are there instructors who teach at least two comparable college math and English courses, one of which would be transformed into an ICAN course and the other to remain the same? Please include the names of the instructors.
 - b. How are the online dual enrollment courses structured? Are they synchronous, asynchronous, or a combination of both?
2. In what ways have you successfully partnered with school district(s) and/or high school(s)?
3. What are the current recruitment strategies for online dual enrollment courses implemented at the school district(s) and/or high school(s) (we recognize that postsecondary institutions cannot actively recruit students into dual enrollment courses)?

- a. How are recruitment strategies supporting (or how could they support) students of color and students experiencing poverty?
 - b. What are your plans to reach and support more students of color and students experiencing poverty to participate in this opportunity?
4. How will the postsecondary institution and school district(s)/high school(s) work collaboratively to ensure that students enrolled through the ICAN opportunity are making progress academically (all students in both ICAN and non-ICAN courses) and developing SEL skills (in ICAN courses specifically)?
- a. What structures exist, or could be created, to warn of limited progress or possible failure and to provide support for those who need it? Please identify where these structures exist (at the postsecondary and school district/high school level) and who (by name or position, such as instructor or counselor) is responsible for these structures and associated services.
 - b. What assistance and support will be provided to students who are making limited progress or are in danger of failing academically and/or with regard to developing SEL skills?

Budget

Provide a final budget for the proposed project for the full grant period of January 3, 2023, through June 30, 2026. The funding per proposal available is \$70,000 for the full grant period (see Recommended Use of Funds and Reimbursements section for budget guidance).

- Download, review, and upload the [budget template](#). Adjustments can only be made to the expected number of students served if the applicant explains circumstances where serving 85 students would be extremely challenging to achieve.
- Provide a budget narrative that outlines the ways in which the partners will spend the **administrative funds** and how those funds will ensure student success.

Appendix B: Minnesota ICAN Grant Application Rubric

Eligibility Check

Requirement	Criteria
Budget	Proposed budget and budget narrative included in application (Y/N)
Identification of partnerships	Identifies one (1) postsecondary institution that will serve as fiscal agent (Y/N)
Project coordinator contact information	Includes postsecondary institution name, project coordinator name, email, and phone number (Y/N)
School district(s) partner contact information	Includes school district(s) main contact name, email, and phone number (Y/N)
High school(s) contact information	Includes high school(s) name, main contact name, email, and phone number (Y/N)
Commitments to ICAN grant expectations	(Y/N)

Key Application Questions

Application Question	Points Possible	Criteria For Success
1	30	<p>Identifies all of the following:</p> <ul style="list-style-type: none"> • One instructor who offers two sections of comparable online dual enrollment math courses, one that will be redesigned as an ICAN course and one that will remain the same. <i>More than one math instructor at the postsecondary institution may participate, but each must commit to the expectations in this application.</i> • One instructor who offers two sections of comparable online dual enrollment English courses, one that will be redesigned as an ICAN course and one that will remain the same. <i>More than one English instructor at the postsecondary institution may participate, but each must commit to the expectations in this application.</i> • Format of online dual enrollment ICAN courses—synchronous, asynchronous, or a combination of both. (30 points) <p>Fails to identify any one of the above. (0 points)</p>
2	10	<p>Clearly identifies the ways in which the postsecondary institution has successfully partnered with the school district(s)/high school(s). (10 points)</p> <p>It is unclear how the postsecondary institution has partnered with school districts/high schools. (0 points)</p>

3	30	<p>Identifies and clearly explains:</p> <ul style="list-style-type: none"> • The current recruitment strategies for online dual enrollment courses implemented at the school district(s)/high school(s) (we recognize that postsecondary institutions cannot actively recruit students into dual enrollment courses). • How recruitment strategies are already supporting or could support students of color and students experiencing poverty. • Plans to reach and support more students of color and students experiencing poverty to participate in this opportunity. (30 points) <p>Identifies recruitment strategies for online dual enrollment courses but is unclear as to how these strategies support or reach students of color and students experiencing poverty specifically. (15 points)</p> <p>Recruitment strategies for online dual enrollment are unclear or missing from the application. (0 points)</p>
4	30	<p>Identifies ways in which the postsecondary institution and school district/high school partners will:</p> <ul style="list-style-type: none"> • Monitor students' academic progress (all students in both ICAN and non-ICAN courses) and on developing SEL skills (in ICAN courses specifically). • Identify students who are making limited progress or in danger of failing, academically and/or with regard to developing SEL skills. • Respond to students who are making limited progress or are in danger of failing. (30 points) <p>The ways in which postsecondary institution and school district/high school partners will monitor students' academic progress and/or development of SEL skills and will respond in the event of limited progress or possible failure are present but limited. (15 points)</p> <p>The ways in which postsecondary institution and school district/high school partners will monitor students' academic progress and/or development of SEL skills and will respond in the event of limited progress or possible failure are either unclear or missing. (0 points)</p>
Total Points Possible	100	

Budget

Application Question	Points Possible	Criteria For Success
5	15	<p>Budget contains clear alignment between funding requested and the expectations and objectives found in the application narrative. It is complete and accurately supported with sufficient justifications and detail listed for each line item. (15 points)</p> <p>Budget is complete and submitted using the template provided. Budget contains detail and justification for expenditures. (10 points)</p> <p>Budget lacks sufficient detail, but expenditures are reasonable given the scope of the proposal. (5 points)</p> <p>Budget is incomplete and/or unreasonable given the scope of the proposal. (0 points)</p>
Total Points Possible	15	

Scoring Summary

Sections	Points Possible
Key Application Questions	100
Budget	15
Total Points Possible	115

Endnotes

ⁱ “Driving Quality in Virtual & Remote Learning: A framework for research-informed virtual and remote experiences for K-12 learners,” The Learning Accelerator, accessed on August 20, 2021, https://docs.google.com/document/d/1f7VErrahG_wDm5O2rgZFc1MANB6r6779eSiHGwJEqJ8/edit#.

ⁱⁱ The Learning Accelerator, “Driving Quality,” https://docs.google.com/document/d/1f7VErrahG_wDm5O2rgZFc1MANB6r6779eSiHGwJEqJ8/edit#.