



NC DIGITAL LEARNING INITIATIVE GRANT

Request for Proposals: Emerging Technologies Grant

Issue Date: December 6, 2023

Request for Proposals Opens: December 7, 2023

Proposals Due: March 4, 2024

Board Approval: June 6, 2024

Program Implementation: Fall 2024* - Spring 2025

Direct all inquiries concerning this RFP to:

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A. Authorizing Legislation

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE), issues this Request for Proposals (RFP) for Digital Learning Initiative Grants. In Session Law, 2016-94 (House Bill 1030), Section 8.23 (see <http://www.ncga.state.nc.us/Sessions/2015/Bills/House/HTML/H1030v8.html>), the State Board of Education is charged to continue the progress in implementing the Digital Learning Plan in North Carolina public schools.

SECTION 8.23. The State Board of Education shall collaborate with the Friday Institute for Educational Innovation at North Carolina State University to continue the progress in implementing the Digital Learning Plan in North Carolina public schools by doing at least the following:

1. Coordinate the implementation of professional learning programs that support teachers and school administrators in transitioning to digital-age learning.
2. Manage statewide cooperative purchasing of content, including statewide shared resources for teachers to use for lesson planning and formative student assessments.
3. Develop infrastructure maintenance and support protocols.
4. Modify and update State policies to provide the support and flexibility necessary for local digital learning innovation.
5. Develop and maintain a continuous improvement process.
6. Create assessments for technological and pedagogic skills and identify best practices from those assessments.

The North Carolina Digital Learning Plan recommends the provision of grants to support the development and dissemination of local innovative digital learning models. The goal is to have effective digital learning practices spread across all North Carolina K-12 public schools. All school districts, regional, lab and charter schools are eligible to apply for the competitive grant program.

B. Purpose of the Program

As the landscape of education continues to change across the state, the competitive Digital Learning Initiative Grants will support Public School Units (PSUs) as they address challenges, harness opportunities, and leverage resources for digital-age teaching and learning. During this proposal time period a grant opportunity for Emerging Technologies Grant. There will be up to 20 Digital Learning Initiative Emerging Technologies Grants awarded during the 2024-2025 school year.

The spending allocation for the Emerging Technologies Grant is as follows:

- Emerging Technologies Grant:
 - Up to \$50,000.00 for Traditional PSUs
 - Up to \$25,000.00 for Charter, Regional, and Lab Schools

The intention of the Emerging Technologies Grant is as follows:

- The purpose of the Emerging Technologies Grant is to provide funding to support the integration of innovative and collaborative emerging technologies within the PSUs educational environment. These technologies should complement, rather than duplicate, existing initiatives outlined in the PSUs purchase and refresh plan. It is important to note that these funds are not intended to replace existing funding sources.
- The grant aims to foster the development of digital citizenship, knowledge construction, innovative design, computational thinking, creative communication, and global collaboration among students. This includes promoting their understanding of digital rights and responsibilities, enhancing their ability to curate and create knowledge using digital tools, encouraging problem-solving through technology, AI and fostering effective communication and teamwork in both local and global contexts.

All North Carolina Public School Units (PSUs) are eligible to apply for the Digital Learning Initiative Grants. Public School Unit (PSU) is an all-inclusive term, which includes traditional public school districts, charter schools, lab schools, and regional schools.

Scope and Expectations of the Emerging Technologies Grant:

- **Funding Support:** The grants are designed to provide financial assistance to facilitate the integration of innovative and collaborative emerging technologies within the educational framework of PSUs.
- **Educational Enhancement:** These grants should be dedicated to enhancing digital citizenship, knowledge construction, innovative design, computational thinking, creative communication, and global collaboration among students. This entails promoting an understanding of digital rights and responsibilities, empowering students to curate and generate knowledge using digital tools, stimulating problem-solving through technology, and cultivating effective communication and collaboration skills in both local and global contexts.
- **Program Assessment:** A robust plan for assessing program effectiveness, sustainability, and its impact on students must be included in grant applications.
- **Eligibility Requirements:** To be eligible for consideration, PSUs must have previously completed the Digital Learning Progress Rubric and Digital Library and Media Inventory during the previous cycle. In addition, each PSU is obligated to actively participate in quarterly DLI Grant Meetings and present grant highlights, findings, recommendations, and insights during the Grant Webinar Series.
- **Alignment with Digital Learning Competencies:** Priority will be accorded to PSUs whose proposed work and objectives align clearly with the NC Digital Learning Plan, the NC Digital Learning Competencies, and the Digital Learning Standards for Students.

The grant program's final deliverables consist of the following:

- Comprehensive Program: An effectively designed program centered around the Digital Learning Competencies and Digital Learning Standards for Students, incorporating the utilization of Emerging Technologies and/or Professional Development.
- Open Educational Resources (OER) Publication: All materials developed as part of the grant program must be published on North Carolina's OER platform, #GoOpenNC.
- Presentation: A detailed presentation of data showcasing the program's effectiveness and its impact on various stakeholders, including but not limited to students, teachers, State Board of Education, Statewide calls, staff, parents, and community members.
- Additional Deliverables: Any other deliverables specified and outlined within the grant application will also be expected as part of the final grant program submission.

C. Award Information and Submission Guidelines

Estimated Number of Awards:

The State Board of Education will award, based on the quality of the applications and the number of applications received, as follows:

Up to 20 grants* (Pending Funding)

Estimated Size of Awards:

Funds will be awarded based on the pool of applications approved and the recurring funds that will be available for the 2024-2025 fiscal year.

- a. Up to \$50,000.00 for Traditional PSUs
- b. Up to \$25,000.00 for Charter, Regional, and Lab Schools

Project Period:

The Emerging Technologies Grant is a one-year grant.

D. Use of Grant Funds

The allocation of grant funds should adhere to the following categories:

- Professional Development
- Contracted Professional Development
- Offsite Professional Development
- Digital Teaching and Learning-Related Certifications
- Hardware and Software
- State subsistence rates and allowances
- Sustenance (up to ten percent)
- Furniture
- Transportation costs
- Printing and duplicating (up to five percent)

Applicants are required to provide a comprehensive breakdown of cost estimates, accompanied by a narrative explaining how the grant award will contribute to the advancement of program deliverables and the positive impact on stakeholders, as outlined in the Objectives and Intended Outcomes Table. Although not required it is highly recommended that you copy your vendor quotes in the appendices.

E. Eligibility and Review Process

For the purposes of the Digital Learning Emerging Technologies Grants, all eligible entities including traditional public school units, charter schools, lab schools, or regional schools may.

Key Dates and Review Process:

NCSBE shall issue a Request for Proposals (RFP)	December 7, 2023
DLI Informational Grant Webinar	December 12, 2023 December 13, 2023 January 9, 2024
Grant Webinar Series Begins	January 2024
DLI Grant Submissions Close	March 4, 2024

Review Process

Grant Proposals must be submitted by the deadline of 5 P.M. on March 4, 2024. Any proposal received after this deadline will not undergo review.

All projects will be subject to evaluation based on the applicant's written response addressing the criteria outlined in Section I. All submitted proposals will follow the review process delineated in Section II. Certain projects may be influenced by state funding priorities, and, in such cases, review procedures may be adjusted accordingly.

Every applicant must meet the eligibility criteria stipulated by applicable laws, regulations, policies, and guidelines established by the funding source. Only eligible applicants are encouraged to respond to the RFP, and it is crucial for applicants to clearly demonstrate their eligibility in accordance with the guidelines presented in the RFP. Proposals will be assessed in accordance with the procedures established in NCSBE policy CNTR-001. Further information on [CNTR-001](#) can be accessed here.

F. How to Submit

The required application materials include the proposal narrative and supporting each component of the grant outlined below. The Grant Proposal itself will be submitted via [Google Form](#). Each component of the grant must be completed via a forced Google Document and the link must be uploaded to the Google form to qualify for the grant. The grant MUST BE uploaded via a hyperlink. Begin the process by clicking the link for a [forced copy](#) of the DLI Grant, the signature pages may be uploaded separately in a Scanned or PDF Format.

Applicants may include additional supporting information as appendices such as data elements, news stories, etc. There is no page limit for the appendices. Please refrain from adding materials that show logos, emblems, and pictures that share the public school unit applying. It is crucial that PSUs remain anonymous during the review process.

1. Preliminary Materials and Contact Information *(does not count toward total page count)*

- Cover Page from Appendix B
- Table of Contents

2. Objectives and Intended Outcomes Table *(up to 2 pages)*

Utilizing the provided table template, articulate the project's overarching goal and statement of need. Ensure that these objectives and the subsequent impact to achieve them are informed by specific data and analysis relevant to the PSU.

The deliverables outlined within this section should encompass the following:

- A comprehensive needs assessment utilizing various metrics, such as the Digital Learning Media Inventory, Digital Learning Progress Rubric, Student and Staff Needs Assessments, among others.
- A meticulously developed plan for implementation that aligns with the identified needs and objectives of the project.
- Any materials intended for publication on North Carolina's OER platform, highlighting the project's outcomes and resources developed during the grant period.

3. Timeline & Activities *(up to 2 Pages)*

- Utilize the timeline to delineate a precise path of activities, their associated timelines, and the anticipated impact in accordance with the project's objectives and the distinct needs of the PSU.
- This timeline should underscore the significance of conducting a thorough needs assessment, formulating an effective implementation plan, professional learning, roll-out plans, and promptly publishing materials on the designated platform, all of which contribute to aligning with the grant's intended outcomes.

4. Narrative Description (up to 5 pages)

The overview of the proposed project must include background research findings that have shaped the proposal. Referenced research should serve to substantiate the outlined plan.

- Detail any preliminary steps undertaken by the PSU to prepare for the proposed project, highlighting specific measures such as specialized training, assignment of personnel, procurement endeavors, and initiatives focused on enhancing digital literacy among elementary, middle, and high school students.
- The proposed project comprises primary deliverables, as indicated on page 5. It is essential to illustrate how the project aligns with the NC Digital Learning Competencies for Teachers and/or Administrators, ISTE Standards, as well as the NC Digital Learning Standards for Students. This alignment will be achieved through innovative practices such as blended learning, innovative digital teaching and learning, data-informed instructional practices, integration of emerging technologies, personalized learning, and the utilization of AI. Additionally, identify the key personnel who will be actively engaged in this initiative.
- Elaborate on the proposal's connection to the PSU's improvement plan, outlining how the project's objectives and outcomes contribute to the overall enhancement and advancement of the PSU's educational framework.
- Finally, address sustainability efforts by delineating strategies aimed at maintaining the project's impact even after the grant period concludes. Alternatively, provide a rationale if additional funding will not be required post-grant period.

5. Local Evaluation and Procedures Description (up to 3 pages)

- **Comprehensive Assessment Framework:** Establish a multifaceted evaluation framework encompassing diverse methodologies and metrics to comprehensively gauge the project's success. This framework should include quantitative and qualitative measures, such as pre-and post-assessments, surveys, interviews, observations, and academic performance analysis.
- **Student Impact Metrics:** Define specific metrics focused on measuring student impact, including academic achievement, skill development, attitudinal changes, and engagement levels. Use a combination of quantitative data (e.g., test scores, attendance rates) and qualitative insights (e.g., student feedback, behavioral changes) to ascertain the project's influence on student learning outcomes.
- **Data Analysis and Reporting:** Implement rigorous data analysis techniques to interpret collected data effectively. Utilize statistical methods and qualitative

analysis tools to derive meaningful insights. Develop comprehensive reports that clearly articulate the project's impact, backed by empirical evidence and actionable recommendations for further enhancement.

- **Continuous Improvement Approach:** Emphasize a continuous improvement mindset by using evaluation findings to make data-driven decisions. Implement strategies to adapt and refine project initiatives based on evaluation results, fostering ongoing improvements aligned with student needs and project objectives.

6. Stakeholder Involvement *(up to 2 pages)*

- **Engagement Beyond Local Boundaries:** Detail how the project aims to involve community stakeholders outside the immediate school system, outlining plans for the participation of parents, citizens, and businesses.
- **Dissemination of Project Information:** Describe the strategies for sharing project information with other school systems statewide. Highlight the methods intended to disseminate best practices among school personnel.
- **Diverse Stakeholder Engagement:** Emphasize the involvement of a range of stakeholders, including students, educators, parents, and community members, in the evaluation process. Utilize surveys, focus groups, interviews, or other diverse methods to gather various perspectives, ensuring a comprehensive understanding of the project's impact on the school community.

7. Proposed Budget *(does not count toward total page count)*

Utilize the budget template provided in Appendix D to categorize funds, outlining detailed expenditures and providing a rationale for each allocation.

- **Fund Categories and Expenditure Details:**
 - Specify fund categories using a bulleted list format, detailing each expenditure amount and providing a clear rationale for the allocation.
- **Alignment with Use of Grant Funds:**
 - Ensure the proposed budget aligns precisely with the categories defined in the "Use of Grant Funds" section (refer to page 6). Avoid exceeding permissible expenditures stipulated in this section.
- **Rationale for Budget Allocation:**
 - Clearly articulate how the allocation of grant funds aligns with the goals and strategies outlined in the application sections, specifically referencing "Objectives and Intended Outcomes" and "Narrative Description."
- **Conformity to DPI Chart of Accounts:**

- Ensure all locally prepared budgets adhere to the DPI (Department of Public Instruction) chart of accounts to maintain accuracy and compliance.

8. Page of Assurances *(does not count toward total page count)*

- Please ensure that this page of assurances is filled out and completed by the PSU Superintendent or their assigned designee.

9. Virtual Presentation *(To be uploaded directly to Google Form)*

The applicant is required to prepare a succinct and engaging 5-minute virtual presentation that encompasses the key elements of the grant requirements. Applicants should use this presentation as an opportunity to succinctly, effectively and with innovation showcase the project's core components and its alignment with the grants goals and objectives. This virtual presentation should not require a facilitator or presenter and should be in a self-paced or video format.

10. Additional Appendices *(does not count toward total page count)*

- Optional

G. Summary of Required Application Materials

Completed applications must include the materials listed below and in the order noted.

Applications must be:

- Submitted by 5:00 P.M. on March 4, 2024
- [Submitted via Google Form](#). If you have any questions regarding the upload procedures please email Lindsey.Sipe@dpi.nc.gov
- The required application materials include the proposal narrative and supporting appendices.
- The Grant Proposal itself will be submitted via [Google Form](#).
- The application itself MUST BE composed from [this forced copy worksheet](#) in Google Documents.
- Only a hyperlink upload will be accepted via Google Form Submission
- The page of assurances may be uploaded separately in a PDF Format.
- Rubric for Emerging Technologies grant review can be [found here](#) and is highly encouraged for utilization when writing the grant.

Application Materials

- Cover Page
 - Appendix B (must be signed by both grant contact and superintendent)
- Table of Contents
- Objectives and Intended Outcomes Table – *up to 2 pages*
- Narrative Description – *up to 5 pages*
- Local Evaluation and Procedures Description – *up to 2 pages*
- Proposed Budget
- Page of Assurances
 - Must be signed by both grant contact and superintendent
- Virtual Presentation
 - To be uploaded directly to the Google Form Submission
- Additional Appendices (optional, up to 10 pages)

** Pending Funding and Budget Approval*

H. Artificial Intelligence Embedded Recommendations & Considerations

The following recommendations and considerations of the DLI Grant are intended to encompass some practices within your Public School Unit (PSU) that each PSU will need to commit, plan and partake in to qualify for a DLI Grant integrating components of Artificial Intelligence. DLI Grantees working toward providing and utilizing Artificial Intelligence in their PSUs need to offer a comprehensive approach to both understanding and utilizing AI in a manner that is impactful, meaningful and safe for both educators and students.

Professional Learning:

AI tools used through DLI Grant funding must be used in a way that is culturally responsive, safe, accurate and supportive. Continuous professional learning should be a priority for your DLI Grant for all key stakeholders.

For Educators: Professional learning opportunities that help educators to understand the importance of critical thinking skills in their students. The rapidly changing ecosystem of AI means that a priority should be placed on continuous learning. This should be approached by having educators evaluate AI-generated content, proper citation, identify potential biases, bias assessments, inaccuracy, data use, privacy, copyright issues, student safety instructions/standards and making informed decisions about AI's role in their classroom and in education in general.

For Students: PSUs should provide AI education opportunities for students to learn about the basics of AI, its applications, benefits, and challenges. AI education will help students develop AI literacy, critical thinking, proper citation, and ethical awareness, as well as give them the opportunity to prepare them for future careers. Students should have a firm understanding that AI cannot replace human judgment and decision-making, PSUs must ensure that AI is used both responsibly and ethically.

For Communities. Parents and community members should have access to various learning opportunities to delve into the realm of Artificial Intelligence and its significance in education. These initiatives aim to equip parents with

foundational knowledge, mitigating risks associated with inaccuracies, biases, proper citation, and inequalities. Furthermore, these programs aim to emphasize the substantial potential of AI both in our local communities and on a global scale.

Bias, Inaccuracy and Inequalities:

PSUs must be ready to take a proactive approach to tackle potential issues that are present within the use of AI. PSUs also must ensure that the use of AI does not perpetuate existing inequalities, inaccuracies, or pose potential harm to students is of utmost importance, rather educators should be prepared to mitigate any potential issues that arise. PSUs must establish clear lines of responsibility and accountability for AI systems deployed within their educational environments. This involves conducting thorough bias assessments, implementing bias mitigation techniques, and providing ongoing training to educators on identifying and addressing biases in AI-generated content.

PSU Guideline Recommendations and Usage:

Guideline Recommendations: School districts and schools must continuously review and adapt their AI guidelines to keep pace with the rapid evolution of AI technologies. This involves regular assessments of AI practices, potential risks, and emerging trends to maintain responsible and ethical integration. All PSUs engaging with AI technologies should regularly review the company's usage and privacy guidelines.

Usage: PSUs, schools, educators and students that are utilizing any type of AI tools adhere to specific usage requirements outlined by the tool's developer or provider. This includes complying with age restrictions, data usage practices, any restrictions, inclusivity, limitations, notifications, and any other relevant guidelines or restrictions. This should include awareness and procedures in place regarding, but not limited to following COPPA, CIPPA, IDEA, FERPA, and section 504. AI tools that are utilized should have assurances or details that highlight safety protocols for student use. AI technologies that have been put in place have an escalation protocol to immediately address child safety concerns.

Specific Vendor Requirements:

All AI embedded DLI Grant must contract with a vendor/hardware that meets the following criteria. The program/product must track student usage in minutes and mastery data (both formative and summative assessments). They need to include functionalities to support both teachers and students by employing large language models. The program/product should leverages GPT-4 (or equivalent) or successors (i.e. GPT-5). Provide coaching for students as well as teacher and administration support. The vendor also should provide instructional material that supports the best use of the program/product (rubrics, prompts, assessment questions). Each AI vendor should provide documented evidence of successful implementation in PK-12 settings. Evidence of each component above should be uploaded in the additional appendices section if they are not explicitly stated within the grant write up.

I. Webinar Registration Information

Each week, a webinar will be offered to support PSUs with their grant applications. The first 30 minutes will be dedicated to providing information about the Digital Learning Initiative Grant or best practices in grant writing. The remaining 30 minutes will be open to PSUs to ask questions. Each webinar will be recorded and available for review on the [DLI Grants website](#).

Grant Overview and Support Sessions		
Date and Time	Topic	Link to the Session
December 12, 2023, 10 a.m. - 11 a.m.	Overview of the Digital Learning Initiative Emerging Technologies Grant	Click here to join the meeting
December 12, 2023, 1 p.m. - 2 p.m.	Overview of the Digital Learning Initiative Impact Grant	Click here to join the meeting
January 10, 2024, 10 a.m. - 11 a.m.	Overview of the Digital Learning Initiative Emerging Technologies Grant	Click here to join the meeting
January 10, 2024, 1 p.m. - 2 p.m.	Overview of the Digital Learning Initiative Impact Grant	Click here to join the meeting
January 11, 2024 11 p.m. - 12 p.m.	Overview of DLI Grants & Q and A Session for Charter Schools	Click here to join the meeting
January 6, 2024, 10 a.m. - 11 a.m.	Overview of the Digital Learning Initiative Grants	Click here to join the meeting
January 12, 2024 - March 1, 2024 11 a.m. - 11:30 a.m.	Office Hours- Every Friday	Click here to join the meeting

J. Rubric

A copy of the rubric that is utilized for reviewing the DLI Grants can be found here or at the link below. It is not required that PSUs view or utilize the rubric, but it is highly recommended to ensure alignment and understanding with the review process. Please take note that there are additional rubric criteria for grants that are embedding AI through DLI Grant funding. A rubric has also been added for the virtual presentation component that is required. The DLI Grant Rubric can also be found at: bit.ly/DLIGrantRubric.

Below you will find a preview of the rubric; however, please note that this preview does not cover the document in its entirety.

Digital Learning Initiative Grants Rubric 2024-2025 School Year

Digital Learning Initiative Grants Rubric: Objectives and Expected Outcomes					
Descriptors	Unacceptable – 0	Developing – 1	Acceptable – 2	Proficient – 3	Exemplary– 4
Project Goal	Goal lacks specificity, measurability, achievability, or results focus, making it ambiguous or unattainable.	Goal presents some clarity but lacks complete specificity, measurability, achievability, or a results-focused approach.	Goal demonstrates specificity, measurability, achievability, and a results-focused approach with minor omissions or shortcomings.	Goal exhibits a clear and measurable objective, achievable within the specified timeframe, and emphasizes tangible outcomes effectively.	Goal is exceptionally clear, highly specific, measurable, achievable within the timeframe, and entirely results-oriented, ensuring a profound impact with utmost clarity.
Statement of Need	Explanation lacks conciseness or fails to summarize the methodology for goal establishment and relevant data analysis.	Summary attempts to provide the methodology but lacks conciseness or overlooks some key aspects of data analysis.	Presents a reasonably concise summary of the methodology used for goal establishment, encompassing relevant data analysis with minor gaps.	Provides a succinct and comprehensive summary of the methodology used to establish the goal, encompassing all relevant data analysis methods with clarity and precision.	Offers an exceptionally concise and comprehensive summary of the methodology used for goal establishment, including a thorough and precise analysis of relevant data.
Activities	Proposed activities lack description or are insufficiently outlined.	Activities are described but lack depth or fail to comprehensively cover all proposed actions.	Provides a moderately detailed description of the proposed activities with minor omissions or insufficient elaboration.	Describes the proposed activities with clarity, depth, and thoroughness, offering a comprehensive understanding of the planned actions and initiatives.	Presents a highly detailed, comprehensive, and well-structured description of the proposed activities, leaving no room for ambiguity or gaps in understanding.
Time Frame	Dates or date ranges are omitted or inadequately specified.	Time frame is partially identified but lacks complete clarity or precision.	Identifies the time frame adequately, with minor omissions or imprecise date ranges.	Presents a clear and precise time frame, specifying all essential dates or date ranges required for the planned activities.	Provides an exceptionally clear, precise, and well-defined time frame for all proposed activities, leaving no ambiguity or room for misinterpretation.
Impact	Explanation lacks clarity or fails to provide a comprehensive understanding of the projected impact for educators and/or students.	Impact explanation attempts to provide clarity but lacks depth or overlooks certain aspects of the projected impact.	Offers a reasonably clear explanation of the impact, covering most aspects of the projected impact for educators and/or students.	Provides a clear and comprehensive understanding of the projected impact for educators and/or students, covering all relevant aspects effectively.	Delivers an exceptionally clear, detailed, and comprehensive explanation of the projected impact for educators and/or students, ensuring a profound understanding of all aspects.
Expected Outcomes	Anticipated results or achievements are not succinctly outlined or presented as a prioritized list.	Expected outcomes are outlined but lack succinctness or fail to present a prioritized list effectively.	Presents expected outcomes in a moderately succinct manner or partially prioritizes the list of achievements.	Outlines the anticipated results or achievements succinctly and effectively in a prioritized manner, ensuring clarity and focus on the most critical objectives.	Presents an exceptionally clear, concise, and well-prioritized list of anticipated results or achievements, leaving no ambiguity or confusion regarding the project's primary goals.
Descriptors	Unacceptable – 0	Developing – 1	Acceptable – 2	Proficient – 3	Exemplary– 4
Timeline	The timeline is missing or poorly utilized. It does not provide a structured plan for activities, lacking clear timelines and milestones.	The timeline is included but lacks specificity, clarity, or detail, making it challenging to understand the sequence of activities and their expected durations.	The timeline is present and provides a basic outline of activities and their approximate timelines, but lacks some key details or clear milestones.	The timeline is well-defined, indicating a clear sequence of activities with specific timelines, milestones, and durations. It adequately supports the understanding of the project's progression.	The timeline is exceptionally well-constructed, offering a comprehensive, detailed, and clear plan of activities, their precise timelines, milestones, and durations, facilitating a deep understanding of the project's progression.
Alignment with Project Objectives & PSU Needs	The activities and timelines do not align with the project's objectives or the distinct needs of the PSU, lacking relevance or clarity in addressing these aspects.	There is limited alignment between the outlined activities and the project's objectives or PSU needs, with only partial relevance or clarity in addressing these aspects.	The activities and timelines somewhat align with the project's objectives and PSU needs, showing a moderate level of relevance and clarity in addressing these aspects.	The activities and timelines align well with the project's objectives and the distinct needs of the PSU, demonstrating clear relevance and understanding in addressing these aspects.	The activities and timelines are meticulously aligned with the project's objectives and precisely address the distinct needs of the PSU, showcasing exceptional relevance and clarity in addressing these aspects.
Emphasis on Key Components	Key components such as needs assessment, implementation plan, professional learning, roll-out plans, and publication are missing or inadequately emphasized in the timeline.	Some key components are mentioned in the timeline but lack detailed attention or clear focus, leading to ambiguity in their execution.	Most key components are included in the timeline, yet some lack detailed elaboration or a clear timeline, resulting in potential ambiguity in execution.	The majority of key components are outlined in the timeline with sufficient detail and clear timelines, ensuring a solid understanding of their execution.	All key components are meticulously incorporated into the timeline with exceptional detail, clarity, and precise timelines, ensuring comprehensive understanding and seamless execution.

K. Forced Copy of Appendices

To start the grant writing process, we suggest creating a [forced copy of this document](#). Clicking the forced copy link will generate a new Google Doc that you will have ownership of. This copy serves as a grant shell or template for composing your grant proposal. You are free to copy and paste the template into another document editor if preferred. Submit your grant by providing a hyperlink that allows anyone with the link to view it. You will be responsible to paste that [hyperlink](#) into the Google Form used for the [Grant Submission](#) Process.