



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NC DIGITAL LEARNING INITIATIVE GRANT

Request for Proposals: Digital Learning Impact Grant

Issue Date: December 6, 2023

Request for Proposals Opens: December 6, 2023

Proposals Due: March 4, 2024

Board Approval: June 1, 2024

Program Implementation: Fall 2024-Spring 2027*

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NC DIGITAL LEARNING INITIATIVE GRANTS

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 with collaborating 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.

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 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. The intention of these grants is to identify innovation across the state that models digital leadership, supports NC educators in their professional growth, and creates opportunities for student centered learning. All North Carolina Public School Units (PSUs) are eligible to apply for the Digital Learning Initiative Grants. Public School Units is an all inclusive term, which includes traditional public school districts, charter schools, lab schools, and regional schools.

The Digital Learning Initiative Grants shall do the following:

- Prioritize NC Digital Learning Competencies and Digital Learning Standards for Students through the use of:
 - Blended Learning
 - Innovative Digital Teaching and Learning
 - Coaching
 - Data Informed Instructional Practices
 - Emerging Technologies
 - Personalized Learning
- Include a clear plan for measuring program effectiveness, sustainability, and student impact.
- To be considered, PSUs must have completed [Digital Learning Progress Rubric](#) and [Digital Library and Media Inventory](#) during the last cycle (this does not need to be redone or submitted with the grant).
- Each PSU is required to publish materials created as part of the grant program using [North Carolina's OER platform, #GoOpenNC](#) and on the NC Digital Learning Initiative webpage.
- Priority will be given to PSUs that clearly align the work and goals of the grant to the NC Digital Learning Plan, the NC Digital Learning Competencies and Digital Learning Standards for students.
- Deliverable/s at the end of the grant program:
 - Well-developed, sustainable program that focuses on the Digital Learning Competencies and Digital Learning Standards for Students through the use of Emerging Technologies, Innovative Practices, Blended Learning, Data Informed Instructional Practices, and/or Personalized Learning.
 - Materials developed as a part of the grant program published using [North Carolina's OER platform #GoOpenNC](#)
 - Annually present the model demonstration site/s at state-wide and regional conferences such as NCTIES, NCBOLD, and/or a strong plan for sharing the grant work, learnings, and data with other PSUs across the state.

- o A data presentation that demonstrates program effectiveness and impacts on stakeholders. This includes, but is not limited to: students, teachers, staff, parents, community members, etc.
- o Other deliverables as identified in the grant application

The Grant shall be implemented starting in fall of 2023 and ending in spring of 2026 following the outline below:

- 2024-2025: Year 1 planning and implementation
- 2025-2026: Year 2 implementation and data collection
- 2026-2027: Year 3 implementation, data analysis, sustainability and state-wide collaboration

C. Grant Life Cycle

(This is an approximate timeline of events. The grant proposal does not have to follow this exactly as written)

Year 1: 2024-2025

- Planning/Pre-Program Work:
 - Assemble and meet with any planning or work groups that need to curate or create content or materials for your program.
- Program Implementation:
 - Roll out the program to your stakeholders and begin implementation.
- Share out:
 - Present your work at a webinar, these meetings will be hosted by DPI meetings and will highlight the work and progress of your grant
 - Any additional opportunities where you have the ability to share your grant work and knowledge, this may include, but is not limited to conferences, presentations, webinars, roundtables or any other sharing capacity that you see fit.
- Collaboration:
 - Plan to meet with your DPI support team on a schedule that meets your needs. This will include both virtual meetings and site visits.
 - Participate in meetings with other grant recipients in a group setting.

Year 2: 2025-2026

- Implementation:
 - The program should be fully up and running.
- Data Collection:
 - Collect implementation data
 - Begin to analyze data for impacts on stakeholders
- Sustainability:
 - Begin seeking funding and/or partnerships to maintain program sustainability and/or scalability
- Share out:
 - Present your work at a webinar, these meetings will be hosted by DPI meetings and will highlight the work and progress of your grant
 - Any additional opportunities where you have the ability to share your grant work and knowledge, this may include, but is not limited to conferences, presentations, webinars, roundtables or any other sharing capacity that you see fit.
- Collaboration:

- Plan to meet with your DPI support team on a schedule that meets your needs.
- You will be asked to provide support to a first year grantee. What to expect, lessons learned, etc.

Year 3: 2025-2027

- Implementation:
 - Continue implementation
- Data:
 - Continue collecting implementation data
 - Share out data with your board, the North Carolina Department of Public Instruction, and the state board of education
- Sustainability:
 - Finalize sustainability plan
- Share Out:
 - Plan for your virtual or in person open house hosted by you in Spring 2026.
 - Plan for any additional opportunities where you have the ability to share your grant work and knowledge, this may include, but is not limited to conferences, presentations, webinars, roundtables or any other sharing capacity that you see fit. Some options may include, but are not limited to: ISTE, CoSN, NCTIES, FETC, NCBOLD, etc.
- Collaboration:
 - You will be asked to provide continued support to a grantee. What to expect, lessons learned, etc.

D. 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:

- (1) Up to 4 grants.

Estimated Size of Awards:

Funds will be awarded based on the pool of applications approved and the recurring funds available.

- (1) Grants up to \$95,000 a year for 3 years for traditional school districts.
- (2) Grants up to \$25,000 a year for 3 years for charter/lab/regional schools.

Project Period:

Grant implementation beginning and ending based upon the type of grant:

- (1) Grants are three-year grants beginning in the 2024-2025 school year and ending at the conclusion of the 2026-2027 school year.

E. Use of Grant Funds:

Funds awarded to PSUs shall be used for any of the following:

- Professional Development**
 - Contracted Professional Development
 - Offsite Professional Development
 - Professional Development Expenses
- Hardware or software purchases related to the success of the grant program. For the purchase of emerging technologies that align with strategic planning. (*up to 75%** **)
- Reimbursement for stipends and teacher substitutes
- State subsistence rates and allowances
- Transportation costs
- Sustenance (*up to 10%*)
- Furniture
- Printing and duplicating (*up to 5%*)

Applicants must provide a detailed description of the cost estimates, along with a narrative that describes how the award will further enhance the program deliverables and impact for stakeholders as identified by the Objectives and Intended Outcomes Table (Appendix C).

*All funds received through this grant cannot be used to supplant current funding streams or refresh devices.

F. Eligibility and Review Process

For the purposes of the Digital Learning Impact Grant, eligible entities including traditional public school units, charter schools, lab schools, or regional schools may apply for one Planning Grant.

Key Dates and Review Process

NCSBE shall issue a Request for Proposals (RFP)	December 6, 2023
DLI Informational Grant Webinar	December 8, 2023
Grant Webinar Series Begins	January 2023
DLI Grant Submissions Close	March 4, 2024
Selections announced by the NCSBE	June, 2024

Review Process

Grant proposals should be submitted by 5 P.M. on March 4, 2024. Please note that any proposal submitted after 5 P.M. on February 28, 2023, will not undergo review.

Evaluation of all projects will focus on the applicant's written response addressing the components specified in Section I. Each proposal will follow the review process delineated in Section II. Some projects may align with federal or state funding priorities, resulting in adjustments to the review procedures.

Eligibility criteria require adherence to laws, regulations, policies, and directives outlined by the funding source. Only applicants meeting these criteria should engage with the RFP. It's essential for applicants to clearly demonstrate eligibility as per the guidelines provided in the RFP.

Proposals will be evaluated according to the procedures defined in NCSBE policy CNTR-001. For additional information on [CNTR-001](#) can be found here.

G. How to Submit

All required application materials, including the proposal narrative and various components of the grant, must be submitted through this [Google Form](#). To complete each section of the grant, utilize the provided forced Google Document link, ensuring the completion of all sections before uploading the document link via the Google Form. The grant submission must be done using a hyperlink. Initiate the process by accessing the [forced copy of the DLI Grant via the provided link](#). Signature pages may be separately uploaded in either scanned or PDF format.

Applicants have the option to include supplementary supporting information, such as data elements or news stories, as appendices. There are no specific limitations on the appendices' length. Please avoid including materials displaying logos, emblems, or images representing the applying public school unit, as maintaining anonymity during the review process is critical.

1. Preliminary Materials and Contact Information <i>(does not count toward total page count)</i>
<ul style="list-style-type: none"> ● Cover Page ● Table of Contents
2. Objectives and Intended Outcomes <i>(up to 3 pages)</i>
<ul style="list-style-type: none"> ● Use the provided table template in the forced copy to identify the project goal and statement of need; and impact to achieve the goal; a brief explanation of deliverables based upon completion of the grant for each year of the grant. ● The project goal and statement of need should reflect data and analysis specific to the PSU. ● Deliverables identified in this section must include (1) a needs assessment using multiple metrics. These may include, but are not limited to the Digital Learning Media Inventory, the Digital Learning Progress Rubric, Student and Staff Needs Assessments, etc. (2) a well-developed plan for implementation; (3) materials to be published using North Carolina’s OER platform; and (4) a description of any areas where you will share your work with other PSUs.
3. Timeline and Activities <i>(up to 6 pages)</i>
<ul style="list-style-type: none"> ● 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.

- Deliverables identified in this section must include (1) a needs assessment using multiple metrics. These may include, but are not limited to the Digital Learning Media Inventory, the Digital Learning Progress Rubric, Student and Staff Needs Assessments, etc. (2) a well-developed plan for implementation; (3) materials to be published using North Carolina's OER platform; and (4) a description of any areas where you will share your work with other PSUs.

4. Program Narrative (up to 10 pages)

Applicants are encouraged to provide tables, charts, graphics, etc. in this description.

- Provide an overview of the proposed project including background research information used to formulate the proposal. Cite research to support your plan.
- Describe or illustrate any preliminary steps the PSU has taken to prepare for the proposed project. Identify any special training; designation of personnel and purchases; digital literacy instruction for elementary, middle, and high students; etc.
- Define the proposed projects:
 - Primary deliverables
 - Alignment with the NC Digital Learning Competencies for Teachers and/or Administrators
 - Alignment with the NC Digital Learning Standards for Students
 - NC Digital Learning Competencies and Digital Learning Standards for Students through the use of any of the following innovative practices:
 - Blended Learning
 - Innovative Digital Teaching and Learning
 - Coaching
 - Data Informed Instructional Practices
 - Emerging Technologies
 - Personalized Learning
 - Artificial Intelligence
 - Key personnel who will be engaged in this work
 - Timeline of events over the 3 years of the grant cycle
- Elaborate on ways the proposal is linked to the PSU's improvement plan.
- Address sustainability plans for when grant funds run out.

5. Evaluation Methods and Protocols (up to 3 pages)

Applicants are encouraged to provide tables, charts, graphics, etc. in this description.

Describe the local evaluation procedures for determining the success of the project and for measuring student impact.

6. Engagement with Key Stakeholders (Up to 3 Pages)

Explain how the project will involve community stakeholders beyond the local school system, including any anticipated participation of parents, citizens, or businesses.

Describe how the project information will be shared with other school systems throughout the state. Include the methods that will be used to share best practices among school personnel.

5. Proposed Budget (does not count toward total page count)

- Use the provided budget template from the forced document to identify the Fund Categories (with bulleted list details), Expenditure Amounts, and Rationale.
- Align the proposed budget based on the “Use of Grant Funds” and do not exceed allowable expenditures as defined in this section.
- Use the rationale to clearly identify the uses of grant award funds aligned with the goals and strategies identified in the application sections “Objectives and Intended Outcomes” and “Narrative Description.”
- All locally-prepared budgets must conform to the DPI chart of accounts. For the Grant, the maximum amount of award is \$95,000 per year, per grant application for traditional LEAs and \$25,000 per year, per grant application for charter/lab/regional schools (based upon available funding).

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

- May be uploaded via scanned copy separately from Google Document upload of the Grant

7. Additional Appendices (20 page maximum does not count toward total page count)

- Optional

7. Virtual Presentation– (10 minute maximum)

- The applicant is required to prepare a succinct and engaging 10-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.

H. 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 application itself MUST BE composed from [this forced copy worksheet](#) in Google Documents. Only a hyperlink upload will be accepted for via Google Form Submission
- 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
- Preliminary Materials and Contact Information
- Table of Contents
- Objectives and Intended Outcomes – *up to 3 pages*
- Timeline and Activities– *up to 6 pages*
- Program Narrative – *up to 10 pages*
- Evaluation Methods and Protocols– *up to 3 pages*
- Engagement with Keystakeholders– *up to 3 pages*
- Proposed Budget
- Page of Assurances
 - must be signed by both grant contact and superintendent
 - May be scanned and uploaded separately from Grant Google Document
- Additional Appendices (optional) – *up to 20 pages*

I. 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.

J. Webinar 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

K. 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.

Digital Learning Initiative Grants Rubric: Timelines and Activities					
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.

L. 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.