

2024-2025 DLI Grant Recommendations

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2024-2027 Impact Grant Recommendations:

PSU:	Requested Total Funds:	Video Presentation:	Grant Overview:	Grant Feedback:
Edenton-Chowan Public Schools: Northeast	\$275,360	https://youtu.be/GFnWNJ6wc8Y	<p>DF Walker and White Oak Elementary Schools' proposal for the NCDPI Impact Grant aims to enhance STEM opportunities within our school community and ultimately earn recognition as a STEM School of Distinction.</p> <p>The grant will support the establishment and expansion of various STEM programs, including: Creation of a LEGO Robotics Club: to provide students with hands-on experience in designing, building, and programming robots using LEGO kits. LEGO League Robotics Competition Participation: opportunities to engage in robotics competitions at regional and state levels. Summer STEM Camps: immersive learning experiences that will provide students with access to summer STEM activities. Creation of 2 School STEM Labs: to support STEM learning experiences for all K-5 students</p>	<p>Your well-thought-out grant proposal clearly identifies the need for and rationale behind your project. Your preliminary work and provided documentation demonstrate a detailed plan for the utilization of grant funds. Your dedication to providing comprehensive STEM education at the two schools is commendable. As you proceed, we encourage you to address questions regarding equitable access to after school clubs, the design and vetting of in-class learning experiences, strategies for incentivizing teacher participation in professional development, and protocols for walkthroughs and observations. Your aim to integrate STEM opportunities in elementary schools and achieve recognition as a STEM School of Distinction reflects a larger vision for sustainability and diffusion, which is truly commendable.</p>
Catawba County Schools: Northwest	\$285,000	https://drive.google.com/file/d/1bcMnlja_kyl6fwhS77G_mrQHxIOVny_FeG4/view?usp=sharing	<p>Catawba County Schools (CCS) will launch a transformative three-year initiative to embed Artificial Intelligence (AI) into K-12 education to elevate AI literacy and equip our community for an AI-driven future. This initiative will focus on professional development for educators, curriculum development and innovation for students, and the development of bespoke AI instructional and planning tools. With strategic partnerships, CCS aspires to create a pioneering model for seamless AI integration, preparing students and staff for the evolving workforce demands and setting a benchmark for national educational systems.</p>	<p>This is an innovative, future-focused proposal with GenerativeAI Literacy for educators, students, and the community at-large, which is a needed shift in our educational focus. This district is developing a comprehensive approach to integrating AI into their district through the use of Summer Institutes that train district staff as AI leaders, virtual courses for staff and students, Family Town Halls, and an annual event: "Prompt-A-Thon". The statement of need and concept is very promising. Areas of improvement include following clear steps such as including research in the narrative, identifying preliminary steps, PSU strategic alignment, and clear explanation of how cost was determined in the budget.</p>
Lake Norman Charter: Southwest	\$90,000	https://drive.google.com/file/d/1uGar-Y_YzloEhM4EwdXktAdiWRLp5rLZd/view?usp=sharing	<p>With the 3-year grant funding, LNC aims to develop AI Literacy by integrating Artificial Intelligence (AI) training for teachers, students and parents. This initiative focuses on enhancing educators' proficiency in AI technologies, empowering them to effectively incorporate AI tools into teaching methodologies. Simultaneously, students will receive hands-on AI education, fostering a deeper understanding of this transformative technology. The grant will facilitate workshops, provide resources, and establish a collaborative learning environment. Ultimately, this investment will equip our educational community with the skills and knowledge</p>	<p>The grant application proposes a well-developed and comprehensive plan to enhance AI literacy among educators and students. The proposal is strong and aims to provide tools and training for responsible AI use by both teachers and students. The proposal acknowledges the dynamic nature of AI education and emphasizes flexibility in planning and implementation.</p>

			needed to navigate and leverage AI, preparing students for the evolving landscape of the future.	
PSU:	Requested Total Funds:	Video Presentation:	Grant Overview:	Grant Feedback:
Guilford County Schools: Piedmont-Triad	\$285,000	https://drive.google.com/file/d/15QTm9kShL2X8mwSebaB-WX4k4o5EPCQ3/view?usp=drive_link	<p>By June 2027, Guilford County Schools (GCS) will transform grade 8 science growth at six middle schools by engaging students in Virtual Reality (VR) experiences and explorations. By providing concrete experiences for students to engage with complex science concepts, each of the six schools will at a minimum, meet expected growth or improve overall proficiency each year, reversing post-pandemic fluctuations in attainment. This project will impact approximately 4,750 students.</p> <p>We will accomplish this goal through two primary objectives:</p> <p>1) GCS will offer science teachers at six middle schools professional learning opportunities to explore and implement innovative classroom practices using VR technology. 2) The district will create a four-unit VR science lesson repository, comprising at least 16 lessons, to enhance instructional practices for classroom implementation. Unit plans will prioritize high impact areas determined by EOG Goal Summary Reports for the six schools. The unit plans will empower learners to develop strategies to achieve academic success and become knowledge constructors</p>	<p>This district seeks to improve 8th grade EOG Science Test scores through the implementation of a VR program at district middle schools. They plan to train educators on the use of VR through a variety of conference attendance and professional development to become leaders in their buildings as well as create a bank of VR based science lessons to increase engagement of students. Much of this grant is exemplary in terms of fulfilling the requirements as well as providing a clear picture of which each step and its impact will be. It is research-based and data-driven, provides a clear rationale for the project, and lays out a detailed timeline of activities, implementation, and outcomes. The only part of this grant proposal reviewers found lacking was having some of the stakeholder involvement and dissemination activities clearly explained in the narrative portion -- in each year's expected outcomes, "share out" strategies are bulleted but additional information around involvement of key stakeholders/community would have been helpful.</p>
Wake County Public Schools: North Central	\$285,000	https://drive.google.com/file/d/1Dj6jaHVHyFU4uOZz-02q-B2Rr2KiO2/view?usp=sharing	<p>Our Digital Learning and Libraries, Special Education, and Curriculum departments will collaborate to implement a shared vision for digital learning that:</p> <ul style="list-style-type: none"> • Builds durable skills and digital literacy (Student Digital Learning Standards) • Reduces barriers and supports learner variability (Universal Design for Learning) • Strategically integrates digital and analog resources (Blended Learning) <p>We will build the capacity of teachers, leaders, and district staff to design and implement digital learning experiences:</p> <ul style="list-style-type: none"> • Develop a Planning Toolkit that supports PLCs to integrate the vision above • Use the Planning Toolkit to pilot exemplar units in Secondary Social Studies • Establish professional learning pathways for teachers and leaders 	<p>This thoughtful and strategic grant proposal seamlessly aligns with both the PSU's strategic plan and the Digital Learning Standards, as well as the Portrait of a Graduate. Your innovative approach to integrating technology with curriculum demonstrates a well-considered plan of action. Your thoroughness in aligning with district and state goals, along with your engagement of stakeholders, is commendable. While the budget appears reasonable and sustainability planning is evident, we encourage clarification on the software to be used for supporting multiple modalities in reading and writing, as well as the allocation of access for students given the associated costs. Your ambition to create a collaborative, comprehensive blended learning toolkit is truly inspiring.</p>

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Alamance Burlington School System: Piedmont-Triad	\$149,300	https://drive.google.com/file/d/1odoQ1v-06TW-88Rh42g6uPOQxCg1kr_x/view?usp=sharing	This three-year grant would empower school leaders to champion effective technology integration and blended learning in ABSS. School-level leaders would gain expertise through professional learning experiences, coaching, and collaboration, fostering student competencies like critical thinking and problem-solving aligned with the ABSS Portrait of a Graduate and Strategic Plan. This grant scales impact over three years, starting with a strong foundation, implementation with support, and culminating in wider dissemination and sustainability efforts. This initiative positions ABSS to leverage technology for student success, creating well-rounded graduates prepared for the future.	This proposal focuses on improving school and district administrators' understanding of effective use of technology infused instruction and blended learning to allow for improvement in a defined area of need regarding inconsistent and ineffective technology use in schools. Administrators will take part in a multi-year plan in conjunction with teacher leaders to explore effective use of technology tools that align with data driven instructional needs, high quality blended learning instructional methods, and use of emerging technologies like AI. There is a clear vision for implementation as well as broad impact, capacity building, and sustainability. The overall proposal would have been strengthened by a few more details in components such as more about key stakeholders who will be impacted by this work, even if they are not in an active cohort, and some budget expenses that raised questions including stipends being different between administrators and teacher leaders, not requesting full budget amounts to support plan, and less focus on technology tools than a plan like this might need.
Chatham County Schools: North Central	\$265,804	https://youtu.be/vPkAH72lmeo?feature=share	Chatham County Schools plans to integrate generative AI in our educational system through a three-year program called "Innovation is in the Air." The program launches with the DISC conference in 2024, featuring AI-focused presentations and activities. The first year involves creating a district AI pedagogies document, co-hosting training with community partners and MagicSchool vendors, and facilitating a communications campaign. Year two involves increasing staff efficiency and student AI platform utilization. Year three aims to augment outcomes, refine communication strategies, and justify decisions via data analyses. The program's inputs and outputs will be shared at annual statewide educational conferences and ISTE.	We commend the thoroughness and strategic alignment of your grant proposal, particularly in its focus on AI technologies and the creation of a dynamic AI pedagogies document. However, we have some reservations regarding the sustainability of the programs and professional development (PD) beyond the grant period. There appears to be a significant allocation of funds towards non-essential items for the PD day, raising concerns about the focus on the AI plan itself. We recommend reassessing the budget allocation to prioritize resources towards the longevity of AI programs and PD initiatives. Additionally, while the integration of tangible prizes during the PD day may enhance engagement, we suggest exploring options for the reuse or distribution of these items post-event to maximize their impact. Overall, we support your grant proposal with these considerations in mind, and we encourage you to address these areas for a more sustainable and impactful implementation.

Emerging Technologies Recommendations:

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Nash County Public Schools	\$49,050	https://drive.google.com/file/d/17wxldlaxbSuEQxgc8EzArUZn5anv3Vj4/view?usp=drive_link	<p>By the end of the 2024-2025 school year, the "Echoes of Education" project aims to create 10 mobile podcasting studios and produce and publish a minimum of 40 teacher-facilitated student-created podcast episodes. This project includes equipment procurement, staff and student training, and ongoing support, featuring students from grades 4-13 across all curriculum areas, STEM Competitions, Battle of the Books, and school sports. These podcasts will cultivate digital citizenship, knowledge construction, and creative communication skills among students and digital platform consumers.</p>	<p>This grant proposal, centered on empowering students through podcast creation, includes an innovative approach to enhancing education with blended learning models. Its commitment to fostering student engagement and creativity by offering extensive opportunities for interactive learning and content creation stands out as a core strength. The project's vision for enabling students to become adept content creators aligns well with current educational objectives to integrate technology and media literacy skills. Acknowledging the proposal's ambitious timeline for producing over 40 podcasts within a few months, it is recommended to consider adjustments or provide additional details to ensure feasibility. Further elaboration on the implementation strategies, including specific practices for podcast production and data analysis, is encouraged to solidify the project's framework. Strengthening ties with both internal and external stakeholders and developing a comprehensive sustainability plan are essential steps to ensure the initiative's enduring success and impact. These considerations, aimed at bolstering the proposal, highlight the project's potential to significantly contribute to the educational landscape by leveraging digital platforms for creative and instructional purposes.</p>
Guilford County Schools	\$50,000	https://drive.google.com/file/d/17ORIChsfHslQnC14iwCTXNUiguZmSH_5/view?usp=drive_link	<p>By June 2025, Guilford County Schools (GCS) will increase educator and community proficiency around Artificial Intelligence (AI) by developing a robust professional learning plan for educators, families, and community partners that meets the following primary objectives: 1) Build expertise among district school library media coordinators (SLMCs) who function as the first line of support for school-based technology initiatives. 2) Create engaging online coursework for educators to access on demand in the effective use of AI, capabilities and limitations of generative AI, ethical considerations, and classroom applications. 3) Deliver family and community learning events to allay misperceptions about AI and develop understanding of AI's potential and impact on the classroom and workplace.</p>	<p>This grant offers an exceptionally concise and comprehensive summary of the methodology used for goal establishment, including a thorough and precise analysis of relevant data. This proposal is strengthened by the strong planning components such as developing policy, communication plan, community engagement plan, etc. This grant provides a clear and precise timeline to meet desirable goals and outcomes. Sustainability is a concern given possible turnover and rapidly evolving technology.</p>

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Perquimans	\$50,000	https://drive.google.com/file/d/1xT85dRMZNOfSz8NqgMwakMcfx1SeOiQ_/view?usp=sharing	PCS aims to enhance students' critical thinking/problem-solving skills and knowledge retention by leveraging the emerging technology of VR/AR headsets, Thinglink, and Minecraft. Our objective is to enhance students' understanding of curriculum-aligned content, fostering increased prior knowledge and experiences that contribute to the development of higher-order thinking skills. As part of this comprehensive approach, students will become Empowered Learners (1.1.d) by using VR/AR headsets, Thinglink, and Minecraft to construct their own designs, demonstrating a profound understanding of technology operations. Students will embody Digital Citizenship (1.2.c) principles, respecting intellectual property while creating Thinglink content. Through Real-World Exploration (1.3.d), students will actively engage with and address genuine issues using VR/AR headsets, Thinglink, and Minecraft. Additionally, they will hone Effective Research Strategies (1.3.a), evaluating information accuracy and relevance using VR/AR headsets and online resources, curating content for others via Thinglink and Minecraft as artifacts of their learning. Collaboratively, students will exhibit Information Curation (1.3.c) skills, creating collections of artifacts in Thinglink and Minecraft that showcase meaningful connections or conclusions. Finally, Project Collaboration (1.7.c) will be fostered as students contribute to project teams, assuming diverse roles and responsibilities to collectively work towards the common goal of creating Thinglink and Minecraft artifacts.	The use of school data to tailor interventions and the establishment of clear metrics for measuring success are key strengths of this initiative, promising enhanced learning experiences and outcomes. A more detailed plan for educator training on the effective use of technology is recommended to ensure that the intervention can be fully implemented to meet the diverse learning needs of students. While the investment in Chromebooks signifies a strong commitment to integrating technology in learning, expanding the proposal to include additional resources and professional development opportunities could further exploit the capabilities of emerging technologies. Clarification on the direct contribution of Dreambox software to remediation efforts and its impact on student self-confidence and engagement would enrich the proposal. Incorporating these enhancements, with an emphasis on professional learning for educators and adopting evidence-based strategies for technology use, would significantly strengthen the initiative's effectiveness.
Granville County Public Schools	\$50,000.00	https://drive.google.com/file/d/1tstMxiW3ImdcpXbivCAaKSLeyD3WJ2WH/view	By June 30, 2025, Granville County Public Schools (GCPS) will establish and implement an Artificial Intelligence (AI) Task Force composed of trained staff members to provide Professional Development (PD), develop resources, and deliver PD sessions on AI at the school-level. Additionally, GCPS will host an AI student camp for rising 8th-12th graders in Summer 2025 in conjunction with our SparkNC program. Success will be measured by pre/post-participation survey data, PD training evaluations, data usage reports from our paid AI subscriptions, and anecdotal notes/informal and formal observations of student, staff, and community members.	The AI Task Force and its AI camp for 8-12 graders are innovative steps toward enhancing AI education, focusing on boosting teacher capabilities and student engagement in AI, aligned with educational and writing standards. The proposal should more directly link its professional development objectives, such as differentiated instruction and cybersecurity, to its activities and resources, including the use of subscription-based tools, to ensure targeted outcomes are achieved. Emphasizing its commitment to sustainability and backed by stakeholder support, the project could further enhance its strategic importance by more explicitly connecting with ISTE standards and the PSU's strategic goals. A clearer explanation of how the Task Force's initiatives will support the PSU's broader aims would strengthen the proposal, making it a more effective tool for advancing AI education among both educators and students.

Proposed Spending 2024-2027:

PSU Name:	Average Review AI Score	Average Score	2024-2025	2025-2026	2026-2027
Edenton-Chowan Public Schools	3.63	3.63	\$ 95,000.00	\$ 95,000.00	\$ 86,000.00
Catawba	3.11	4	3.555	\$ 95,000.00	\$ 95,000.00
Lake Norman Charter	3.012	4	3.50617284	\$ 30,000.00	\$ 30,000.00
Guilford County Schools	3.41		3.41	\$ 95,000.00	\$ 95,000.00
Wake County	3.395		3.395	\$ 95,000.00	\$ 95,000.00
Nash	3.556		3.556	\$ 49,050.00	
Guilford County Schools	3	4	3.5	\$ 50,000.00	
Perquimans	3.148		3.148	\$ 41,492.16	
Granville	3.185	3.1	3.142592593	\$ 50,000.00	
ABBSS	3.35		3.35	\$ 59,000.00	\$ 52,000.00
Chatham	3.086		3.086	\$ 94,402.00	\$ 85,701.00
Caldwell County Schools	Year 3/3			\$ 77,326.27	
Davie County Schools	Year 3/3			\$ 95,000.00	
Mt Airy City Schools	Year 3/3			\$ 94,000.00	
Asheboro City Schools	Year 2/3			\$ 95,000.00	\$ 95,000.00
Iredell-Statesville Schools	Year 2/3			\$ 92,902.32	\$ 92,902.32
Winston-Salem/Forsyth County Schools	Year 2/3			\$ 95,000.00	\$ 95,000.00
				\$59,000.00	
				\$1,362,172.75	\$ 839,304.32
					\$ 525,701.00