



GOLDEN LEAF SCHOOLS INITIATIVE

Request for Proposal

Issue Date: January 9, 2025

Request for Proposals Opens: January 13, 2025

Proposals Due: March 21, 2025

Board Approval: June 5, 2025

Program Implementation: Fall 2025 - Spring 2030

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A. Funding Entity

The Golden LEAF Foundation is a nonprofit organization established in 1999 to receive a portion of North Carolina's funding from the 1998 Master Settlement Agreement with cigarette manufacturers. For more than 25 years, Golden LEAF has worked to increase economic opportunity in North Carolina's rural and tobacco-dependent communities through leadership in grantmaking, collaboration, innovation, and stewardship as an independent and perpetual foundation.

Golden LEAF has provided a lasting impact on tobacco-dependent, economically distressed, and rural areas of the state by helping create 68,000 jobs, more than \$780 million in new payrolls, and more than 98,000 workers trained.

Governed by a board of directors appointed by leaders of North Carolina's legislative and executive branches, Golden LEAF has focused on critical issues facing North Carolina communities including bringing jobs and building industry by providing resources to communities, awarding scholarships to local students and administering the state's relief efforts following natural disasters.

B. Purpose of the Initiative

This Golden LEAF Foundation Schools Initiative endeavors to embody educational innovation across a network of twenty schools in North Carolina while spearheading a paradigm shift in educational excellence. This initiative introduces a pioneering school improvement approach centered on [Marzano's High Reliability Schools \(HRS\) model](#), a national transformative framework by Dr. Robert J. Marzano designed to revolutionize educational environments.

The HRS model, structured across five progressive levels, represents an evolutionary approach to school management and pedagogy, emphasizing:

- **Level 1:** Establishing a Safe and Supportive Culture: Fostering an environment of safety and positivity for students and staff alike.
- **Level 2:** Building Reliable School Management Systems: Streamlining operational protocols and resource allocation for enhanced effectiveness.
- **Level 3:** Ensuring Effective Teaching and Viable Curriculum: Prioritizing high-quality instruction aligned with comprehensive learning goals.
- **Level 4:** Monitoring Student Learning and Data-Driven Decisions: Emphasizing continuous assessments to tailor education to individual student needs.
- **Level 5:** Fostering Competency-Based Education (CBE): Nurturing a culture of perpetual growth, collaboration, and innovation among educators and learners.

With HRS as their core framework, schools within the network have a full complement of resources to further educator development and student outcomes while focusing explicitly on high-quality mathematics instruction.

Innovative Grant Components:

1. Cohort Model

To provide a networked system where educators and school leaders from across the state collaborate to transform education in 20 schools through the HRS framework, two cohorts of schools will be identified: (1) Transformative Schools Cohort (TS) Cohort and (2) Personalized, Competency-based Education (PCBE) Cohort.

To be eligible for the TS Cohort, schools must be low-performing middle schools located in rural counties with persistent Tier 1 or Tier 2 economic status. Eligibility for the PCBE cohort is based on readiness to begin at Level 3 of the HRS framework. Schools eligible for this cohort will be non-low-performing middle schools located in rural counties with

persistent Tier 1 or Tier 2 economic status. For more information on the eligibility criteria for each cohort, please review the [Golden LEAF Schools Eligibility and Selection Criteria](#).

By creating two cohorts, schools from both cohorts across the network can support one another in utilizing the HRS framework. Since the PCBE Cohort Schools do not need a full complement of resources, they will only receive the HRS grant components and travel stipends (see following sections).

Grant Component	Cohort 1 TS Cohort	Cohort 2 PCBE Cohort
Grant Component 1: Marzano’s High Reliability Schools Resources		
Resource Bank	✓	✓
Annual Professional Development	✓	✓
Embedded Coaching on HRS Framework	✓	✓
Access to Network Events and Resources	✓	✓
Access to Common Math Proficiency Scales	✓	✓
Grant Component 2: Leveled Coaching		
Leadership Coach	✓	
Math Coach/Facilitator	✓	
Formative Assessment Coach	✓	
Grant Component 3: Math Resources		
Common Math Formative Assessment	✓	
Common Math Curriculum	✓	
Khanamigo Pilot	✓	
Grant Component 4: Travel, Stipends, & Bonuses		

Travel Funds for Team Exploration of Best Practices	✓	✓
Substitute Costs for Training	✓	✓
Teacher Stipends for Training	✓	✓
Principal Progressive Retention Stipends	✓	
Principal Performance Bonus	✓	

2. Marzano’s HRS Implementation

This component integrates job-embedded coaching, online resource banks, professional development, proficiency scales, and a cohort-based approach to transform schools into HRS-certified institutions. It fosters an ecosystem of growth and excellence, nurturing a culture of continuous improvement and innovation.

a. Transformative Schools (TS) Cohort

Unless otherwise noted, the services outlined in the table below are the professional development services provided throughout each of the 5 years of implementation.

HRS Implementation Services			
Professional Development Service	Description	Audience	Unit (per year)
Strategic Planning	<ul style="list-style-type: none"> Administration of Surveys, Focus Groups, Observations Analysis of Surveys, Focus Groups, and Observations to inform customized PD planning 	Administrators , staff, students, & Parents	2 Days
Professional Development Workshops	<ul style="list-style-type: none"> HRS Coaching Academy (3, two-day sessions) 	School Staff	6 days

Coaching	<ul style="list-style-type: none"> • Customized PD Planning and Progress Monitoring • Leadership Coaching • Schoolwide Staff Coaching • Math Instructional Coaching 	Administrators and Staff	18 days
Certification	<ul style="list-style-type: none"> • Year-long access to portal to submit data for applicable level. • Year-long access to a certified data reviewer who reviews submissions and provides ongoing support towards successful certification. 	Full staff	1 level
Events	<ul style="list-style-type: none"> • To include 5 registrations to Marzano Resources events, where teams can access world-class experts, network, learn, and collaborate in a motivational environment. 	Leadership Team	5 registrations
Resource Bank	<ul style="list-style-type: none"> • Flexible resource bank to meet schools' needs (e.g. 2 additional onsite coaching days) 		\$12,567

b. Personalized, competency-based education (PCBE) Cohort

The personalized, competency-based education (PCBE) cohort details specific services over a three-year timeframe. Additionally, participating schools will receive a “bank” of \$33,150 that can be utilized to add services within those three years and/or extend the plan over five years.

Year 1 & Year 2			
Professional Development Service	Description	Audience	Unit (per year)
Surveys	<ul style="list-style-type: none"> • Administration of surveys to establish a baseline and collect initial 	Administrators, staff,	1 survey

	evidence	students, & Parents	
Shared Professional Development Sessions	<ul style="list-style-type: none"> 2-day PD workshops with other PCBE cohort schools aligned to the progressive learning plan 	Leadership Team	4 sessions
Coaching	<ul style="list-style-type: none"> Customized support and guidance for implementing learnings from shared PD sessions within unique context 	Administrators and Staff	4 days
Resources	<ul style="list-style-type: none"> 5 copies of 4 books 25 Avanti licenses 	Full staff	See description
Events	<ul style="list-style-type: none"> To include 3 registrations to Marzano Resources events, where teams can access world-class experts, network, learn, and collaborate in a motivational environment. 	Leadership Team	5 registrations
Resource Bank	<ul style="list-style-type: none"> Flexible resource bank to meet schools' needs (e.g., 2 additional onsite coaching days) 		\$33,150
Year 3			
Surveys	<ul style="list-style-type: none"> Administration of surveys to establish a baseline and collect initial evidence 	Administrators, staff, students, & Parent	1 survey

		s	
Shared Professional Development Sessions	<ul style="list-style-type: none"> • 2-day PD workshops with other PCBE cohort schools aligned to the progressive learning plan • 1-day PD workshop with other PCBE cohort schools 	Leadership Team	<p>2 sessions</p> <p>1 session</p>
Coaching	<ul style="list-style-type: none"> • Customized support and guidance for implementing learnings from shared PD sessions within unique context 	Administrators and Staff	<p>4 onsite days</p> <p>3 virtual calls</p>
Resources	<ul style="list-style-type: none"> • 5 copies of 4 books • 25 Avanti licenses 	Full staff	See description
Events	<ul style="list-style-type: none"> • To include 3 registrations to Marzano Resources events, where teams can access world-class experts, network, learn, and collaborate in a motivational environment. 	Leadership Team	5 registrations
Year 4 and 5 (optional)			
Resource Bank	<ul style="list-style-type: none"> • Flexible resource bank to meet schools' needs (e.g., certification in years 4 and 5) • The resource bank can 		\$33,150

	<p>also be used during the three years of certification, depending on the school's level and goals.</p>		
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3. School and Leader Incentives

This grant component aims to enhance educational quality and professional development within schools. It includes travel funds for school leadership teams to visit other schools, fostering the exchange of best practices and networking. Additionally, there are funds to cover substitute costs, enabling teachers to attend professional development opportunities during the school year. Another aspect involves providing stipends for teachers engaging in further professional development outside regular school hours. Furthermore, the grant allocates a progressive retention bonus to incentivize principal longevity and support, alongside a performance bonus for principals whose schools exceed growth in math, promoting both sustained commitment and achievement within the educational leadership.

Incentives for Participating Schools		
Incentive	Cohort 1 <i>TS Cohort</i>	Cohort 2 <i>PCBE Cohort</i>
<p>Travel funds to observe best practices and networking (\$10,000/year)</p>	<p>✓</p>	<p>✓</p>
<p>Substitute Pay (\$10,350/year)</p>	<p>✓</p>	<p>✓</p>
<p>Teacher Stipends (\$15,000)</p>	<p>✓</p>	<p>✓</p>
<p>Principal Retention Bonus (beginning in Year 2)*</p>	<p>✓</p>	
<p>Principal Performance Bonus (\$5,000/year)**</p>	<p>✓</p>	

a. *Teacher Stipend Information

Teacher stipends are intended for teachers who are involved with professional development outside of school hours. Stipends of up to \$500 may be awarded to an individual teacher.

b. **Principal Bonus Information

i. Principal Retention Bonus

This bonus will be awarded to principals in July of Year 2 (2026-27) to incentivize principal retention. The bonus will increase each year the principal stays at the school.

1. **Year 2 (2026-2027):** \$3,000
2. **Year 3 (2027-2028):** \$4,000
3. **Year 4 (2028-2029):** \$5,000
4. **Year 5 (2029-2030):** \$6,000

ii. Principal Performance Bonus

A bonus of \$5,000 per year will be awarded to a school principal that exceeds growth in mathematics per EVAAS data beginning with performance data from the 25-26 school year.

4. Career Development Resources

This initiative emphasizes career development for middle school students. A career development online platform, career development professional development for educators, and supporting resources will support students' career development and implement the State's Portrait of a Graduate (PoG) Durable Skills.

Career Development Resources		
Resource	Cohort 1 <i>TS Cohort</i>	Cohort 2 <i>PCBE Cohort</i>
Portrait of a Graduate (POG) Professional Development	✓	✓
Career Development Platform and Accompanying Professional Development	✓	

5. Leveled and Targeted Coaching

Through dedicated leadership, math, and formative assessment coaches, educators receive tailored support for refining teaching strategies, curriculum delivery, and data-driven decision-making, fostering school-wide improvement. Participating schools will meet with these coaches on at least a monthly basis. **TS Cohort Schools Only.**

Leveled & Targeted Coaching Resources	
Resource	Description
Leadership Coach	The Leadership Coach will support school principals and district leaders within the TSC cohort, providing job-embedded and just-in-time guidance focused on comprehensive school improvement. Working closely with the Math Coach and Formative Assessment Coach, the Leadership Coach will ensure that curriculum and formative assessment implementations are effective and that principals can support these initiatives in their schools. The Leadership Coach will also collaborate with Marzano coaches to align and enhance leadership support, serve as a connector to the project implementation team, and guide school leaders through strategic improvement efforts.
Math Coach/Facilitator	The Math Coach will support the implementation of a new mathematics curriculum in TSC schools. An expert in mathematics instruction, curriculum implementation, and formative assessment, the Math Coach will work alongside school leaders, instructional staff, and teachers to promote consistent, high-quality math instruction. This role involves designing professional development in partnership with the curriculum vendor, providing hands-on coaching, and supporting teachers to address instructional challenges and improve student outcomes.
Formative Assessment Coach	The Formative Assessment Coach will be pivotal in supporting data-driven instruction within the TSC schools. This coach will design and monitor the implementation of common formative assessments, working closely with school administrators, instructional staff, and the Math Coach to ensure assessments

	are aligned with the new math curriculum. The Formative Assessment Coach will help establish a consistent process for administering assessments, analyzing results, and enabling teachers to respond effectively to student needs.
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6. Mathematics Resources

The grant will focus on high-quality mathematics instruction. It will require a comprehensive, common math curriculum aligned with state standards, a common formative assessment tool, Khanmigo (an innovative AI-based tutoring platform designed to augment students’ learning experiences), and ongoing professional development to empower teachers to maximize the impact of these resources. **TS Cohort Schools Only.**

Mathematics Resources		
Year 1		
Resource	Description	Unit
Math Curriculum	<ul style="list-style-type: none"> Open Up Resources research-based, standards-aligned, openly accessible curriculum for Grades 6-8 Math. 	<ul style="list-style-type: none"> District will receive access to Open Up Resources curriculum and accompanying materials needed for implementation
Curriculum Materials	<ul style="list-style-type: none"> Teacher Edition books Student workbooks Consumable math kits Non-consumable math kits 	<ul style="list-style-type: none"> 1 per teacher 1 per student 1 consumable and non-consumable kit per classroom
Implementation Professional Development	<ul style="list-style-type: none"> Curriculum Launch: 2-day, on-site to facilitate curriculum launch Monthly Support: monthly, virtual PLCs for the leadership team (2 participants per school) 	<ul style="list-style-type: none"> 1 launch event per school 8 calls per year 2, on-site support days per school

	<ul style="list-style-type: none"> ● On-site support: Tailored one-day, on-site PD sessions based on individual school needs ● Quarterly PLC: Virtual PLCs for just-in-time support for teachers 	<ul style="list-style-type: none"> ● 4, 1-hour virtual PLCs per school
Year 2		
Resource	Description	Unit
Curriculum Materials	<ul style="list-style-type: none"> ● Student workbooks 	<ul style="list-style-type: none"> ● 1 per student
Implementation Professional Development	<ul style="list-style-type: none"> ● Curriculum Launch for new teachers: Self-paced launch course for any new teachers ● Virtual Deeper Dive Sessions: back-to-school professional learning workshops ● Monthly Support: monthly, virtual PLCs for the leadership team (2 participants per school) ● On-site support: Tailored one-day, on-site PD sessions based on individual school needs ● Quarterly PLC: Virtual PLCs for just-in-time support for teachers 	<ul style="list-style-type: none"> ● Course access for any new teacher in any TSC school ● 1, two-hour virtual deeper dive session per school ● 8 calls per year for leadership team ● 1 on-site support day per school ● 4, 1-hour virtual PLCs per school
Year 3		
Resource	Description	Unit
Curriculum Materials	<ul style="list-style-type: none"> ● Student workbooks 	<ul style="list-style-type: none"> ● 1 per student
Implementation Professional Development	<ul style="list-style-type: none"> ● Curriculum Launch for new teachers: Self-paced launch course for any new teachers 	<ul style="list-style-type: none"> ● Course access for any new teacher in any TSC school

	<ul style="list-style-type: none"> ● Virtual Deeper Dive Sessions: back-to-school professional learning workshops ● Quarterly Support: quarterly, virtual PLCs for the leadership team (2 participants per school) ● Quarterly PLC: Virtual PLCs for just-in-time support for teachers 	<ul style="list-style-type: none"> ● 1, two-hour virtual deeper dive session per school ● 4 calls per year for leadership team ● 4, 1-hour virtual PLCs per school
Years 4 & 5		
Resource	Description	Unit
Curriculum Materials	<ul style="list-style-type: none"> ● Student workbooks 	<ul style="list-style-type: none"> ● 1 per student
Implementation Professional Development	<ul style="list-style-type: none"> ● Curriculum Launch for new teachers: Self-paced launch course for any new teachers ● Virtual Deeper Dive Sessions: back-to-school professional learning workshops ● Quarterly PLC: Virtual PLCs for just-in-time support for teachers 	<ul style="list-style-type: none"> ● Course access for any new teacher in any TSC school ● 1, two-hour virtual deeper dive session per school ● 4, 1-hour virtual PLCs per school

C. Evaluation and Participation Requirements

1. Research and Evaluation Framework

A robust research framework supported by a dedicated mixed-method researcher ensures that the program's effectiveness is continuously monitored. This framework aligns closely with the Foundation's vision of evidence-based initiatives fostering impactful change. In addition to conducting a rigorous study of the statewide implementation and impact of Golden LEAF Schools, NCDPI will partner with public and private university faculty from around the State to participate in the NC Practitioners Network to build the research and evaluation capacity of participating district and school staff.

The research framework will be further supported by the Marzano Resources Team, which will work with participating schools to select leading and lagging indicators that align with the HRS levels and fit each individual school's unique context. Once leading and lagging indicators are chosen, the Marzano Team will work with the school leadership team to create a data collection plan for each indicator. This data will be regularly collected and reviewed by NCDPI, Marzano coaches, and the mixed methods researcher on staff with NCDPI.

The [Golden LEAF Schools' logic model](#) outlines the initiative's short-, mid-, and long-term outcomes.

2. Expectations of the Golden LEAF Schools:

Section to be completed pending final approval of expectations from Golden LEAF Foundation.

D. Award Information

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 10 Schools designated as Low-Performing in the 2023-2024 School Year
- 10 Schools not designated as Low-Performing in the 2023-2024 School Year.

Estimated Size of Awards:

- a. Up to \$1,806,825.80 of resources per school for the Transformative Schools Cohort over 5 years.
 - i. **Direct pay from PRC for incentive and travel stipends:** \$213,500 per school over grant period
 - ii. **Value of Coaching, Professional Development, and, Resources:** \$1,593,325.80 per school over the grant period

- b. Up to \$390,400 of resources per school for the Personalized Competency-Based Education Cohort over 5 years.
 - i. **Direct pay from PRC for incentive and travel stipends:** \$175,500 per school over grant period
 - ii. **Value of Coaching, Professional Development, and, Resources:** \$214,900 per school over grant period

Project Period:

The Golden LEAF Schools initiative will provide funding and resources for five years (2025-2026 - 2029-2030)

E. Eligibility and Review Process

For the purposes of the Golden LEAF Schools Initiative, only middle schools (grades 6-8) within traditional Public School Units (PSUs), located in rural counties with persistent Tier 1 or Tier 2 status are eligible to apply. **Review the Application and Selection Criteria below for more information.**

Eligibility: [Golden LEAF Schools Eligibility and Selection Criteria](#)

Key Dates and Review Process:

NCSBE shall issue a Request for Proposals (RFP)	January 13, 2025
Informational Grant Webinars (See Section H)	January 14, 2025 January 15, 2025 January 21, 2025 January 22, 2025 January 28, 2025 January 29, 2025 February 11, 2025 February 12, 2025 February 25, 2025 February 26, 2025
Office Hours (See Section H)	Every Friday, 1/17-3/21
GLF Schools Initiative Grant Submissions Close	March 21, 2025
Tier 1 Review	March 24-April 11, 2025
Tier 2 Review (Interviews)	April 17-May 2, 2025
Tier 3 Review	May 6, 2025
NCSBE Approval of Selected Grants	June 5, 2025

Review Process

Grant Proposals must be submitted by 5 p.m. on March 21, 2025. Any proposal received after this deadline will not be reviewed.

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.

All applications will be subject to evaluation based on the applicant's written response addressing the criteria outlined in the rubrics included below. All submitted proposals will follow the review process delineated in the ["Key Dates and Review Process"](#) above. For more details about the review Tiers, please refer to NCSBE Policy [CNTR-001](#).

Below is a copy of the rubric used to review the Golden LEAF Schools Initiative. Public School Units (PSUs) are not required to view or utilize the rubric, but it is highly recommended to ensure alignment and understanding of the review process.

Rubrics

[Transformative Schools Rubric: Golden LEAF Schools Initiative](#)

[PCBE Rubric: Golden LEAF Schools Initiative](#)

F. How to Submit

The required application materials include the completed proposal form and supporting narratives.

Districts must nominate a “District Implementation Coordinator” who will be responsible for coordinating implementation and supporting the participating school at the district level. The District Implementation Coordinator should complete the application in collaboration with the school’s principal and the district superintendent, as well as other applicable stakeholders (lead teachers, instructional coaches, etc.).

To qualify for the grant, each component must be completed in the appropriate Google Doc below and uploaded to the Google Form Application **as a PDF**. To utilize the templates in Google Docs, click “Use Template” in the upper right-hand corner of the document. This will automatically create a copy of the Google Document in the applicant’s Google Drive.

Rename the document using the following naming conventions:

SchoolName.DistrictName.Original Document Title (Example: GLSMiddle.CumberlandCo.Application for GLF Schools (Transformative Schools Cohort)). To download any completed Google Documents, go to File→ Download, and select “PDF.”

Final submission of the proposal and accompanying materials will be submitted via Google Form. Details about the required proposal elements and their submission methods are outlined below in two separate tables: one for the Transformative Schools (TS) Cohort and one for the Personalized, Competency-based Education Cohort (PCBE). The first table provides links to all application materials for both cohorts.

Links for Application Materials

Description
<p>Transformative Schools (TS) Cohort Google Forms Application</p> <p><i>Complete required information in this form and upload all required narratives and other grant components as indicated.</i></p>

[TS Cohort Google Docs Application](#)

Make a copy by clicking "Use Template" in the upper right-hand corner.

To be completed and uploaded into the Google Form.

[TS Cohort Assurance Statements and Signature Page](#)

Make a copy by clicking "Use Template" in the upper right-hand corner.

To be completed and uploaded into the Google Form.

[Personalized, Competency-based Education \(PCBE\) Cohort Google Forms Application](#)

Complete required information in this form and upload all required narratives and other grant components as indicated.

[PCBE Cohort Google Docs Application](#)

Make a copy by clicking "Use Template" in the upper right-hand corner.

To be completed and uploaded into the Google Form.

[PCBE Cohort Assurance Statements and Signature Page](#)

Make a copy by clicking "Use Template" in the upper right-hand corner.

To be completed and uploaded into the Google Form.

Transformative Schools Cohort Submission Guidance

1. General Information	
Description of Element	Submission Method
<ul style="list-style-type: none"> ● County of District/School's Location ● Contact Information for District Leader Completing the Application ● Name of Middle School Applying for Consideration 	<ul style="list-style-type: none"> ● Direct Entry- TS Cohort Google Form- Section 2
2. Application and Assurance Statements	
Description of Element	Submission Method
<ul style="list-style-type: none"> ● Application document that includes the following sections: <ul style="list-style-type: none"> ○ Statement of Need ○ Leadership Capacity ○ Objectives and Intended Outcomes ○ Dissemination and Community Involvement ○ Proposed Budget ○ Local Evaluation and Procedures 	<ul style="list-style-type: none"> ● Complete the Application for GLF Schools (Transformative Schools Cohort) in Google Docs ● Save the Completed Document as a PDF ● Upload PDF- TS Cohort Google Form- Section 3
<ul style="list-style-type: none"> ● Assurance Statement Document for Review and Signatures related to the following areas: <ul style="list-style-type: none"> ○ Objectives and Intended Outcomes ○ Proposed Budget ○ Local Evaluation and Procedures 	<ul style="list-style-type: none"> ● Review and Sign the Assurance Statements Document: TS Cohort ● Save the completed and signed document as a PDF

	<ul style="list-style-type: none"> • Upload PDF- TS Cohort Google Form- Section 3
<p>3. Grant Application Responses Requiring Document Uploads</p>	
Description of Element	Submission Method
<ul style="list-style-type: none"> • Narrative description of the district’s most pressing needs and challenges <ul style="list-style-type: none"> ○ Response should not exceed 1 single-spaced page in length 	<ul style="list-style-type: none"> • Type narrative response in platform of choice • Save the completed narrative as a PDF • Upload PDF- TS Cohort Google Form- Section 4, Question 1
<ul style="list-style-type: none"> • Principal’s Narrative that describes the potential impact of the initiative to address the needs of their school and district <ul style="list-style-type: none"> ○ Response should not exceed 1 single-spaced page in length 	<ul style="list-style-type: none"> • Type narrative response in platform of choice • Save the completed narrative as a PDF • Upload PDF- TS Cohort Google Form- Section 4, Question 2
<ul style="list-style-type: none"> • Superintendent’s Narrative that describes the potential impact of the initiative and provides a recommendation for the principal of the selected school <ul style="list-style-type: none"> ○ Response should not exceed 1 single-spaced page in length 	<ul style="list-style-type: none"> • Type narrative response in platform of choice • Save the completed narrative as a PDF • Upload PDF- TS Cohort Google Form- Section 4, Question 3

<ul style="list-style-type: none">● Narrative Proposal<ul style="list-style-type: none">○ Narrative of no more than 2, single-spaced pages in length that provides a narrative description of leadership’s proposed plan for rolling out various grant components and generating buy-in	<ul style="list-style-type: none">● Type narrative response in platform of choice● Save the completed narrative as a PDF● Upload PDF- IS Cohort Google Form- Section 4, Question 4
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Personalized Competency-Based Education Cohort Submission Guidance

1. General Information	
Description of Element	Submission Method
<ul style="list-style-type: none"> ● County of District/School's Location ● Contact Information for District Leader Completing the Application ● Name of Middle School Applying for Consideration 	<ul style="list-style-type: none"> ● Direct Entry- PCBE Cohort Google Form- Section 2
2. Application and Assurance Statements	
Description of Element	Submission Method
<ul style="list-style-type: none"> ● Application document that includes the following sections: <ul style="list-style-type: none"> ○ Statement of Need ○ Leadership Capacity ○ Objectives and Intended Outcomes ○ Dissemination and Community Involvement ○ Proposed Budget ○ Local Evaluation and Procedures 	<ul style="list-style-type: none"> ● Complete the Application for GLF Schools (PCBE Cohort) in Google Docs ● Save the Completed Document as a PDF ● Upload PDF- PCBE Cohort Google Form- Section 3
<ul style="list-style-type: none"> ● Assurance Statement Document for Review and Signatures related to the following areas: <ul style="list-style-type: none"> ○ Objectives and Intended Outcomes ○ Proposed Budget ○ Local Evaluation and Procedures 	<ul style="list-style-type: none"> ● Review and Sign the Assurance Statements Document: PCBE Cohort ● Save the completed and signed document as a PDF

	<ul style="list-style-type: none"> • Upload PDF- PCBE Cohort Google Form- Section 3
3. Grant Application Responses Requiring Document Uploads	
Description of Element	Submission Method
<ul style="list-style-type: none"> • Narrative description of the district’s most pressing needs and challenges <ul style="list-style-type: none"> ○ Response should not exceed 1 single-spaced page in length 	<ul style="list-style-type: none"> • Type narrative response in platform of choice • Save the completed narrative as a PDF • Upload PDF- PCBE Cohort Google Form- Section 4, Q1
<ul style="list-style-type: none"> • Principal’s Narrative that describes the commitment to implementing HRS levels 4 and/or 5 as well as evidence of readiness at levels 1 and 2 of the HRS framework. <ul style="list-style-type: none"> ○ Response should not exceed 2 single-spaced page in length 	<ul style="list-style-type: none"> • Type narrative response in platform of choice • Save the completed narrative as a PDF • Upload PDF- PCBE Cohort Google Form- Section 4, Q2
<ul style="list-style-type: none"> • Principal CV Upload <ul style="list-style-type: none"> ○ Optional Upload of principal’s CV 	<ul style="list-style-type: none"> • Upload PDF- PCBE Cohort Google Form- Section 4, Q3 •
<ul style="list-style-type: none"> • Superintendent’s Narrative that describes the potential impact of the initiative and commitment to the outcomes of the initiative. <ul style="list-style-type: none"> ○ Response should not exceed 1 single-spaced page in length 	<ul style="list-style-type: none"> • Type narrative response in platform of choice • Save the completed narrative as a PDF

	<ul style="list-style-type: none"> • Upload PDF- PCBE Cohort Google Form- Section 4, Q4
<ul style="list-style-type: none"> • Narrative Proposal <ul style="list-style-type: none"> ○ Narrative of no more than 2, single-spaced pages in length that provides a narrative description of leadership’s proposed plan for rolling out various grant components and generating buy-in 	<ul style="list-style-type: none"> • Type narrative response in platform of choice • Save the completed narrative as a PDF • Upload PDF- PCBE Cohort Google Form- Section 4, Q5

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 21, 2025
- Submitted via Google Form:
 - TS Cohort: [TS Cohort Google Form](#)
 - PCBE Cohort: [PCBE Cohort Google Form](#)
 - If you have any questions regarding the upload procedures please email Jay.Johnson@dpi.nc.gov.

Additional reminders:

- Applicants must submit all assurances, application questions, and narrative responses to be considered for Golden LEAF Schools participation.
- Application Documents are to be completed and uploaded in PDF format to the appropriate Google Form applications linked above.
 - Review [Section F: How to Submit](#) and the [Links for Application Materials](#) within that section for links to all application materials.

H. Webinar Information

The following informational webinars will be offered to support PSUs with their grant applications. The first 30 minutes will provide information about the Golden LEAF Schools Grant. The remaining 30 minutes will be open to PSUs to ask questions and discuss best practices for grant writing. A version of each webinar topic will be recorded and linked below to the Guiding Document

Grant Overview and Support Sessions		
Date and Time	Topic	Link to register for the Session
January 14, 2025 10 a.m. - 11 a.m.	Overview of the Golden LEAF Schools Grant	1/14/25 Overview
January 15, 2025 1 p.m. - 2 p.m.	Overview of the Golden LEAF Schools Grant	1/15/25 Overview
January 21, 2025 10 a.m. - 11 a.m.	Overview of the Golden LEAF Schools Grant: Transformative Schools Cohort	1/21/25 TSC Overview
January 22, 2025 1 p.m. - 2 p.m.	Overview of the Golden LEAF Schools Grant: Personalized Competency-Based Education Cohort	1/22/25 PCBEC Overview
January 28, 2025 10 a.m. - 11 a.m.	Overview of the Golden LEAF Schools Grant: Personalized Competency-Based Education Cohort	1/28/25 PCBEC Overview
January 29, 2025 1 p.m. - 2 p.m.	Overview of the Golden LEAF Schools Grant: Transformative Schools Cohort	1/29/25 TSC Overview
February 11, 2025 1 p.m. - 2 p.m.	Overview of the Golden LEAF Schools Grant: Transformative Schools Cohort	2/11/25 TSC Overview
February 12, 2025 10 a.m. - 11 a.m.	Overview of the Golden LEAF Schools Grant: Personalized	2/12/25 PCBEC Overview

	Competency-Based Education Cohort	
February 25, 2025 1 p.m. - 2 p.m.	Overview of the Golden LEAF Schools Grant: Personalized Competency-Based Education Cohort	2/25/25 PCBEC Overview
February 26, 2025 10 a.m. - 11 a.m.	Overview of the Golden LEAF Schools Grant: Transformative Schools Cohort	2/26/25 TCS Overview
January 14, 2025 - March 21, 2025 10 a.m.- 12 p.m.	Office Hours- Every Friday	Weekly Office Hours