



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

NC DIGITAL LEARNING INITIATIVE GRANTS

Innovation Academy Grants Request for Proposals

Issue Date: February 1, 2018

Deadline for Proposals: April 23, 2018

Program Implementation: Fall 2018 – Spring 2021

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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 districts as they address challenges, harness opportunities, and leverage resources for digital-age teaching and learning. By creating hubs of innovation across the state that model digital leadership and that support NC educators in their professional growth, students' access to highly-qualified educators and opportunities increases. *All North Carolina districts and charter schools are eligible to apply for the Innovation Academy Grants.*

The grants shall be to do the following:

Innovation Academy Grants.

- Support school districts and charter schools serving as statewide and national leaders by creating model demonstration site/s. Each grantee will elevate highly-effective practices for digital teaching and learning for educators from across the region and state and provide professional learning opportunities through an institute/program for approximately 150-200 over the course of each year and annual summer professional learning offering/s. Professional learning participants may expect to earn at least 1.0 DLC credit. Participate in statewide conferences and offer statewide leadership support as appropriate.
- Provide a dedicated grant coordinator (up to 50% position) to facilitate district site visits throughout the school year for small cohorts of educators and to provide annual professional development offering/s during the summer to (1) highlight the best practices for digital teaching and learning and to (2) provide opportunities for participants to plan/apply in their own practice.
 - For example, this professional learning may take the shape of hands-on workshops or learning labs where participants observe classrooms, interact with teachers and students, reflect, and plan/apply to their own practice.
- Districts and charter schools applying for this grant will have (1) documented and authoritative evidence of embedded digital teaching and learning practices for educators and students based upon the NC Digital Learning Progress Rubric (see rubric criteria for Advanced and Target) and will have (2) developed an innovative and interactive plan for providing high quality professional learning opportunities for educators across the state.
- Priority will be given to districts and charter schools aligning work to the NC Digital Learning Competencies and one or more of the following: micro-credentialing, personalized learning, digital literacy skills for students, or innovative partnerships with Institutes of Higher Education (IHEs).

The Innovation Academy Grant shall be implemented during the 2018-19, the 2019-20, and the 2020-21 school years (a 3-year grant), based upon available funding.

Innovation Academy Grant Overview

- A school district or charter school with documented and authoritative evidence of operating at a later stage of development for digital teaching and learning practices based upon the NC Digital Learning Progress Rubric (see rubric criteria for Advanced or Target)
- Develop an Innovation Academy to support school districts and/or charter schools serving as statewide and national leaders by creating model demonstration site/s. Each site will elevate highly-effective practices for digital teaching and learning for educators from across the region and state by hosting small cohorts of educators during the school year and summer professional development offering/s. Professional learning participants may expect to earn at least 1.0 DLC credit.
- A dedicated grant coordinator (up to 50% position) to facilitate district site visits throughout the school year for small cohorts of educators to highlight the best practices for digital teaching and learning and provide opportunities for participants to apply in their own practice.
- Prioritize the NC Digital Learning Competencies and 1 or more of the following:
 - Micro-credentialing
 - Personalized Learning
 - Digital literacy skills for students
 - Innovative partnerships with IHEs
- Deliverables at the end of the grant program:
 - Throughout each year conduct regional and/or statewide professional learning institutes by providing “model demonstration site/s” and annual summer professional learning offering/s
 - Cumulatively host approximately 150-200 educators over the course of each year, with participating educators earning at least 1.0 DLC credit
 - Annually present the model demonstration site/s at each NCTIES conference and CCES conference
 - Based upon request, provide statewide leadership support for digital teaching and learning practices. For example, this could include serving on conference panel, providing support for legislative showcase, offering peer networking and support for other districts, etc.
 - Other deliverables as identified in the grant application

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:

(1) Up to 4 Innovation Academy Grants.

Estimated Size of Awards: Funds will be awarded based on the pool of applications approved and the recurring funds available. **Of the digital learning funds appropriated, the State Board of Education has designated approximately \$400,000 for this purpose during 2018-19, approximately \$400,000 for this purpose during 2019-20, and approximately \$400,000 for this purpose during 2020-21.**

- (1) Innovation Academy Grants up to \$300,000 for traditional school districts.
 - a. In 2018-19, up to \$100,000 for traditional school districts and charter schools.
 - b. In 2019-20, up to \$100,000 for traditional school districts and charter schools.
 - c. In 2020-21, up to \$100,000 for traditional school districts and charter schools.
- (2) Innovation Academy Grants up to \$120,000 for charter schools.
 - a. In 2018-19, up to \$40,000 for traditional school districts and charter schools.
 - b. In 2019-20, up to \$40,000 for traditional school districts and charter schools.
 - c. In 2020-21, up to \$40,000 for traditional school districts and charter schools.

Project Period:

Implementation beginning and ending based upon type of grant:

- (1) Innovation Academy Grants beginning in the 2018-19 school year and ending at the conclusion of the 2020-21 school year.

Use of Grant Funds:

Funds awarded to local school districts and charter schools shall be used for any of the following:

- (1) Employment of grant coordinator (*up to 50%*)
- (2) Contracted services (*up to 25%*)
- (3) Hardware or software purchases related to the success of the grant program. For example, the purchase of devices and equipment to support the modeling and demonstration of best practices. (*up to 25%*)
- (4) Professional development expenses, including related travel costs (*up to 40%*)
- (5) Reimbursement for stipends and teacher substitutes
- (6) State subsistence rates and allowances
- (7) Transportation costs
- (8) Printing and duplicating (*up to 10%*)

Applicants must provide a detailed description of the cost estimates for each year of the grant, 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).

Each proposed budget must describe budget expenses for each year of the grant.

All funds received through this grant cannot be used to supplant current funding streams.

Application Written Materials Submission

All applicants must submit the proposal narrative and supporting appendices as described herein no later than 5:00 P.M. on April 23, 2018.

Applications should be formatted as a single pdf document and submitted via email to emma.braaten@dpi.nc.gov. Include as the subject line of your email: "DLI Grant Innovation Academy Application **Your District Name.**"

D. Eligibility and Review Process

For the purposes of the Innovation Academy Grant, eligible entities include traditional Local Education Agencies (school districts and charter schools). School districts and charter schools can apply for one Pilot Implementation Grant and/or one Model Innovation Grant.

Key Dates and Review Process

NCSBE shall issue a Request for Proposals (RFP)	February 1, 2018
Innovation Academy Grants – Webinar for Prospective Applicants (see p. 10)	February 9, 2018 2:00 P.M.
Deadline for applicants to submit their written proposals	April 23, 2018
Innovation Academy Applicant Presentation Proposal to evaluators (see p. 12)	Monday, April 30 or Tuesday, May 1, 2018
Selections Announced by the NCSBE	<i>Anticipated</i> June 7, 2018

Review Process

Proposals received by 5 P.M. on April 23, 2018, will be subject to review. Any proposal received after 5 P.M. on April 23, 2018, will not be reviewed. Proposals will be evaluated according to the procedures defined in NCSBE policy [CNTR-001](#).

Upon the application deadline of April 23, 2018, each Innovation Academy applicant will be scheduled to present their proposal to a team of grant evaluators at NCDPI (301 N. Wilmington St. Raleigh, NC). Based on the number of applicants, 30 minutes will be scheduled for each applicant to allow for a 20-minute presentation and 10-minute question and answer session. Consideration will be given to scheduling presentations based on the number of applicants and on applicants' geographic locations.

NCDPI reviewers may, at their discretion, consider NCSBE/NCDPI priorities, geographic area needs, socioeconomic needs, number of projects/total funding, and an applicant's prior performance when making final award determinations.

E. How to Submit

The required application materials include (1) the written proposal narrative and supporting appendices and (2) a face-to-face presentation proposal.

The written proposal narrative must follow the page-limit guidelines provided in the table below, and applicants are encouraged to use the following guidelines relative to each section of the proposal. Text on pages should be at least 11-point font size with margins at least one inch on all sides and double-spaced lines. All pages of the narrative should be numbered and include a footer identifying the school district.

Appendices B, C, D, and E are required materials. Applicants may include additional supporting information as attachments or appendices such as data elements, news stories, etc. There is no page limit for the attachments or appendices.

Written Proposal Narrative

1. Introduction Materials <i>(does not count toward total page count)</i>
<ul style="list-style-type: none"> ● Cover Page from Appendix B ● Table of Contents
2. Objectives and Intended Outcomes Table <i>(up to 3 pages)</i>
<ul style="list-style-type: none"> ● Use the provided table template from Appendix C to identify the project goal and statement of need; activities, timeline, and impact to achieve the goal; brief explanation of deliverables based upon completion of the grant. ● The project goal and statement of need should reflect data and analysis specific to the district or charter school. ● The Timeline section should identify activities to be completed during Year 1, during Year 2, and during Year 3 of the grant. ● Deliverables identified in this section must include (1) conduct regional and/or statewide professional learning institutes by providing “model demonstration site/s” for approximately 150-200 educators annually with participants earning at least 1.0 DLC credit, (2) annual participation in NCTIES conference and CCES conference, and (3) provide statewide leadership support for digital teaching and learning practice.

3. Narrative Description (up to 6 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 school district or charter school 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 project's
 - Primary deliverables (see pages 4 and 5).
 - Alignment with the NC Digital Learning Competencies.
 - Strategies to address priorities such as micro-credentialing, personalized learning, digital literacy skills for students, or innovative partnerships with IHEs.
 - Key personnel and facilities.
 - Potential impacts.
- Elaborate on ways the proposal is linked to the school district's or charter school's improvement plan.
- Address sustainability efforts.

4. Local Evaluation and Procedures Description (up to 2 pages)

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

- Describe the local evaluation procedures for determining success of the project on an annual basis. Fully explain the metrics for success that will be utilized and how changes or modifications will be made in response to data and analysis of the program for each year.
- 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 Appendix D to identify the Fund Categories (with bulleted list details), Expenditure Amounts, and Rationale.
- 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.”
- Each proposed budget must describe budget expenses for each year of the grant.
- All locally-prepared budgets must conform to the DPI chart of accounts. For this three-year grant, the maximum amount of award is \$100,000 per grant application for traditional LEAs during each year, and the maximum amount of award is \$40,000 for charter schools during each year (based upon available funding).

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

- See Appendix E

Face-to-Face Presentation Proposal

Upon the application deadline of April 23, 2018, each Innovation Academy applicant will be scheduled to present its proposal to a team of grant evaluators at NCDPI (301 N. Wilmington St. Raleigh, NC). Based on the number of applicants, 30 minutes will be scheduled for each applicant to allow for a 20-minute presentation and 10-minute question and answer session.

Each presentation proposal should reflect the intent of the Innovation Academy RFP, should demonstrate the quality and nature of the proposed innovation academy, and should include the following components:

- Overview summary of the entire proposal—including project goals, explanation of need, and deliverables
- Project description—including plans for implementation and activities timetable, key personnel, any anticipated opportunities and challenges, and implications for future work (such as scalability)
- Project evaluation—including measures for success and a system for adapting program implementation as necessary.

Each Innovation Academy applicant may choose to prepare for the team of evaluators (1) a digital presentation (i.e., slideshow) and (2) a one-page document (8.5 x 11” paper) with relevant project proposal information.

Webinar Registration Information

A webinar detailing the application process for Innovation Academy Grants have been scheduled for February 2018. Interested parties may register using the following information. The webinar will be recorded and available for review at the Digital Teaching and Learning website. In addition to sharing information, members from the Digital Learning Initiative team will facilitate a brief question and answer session following the presentation.

Innovation Academy Grants
Friday, February 9, 2018 2:00 – 3:00 P.M.
<i>Webinar Registration:</i> https://attendee.gotowebinar.com/register/4686655507227149058 Call-in Option: United States: +1 (213) 929-4212

Applicants may also submit questions via Google Form <https://goo.gl/FRLDyy> Questions must be submitted by April 9, 2018. Responses to all questions received will be posted with other grant resources on the Digital Teaching and Learning website.

Summary of Required Application Materials

Completed applications must include the below listed materials in this order and be submitted by 5:00 P.M. on April 23, 2018, via email to emma.braaten@dpi.nc.gov.

Applications should be formatted as a single pdf document. Include as the subject line of your email: "DLI Innovation Academy Grant Application **Your District Name**"

Written Proposal Application Materials
<ul style="list-style-type: none">• Cover Page (signed in blue ink)<ul style="list-style-type: none">○ Appendix B• Table of Contents• Objectives and Intended Outcomes Table – <i>up to 3 pages</i><ul style="list-style-type: none">○ Appendix C• Narrative Description – <i>up to 6 pages</i>• Local Evaluation and Procedures Description – <i>up to 2 pages</i>• Proposed Budget<ul style="list-style-type: none">○ Appendix D• Page of Assurances (signed in blue ink)<ul style="list-style-type: none">○ Appendix E
Face to Face Presentation Proposal Materials
<ul style="list-style-type: none">• Digital presentation• One-page document (8.5 x 11" paper) with relevant project proposal information

Appendix A – Digital Learning Initiative Innovation Academy Grant Rubric

FOR INNOVATION ACADEMY GRANTS – WRITTEN PROPOSAL

Descriptors	Unacceptable - 0	Weak - 1	Average - 2	Strong - 3	Excellent - 4
Project Objectives & Statement of Need	<ul style="list-style-type: none"> <input type="checkbox"/> Does not establish a specific, measurable, or achievable goal, or the statement of need does not support the goal. <input type="checkbox"/> Does not identify impact for educators and/or students or does not related to digital-age teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes a specific, measurable, or achievable goal, but may not be clearly supported by a statement of need. <input type="checkbox"/> May identify some impact for educators and/or students related to some aspect of digital-age teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes a specific, measurable, and achievable goal and may identify a statement of need. <input type="checkbox"/> May identify some general impact for educators and/or students related to digital-age teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes a specific, measurable, and achievable goal that is supported by a statement of need. <input type="checkbox"/> Identifies meaningful impact for educators and/or students related to digital-age teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes a specific, measurable, and achievable goal that is supported by a clear statement of need. <input type="checkbox"/> Identifies meaningful impact for educators and/or students directly related to quality digital-age teaching and learning.
Activities & Intended Outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Does not explain viable activities or have a viable timeline. <input type="checkbox"/> Does not connect deliverables or outcomes to project goals or activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains activities or timeline but may not be viable. <input type="checkbox"/> Inadequately connects deliverables or outcomes to project goals or activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains activities aligned with a timeline. <input type="checkbox"/> Loosely connects deliverables or outcomes to project goals or activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains viable activities aligned with an appropriate timeline. <input type="checkbox"/> Connects deliverables and outcomes to the project goals and activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly explains viable activities aligned with a comprehensive timeline. <input type="checkbox"/> Strongly connects deliverables and outcomes to the project goal and activities.
Narrative Description – Background	<ul style="list-style-type: none"> <input type="checkbox"/> Does not formulate a proposal utilizing research, or the research is not suitable to the proposal. <input type="checkbox"/> Does not demonstrate preparedness or does not offer evidence for success or sustainability beyond the grant, including personnel and/or facilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Formulates a proposal but supporting research may not be applicable. <input type="checkbox"/> Demonstrates limited preparedness or offers little evidence for success or sustainability in educator and/or student practices beyond the grant, including personnel and/or facilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Formulates a proposal that is generally supported through current and appropriate research. <input type="checkbox"/> Demonstrates some level of preparedness to offer program success or sustainability in educator and/or student practices beyond the grant, including personnel and/or facilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively formulates the proposal supported by current and appropriate research. <input type="checkbox"/> Demonstrates preparedness to offer program success and sustainability in educator and/or student practices beyond the grant, including personnel and facilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively formulates the proposal strongly supported by current and appropriate research. <input type="checkbox"/> Demonstrates a high level of preparedness to offer program success and sustainability in educator and/or or student practices beyond the grant, including personnel and facilities.
Narrative Description – Alignment	<ul style="list-style-type: none"> <input type="checkbox"/> Does not align deliverables to supporting the DLCs or other digital-age priorities. <input type="checkbox"/> Does not link to school district’s strategic plan or state priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has little alignment of deliverables to supporting the DLCs or other digital-age priorities. <input type="checkbox"/> Has little connection to school district’s strategic plan or state priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has some alignment of deliverables to supporting the DLCs or other digital-age priorities. <input type="checkbox"/> Loosely links to the school district’s strategic plan and state priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Aligns deliverables to supporting the DLCs and other digital-age priorities. <input type="checkbox"/> Links to school district’s strategic plan and state priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strongly aligns deliverables to supporting the DLCs and other digital-age priorities. <input type="checkbox"/> Firmly links to school district’s strategic plan and state priorities.

Appendix A – Digital Learning Initiative Innovation Academy Grant Rubric, cont’d

FOR INNOVATION ACADEMY GRANTS – WRITTEN PROPOSAL, cont’d					
Descriptors	Unacceptable – 0	Weak – 1	Average – 2	Strong – 3	Excellent – 4
Local Evaluation & Metrics for Success	<ul style="list-style-type: none"> <input type="checkbox"/> Does not describe methods or metrics for evaluating the project. <input type="checkbox"/> Does not identify a system or approach for analyzing or adapting implementation plan based on evaluation evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes some methods or metrics for evaluating the project, but they may not be appropriate or effective. <input type="checkbox"/> Identifies some approach for analyzing or adapting implementation plan that may consider using some evaluation evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes some effective or appropriate methods or metrics for evaluating the project. <input type="checkbox"/> In general terms, broadly identifies a system or approach for analyzing and/or adapting implementation plan using some evaluation evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly describes effective and appropriate methods and metrics for evaluating the project. <input type="checkbox"/> Outlines a system for analyzing and adapting implementation plan to address evaluation evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Extensively describes effective and appropriate methods and metrics for evaluating the project. <input type="checkbox"/> Outlines a precise and thorough system for analyzing and adapting implementation plan based on grounded evaluation evidence.
Community & Stakeholders	<ul style="list-style-type: none"> <input type="checkbox"/> Does not integrate strategies for involving community stakeholders. <input type="checkbox"/> Does not identify opportunities for dissemination of best practices for digital-age teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has limited strategies for involving community stakeholders. <input type="checkbox"/> Identifies limited opportunities for some dissemination of best practices for digital-age teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies some strategies for involving community stakeholders. <input type="checkbox"/> Identifies some opportunities for potential dissemination of best practices for digital-age teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates strategies for involving community stakeholders. <input type="checkbox"/> Identifies opportunities for ongoing and further dissemination of successful best practices for digital-age teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates robust strategies for involving community stakeholders. <input type="checkbox"/> Identifies innovative opportunities for ongoing and intentional dissemination of successful best practices for digital-age teaching and learning.
Proposed Budget	<ul style="list-style-type: none"> <input type="checkbox"/> Does not outline a clear, reasonable, timely, or cost-effective budget. <input type="checkbox"/> Does not itemize expenses in detail as appropriate. <input type="checkbox"/> Does not align the budget and project goals through the rationale. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outlines a budget that is not clear, reasonable, timely, or cost-effective. <input type="checkbox"/> Itemizes some expenses and may be lacking detail. <input type="checkbox"/> Has limited alignment of the budget and project goals, or the rationale is not clear or meaningful. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outlines a budget that is mostly clear, reasonable, timely, or cost-effective. <input type="checkbox"/> Itemizes expenses with some detail as appropriate. <input type="checkbox"/> Aligns the budget and project goals with a rationale. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outlines a clear, reasonable, timely, and cost-effective budget. <input type="checkbox"/> Itemizes expenses in detail as appropriate. <input type="checkbox"/> Aligns the budget and project goals through a clear and meaningful rationale. 	<ul style="list-style-type: none"> <input type="checkbox"/> Comprehensively outlines a clear, reasonable, timely, and cost-effective budget. <input type="checkbox"/> Thoroughly itemizes expenses in detail as appropriate. <input type="checkbox"/> Fully aligns the budget and project goals through a clear and meaningful rationale.
Presentation Proposal	<ul style="list-style-type: none"> <input type="checkbox"/> Does not outline a clear, compelling, or digital-age proposal for modeling meaningful leadership and/or support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Loosely identifies a somewhat clear, compelling, or digital-age proposal for some modeling of leadership and/or support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies a clear and digital-age proposal demonstrating an intent and/or ability to provide some model for leadership and/or support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presents a clear and digital-age proposal demonstrating intent and ability to provide a model for leadership and support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively presents a clear, compelling, and digital-age proposal demonstrating intent and ability to provide a meaningful model for leadership and support.

Appendix B - Cover Page Template

NC DIGITAL LEARNING INITIATIVE GRANTS 2018

Type of Grant: Innovation Academy Grant

School District:	Date of Application:
District Address:	State Board Region:
Name and Title of Primary Contact Person:	Primary Contact Person's Email Address and Phone Number:
Total Project Budget:	Estimated Number of Schools Served:
Requested Grant Amount:	Estimated Number of Students Served:

Name of Superintendent

Signature of Superintendent (in blue ink)

Appendix C - Objectives & Intended Outcomes Table

This table will be rated by the DLI Grant Application Reviewers. Up to 3 pages.

Goal: <i>Identify goals for your project and provide that statement goal here. Goal should be specific, measurable and achievable in the 2018-19, 2019-20, and 2020-21 school years; and results-focused.</i>		
Statement of Need: <i>Summarize how this goal was identified and any relevant data and analysis for your district.</i>		
Year 1 - 2018-19		
Activities: <i>Describe proposed activities.</i>	Time Frame: <i>Identify dates/date range.</i>	Impact: <i>Explain impact for educators and/or students.</i>
Year 2 - 2019-20		
Activities: <i>Describe proposed activities.</i>	Time Frame: <i>Identify dates/date range.</i>	Impact: <i>Explain impact for educators and/or students.</i>
Year 3 - 2020-21		
Activities: <i>Describe proposed activities.</i>	Time Frame: <i>Identify dates/date range.</i>	Impact: <i>Explain impact for educators and/or students.</i>
Deliverable/s: <i>Briefly describe the intended outcome/s. This may be a bulleted and prioritized list.</i>		

Appendix D - Proposed Budget Template

This table will be rated by the DLI Grant Application Reviewers. Align proposed budget based on the section "Use of Grant Funds" (see page 6); do not exceed allowable expenditures as defined.

Fund Category <i>Provide a bulleted list in each section as appropriate.</i>	Expenditure Amounts	Rationale for Proposed Expenditure <i>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."</i>
Year 1 - 2018-19		
Employment of Grant Coordinator <i>(up to 50% of proposed budget)</i>		
Contracted Services <i>(up to 25% of proposed budget)</i>		
Hardware or Software Purchases <i>(up to 25% of proposed budget)</i>		
Professional Development Expenses <i>(up to 25% of proposed budget)</i>		
Stipend Reimbursement or Teacher Substitutes		
State Subsistence Rates and Allowances		
Transportation Costs		
Printing and Duplicating <i>(up to 10% of proposed budget)</i>		
YEAR 1 TOTAL		

Appendix D - Proposed Budget Template, cont'd

Fund Category <i>Provide a bulleted list in each section as appropriate.</i>	Expenditure Amounts	Rationale for Proposed Expenditure <i>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."</i>
Year 2 - 2019-20		
Employment of Grant Coordinator <i>(up to 50% of proposed budget)</i>		
Contracted Services <i>(up to 25% of proposed budget)</i>		
Hardware or Software Purchases <i>(up to 25% of proposed budget)</i>		
Professional Development Expenses <i>(up to 25% of proposed budget)</i>		
Stipend Reimbursement or Teacher Substitutes		
State Subsistence Rates and Allowances		
Transportation Costs		
Printing and Duplicating <i>(up to 10% of proposed budget)</i>		
YEAR 2 TOTAL		

Appendix D - Proposed Budget Template, cont'd

Fund Category <i>Provide a bulleted list in each section as appropriate.</i>	Expenditure Amounts	Rationale for Proposed Expenditure <i>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."</i>
Year 3 – 2020-21		
Employment of Grant Coordinator <i>(up to 50% of proposed budget)</i>		
Contracted Services <i>(up to 25% of proposed budget)</i>		
Hardware or Software Purchases <i>(up to 25% of proposed budget)</i>		
Professional Development Expenses <i>(up to 25% of proposed budget)</i>		
Stipend Reimbursement or Teacher Substitutes		
State Subsistence Rates and Allowances		
Transportation Costs		
Printing and Duplicating <i>(up to 10% of proposed budget)</i>		
YEAR 3 TOTAL		
TOTAL PROPOSED BUDGET FOR YEAR 1, 2, & 3		

Appendix E - Page of Assurances

By signing below, I assure NCDPI that I am an official of the organization and authorized to bind the organization. I certify the following (check each box to indicate your review and certification):

- The information provided in this proposal is correct and complete.
- The applicant understands that this proposal and all attachments submitted are public records.

The applicant agrees to the below listed activities.

- Provide administrative supervision and support to foster success of the program.
- Provide personnel, time, and other resources to develop and implement program.
- Comply with the North Carolina General Statutes, the North Carolina Administrative Code, and any other rules or regulations that may govern the performance and oversight of this program, including all CIPA requirements.
- Ascertain that applicable federal and state laws are followed to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation, or national origin.
- Establish fiscal control and accounting procedures for proper disbursement of and accounting program funds.
- Submit required financial and performance reports to NCDPI.
- Participate in all evaluation activities, including collection, recording, and reporting of data, as required by NCDPI, NCSBE, or third-party evaluators, in compliance with relevant privacy laws.

Name and Signature of Primary Contact (in blue ink)

Date

Name and Signature of Superintendent (in blue ink)

Date