

# “Innovation in Education” Grant Program: Rubrics

Revised: 12/13/2024



## Rubric Sections:

- I. **Two Required Prompts For All Awards** *(starts on page 1)*
- II. **Inspire Award** *(starts on page 3)*
- III. **Innovate Award** *(starts on page 5)*
- IV. **Achieve Award** *(starts on page 7)*
- V. **Impact Award** *(starts on page 9)*
- VI. **Help Section** *(starts on page 12)*

### I. Required Prompts for All Awards: Rubric

Criteria	Exceeds Requirements <b>4</b>	Meets Requirements <b>3</b>	Partially Addresses Requirements <b>2</b>	Minimally Addresses Requirements <b>1</b>	Missing Element <b>0</b>
<b>1. Program Description</b>	Complete and exceptionally clear description is provided; specific program elements validate the exceptional, unprecedented or extraordinary nature of the program.	Complete description provided; clearly addresses through specific program elements the exceptional, unprecedented or extraordinary nature of the program.	General description provided; attempts are insufficient to fully convince that the program is exceptional, unprecedented or extraordinary.	Minimal description attempted, but fails to convince that program is exceptional, unprecedented or extraordinary and/or specific program elements are missing.	A coherent program description is not provided.

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<p><b>2. Success Criteria</b></p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>● provide a means for teachers and students to utilize feedback specifically oriented to the learning intentions</li> <li>● provide formative feedback giving students a means for comparing their present performance against the destination</li> <li>● Answers the question, “How will students know they have been successful?”</li> <li>● shows <b>evidence</b> that students are successfully utilizing success criteria</li> </ul>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>● provide a means for teachers and students to utilize feedback specifically oriented to the learning intentions</li> <li>● provide formative feedback giving students a means for comparing their present performance against the destination</li> <li>● Answers the question, “How will students know they have been successful?”</li> </ul>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>● are identified, but, may be unclear in how students can utilize feedback specifically oriented to the learning intentions</li> <li>● provide <b>minimal</b> formative feedback giving students a means for comparing their present performance against the destination</li> <li>● May be too vague or unclear to answer the question, “How will students know they have been successful?”</li> </ul>	<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>● are identified, but, provide <b>insufficient</b> a means for students to utilize feedback specifically oriented to the learning intentions</li> <li>● provide <b>insufficient</b> formative feedback giving students a means for comparing their present performance against the destination</li> <li>● May be too vague or unclear to answer the question, “How will students know they have been successful?”</li> </ul>	<p>Success Criteria are not provided.</p>
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## II. Inspire Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
<b>Inspire #1. Program Elements or Components</b>	<ul style="list-style-type: none"> <li>clearly stated and establish the influence on students</li> <li>are easily interpreted and applied to improvements by students</li> <li>show <b>evidence</b> that students are improving or enhanced their learning</li> <li>establish a direct link to the Success Criteria</li> </ul>	<ul style="list-style-type: none"> <li>clearly stated and describe the effect on students</li> <li>provide formative feedback about how it inspired, excited, motivated, and/or sparked the interest in students.</li> <li>Answers the question, “How did this lead to improvement in or enhance student learning?”</li> </ul>	<ul style="list-style-type: none"> <li>identified, but may be unclear in how students were inspired or motivated.</li> <li>provide <b>minimal</b> formative feedback about inspiration, motivation, improvements, or enhancements</li> <li>May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?”</li> </ul>	<ul style="list-style-type: none"> <li>identified, but, provide <b>insufficient</b> information about inspiration, improvements, or enhancing student learning</li> <li>May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?”</li> </ul>	Program elements or components are not provided
<b>Inspire #2. How it helped its students in career discovery, career development, or building 21st century skills?</b>	Strong quantitative and/or qualitative data provides <b>convincing and persuasive</b> evidence in support of how the specific program elements <b>help</b> students with their career discovery, development, and skills.	Quantitative and/or qualitative data provides sufficient evidence in support of how the specific program elements <b>help</b> students with their career discovery, development, and skills.	Quantitative and/or qualitative data provides insufficient evidence in support of how the specific program elements <b>help</b> students with their career discovery, development, and skills.	Anecdotal data may be provided in the narrative, but is <b>not supported</b> by quantitative or qualitative evidence to help students with their career discovery, development, and skills..	Data / evidence is not provided.

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<p><b>Inspire #3. Evidence / File Uploads / Video URL</b></p>	<p>A. Data is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.</p>	<p>A. Data is directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.</p>	<p>A. Data is minimally linked to Success Criteria or Learning Intentions</p> <p>B. Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.</p>	<p>A. Data is insufficiently linked to Success Criteria or Learning Intentions</p> <p>B. Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.</p>	<p>A. Data / evidence is not provided.</p> <p>B. Visual representation of data (charts, video, infographic, student artifacts, etc) is not provided.</p> <p>C. The method for data collection and evaluation is not provided.</p> <p>D. Images, photos, charts, videos, etc. are not included and narrative content is not cited and/or permission to use is not provided.</p>
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### III. Innovate Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
<b>Innovate #1. Description of the unique program and the elements or components that facilitate teaching innovations and which enhance student learning.</b>	Innovations: <ul style="list-style-type: none"> <li>● are strongly identified and provide <b>sufficient</b> information about the program and elements or components related to teaching innovations</li> <li>● strongly provide <b>sufficient</b> feedback about how the program and elements or components enhanced student learning</li> </ul>	Innovations: <ul style="list-style-type: none"> <li>● are identified and provide <b>sufficient</b> information about the program and elements or components related to teaching innovations</li> <li>● provide <b>sufficient</b> feedback about how the program and elements or components enhanced student learning</li> </ul>	Innovations: <ul style="list-style-type: none"> <li>● are identified, but may be unclear in how it was innovative</li> <li>● provide <b>minimal</b> feedback about how the program and elements or components enhanced student learning</li> <li>● Some details are provided but still may be too vague or unclear</li> </ul>	Innovations: <ul style="list-style-type: none"> <li>● are identified, but provide <b>insufficient</b> information about the program and elements or components related to teaching innovations</li> <li>● provide insufficient feedback about how the program and elements or components enhanced student learning</li> <li>● May be too vague or unclear</li> </ul>	Innovations are not provided
<b>Innovate #2. How has this unique and innovative program helped its students in career discovery, career development, or building 21st century skills over other standard classroom programs?</b>	Strong quantitative and/or qualitative data provides <b>convincing and persuasive evidence</b> in support of how the program’s unique, specific <b>innovations</b> which help: <ul style="list-style-type: none"> <li>● career discovery</li> <li>● career development</li> <li>● 21st century skills</li> </ul>	Quantitative and/or qualitative data <b>provides sufficient evidence</b> in support of how the program’s unique, specific <b>teaching and learning innovations</b> which help: <ul style="list-style-type: none"> <li>● career discovery</li> <li>● career development</li> <li>● 21st century skills</li> </ul>	Quantitative and/or qualitative data provides <b>insufficient evidence</b> in support of how the program’s unique, specific <b>teaching and learning innovations</b> which help: <ul style="list-style-type: none"> <li>● career discovery</li> <li>● career development</li> <li>● 21st century skills</li> </ul>	Anecdotal data may be provided in the narrative, but is not supported by quantitative or qualitative evidence. <b>Minimal evidence</b> is provided in support of how the program’s unique, specific <b>teaching and learning innovations</b> which help: <ul style="list-style-type: none"> <li>● career discovery</li> <li>● career development</li> <li>● 21st century skills</li> </ul>	Data / evidence is not provided.

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<p><b>Innovate #3. Evidence / File Uploads / Video URL</b></p>	<p>A. Data is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.</p>	<p>A. Data is directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.</p>	<p>A. Data is minimally linked to Success Criteria or Learning Intentions</p> <p>B. Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.</p>	<p>A. Data is insufficiently linked to Success Criteria or Learning Intentions</p> <p>B. Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.</p>	<p>A. Data / evidence is not provided.</p> <p>B. Visual representation of data (charts, video, infographic, student artifacts, etc) is not provided.</p> <p>C. The method for data collection and evaluation is not provided.</p> <p>D. Images, photos, charts, videos, etc. are not included and narrative content is not cited and/or permission to use is not provided.</p>
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## IV. Achieve Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
<b>Achieve #1. Quantifiable Evidence and Data</b>	<p><b>Quantitative</b> and supporting qualitative data provides <b>strong, convincing and persuasive evidence</b> in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> <li>inspires excitement, motivation and/or sparks interest in teachers and students</li> <li>Promotes <b>innovative</b> teaching practices</li> <li>provides a <b>convincing and direct correlation to positive effects</b> on student learning and performance</li> </ul>	<p><b>Quantitative</b> and supporting qualitative data provides <b>sufficient evidence</b> in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> <li>inspires excitement, motivation and/or sparks interest in teachers and students</li> <li>promotes <b>innovative</b> teaching practices</li> <li>provides a <b>convincing and direct correlation to positive effects</b> on student learning and performance</li> </ul>	<p><b>Quantitative</b> and/or qualitative data provides <b>insufficient</b> evidence in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> <li>inspires excitement, motivation and/or sparks interest in teachers and students</li> <li>promotes <b>innovative</b> teaching practices</li> <li>provides a <b>convincing and direct correlation to positive effects</b> on student learning and performance</li> </ul>	<p>Anecdotal data may be provided in the narrative, but is not supported by quantitative or qualitative evidence. <b>Minimal evidence</b> is provided in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> <li>inspires excitement, motivation and/or sparks interest in teachers and students</li> <li>promotes <b>innovative</b> teaching practices</li> <li>provides a <b>convincing and direct correlation to positive effects</b> on student learning and performance</li> </ul>	<p>Data / evidence is not provided.</p>
<b>Achieve #2. Describe a Piece of Evidence in your Uploaded File or Video to Highlight for the Judges</b>	<p>Complete and exceptionally clear description of evidence is provided; specific program elements validate the exceptional, unprecedented or extraordinary</p>	<p>Complete description of evidence provided; clearly addresses the specific evidence to define it an exceptional, high-achieving program.</p>	<p>General description of evidence provided; attempts are insufficient to fully convince that the program is an exceptional, high-achieving program.</p>	<p>Minimal description of evidence attempted, but fails to convince that program is an exceptional, high-achieving program.</p>	<p>Data / evidence is not provided.</p>

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	achievements of the program.				
<b>Achieve #3. Evidence / File Uploads / Video URL</b>	<p>A. Data is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.</p>	<p>A. Data is directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.</p>	<p>A. Data is minimally linked to Success Criteria or Learning Intentions</p> <p>B. Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.</p>	<p>A. Data is insufficiently linked to Success Criteria or Learning Intentions</p> <p>B. Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p> <p>D. Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.</p>	<p>A. Data / evidence is not provided.</p> <p>B. Visual representation of data (charts, video, infographic, student artifacts, etc) is not provided.</p> <p>C. The method for data collection and evaluation is not provided.</p> <p>D. Images, photos, charts, videos, etc. are not included and narrative content is not cited and/or permission to use is not provided.</p>



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## V. Impact Award: Rubric

Criteria	Exceeds Requirements 4	Meets Requirements 3	Partially Addresses Requirements 2	Minimally Addresses Requirements 1	Missing Element 0
<b>Impact #1.</b> <b>What makes this program “inspiring”?</b>	<ul style="list-style-type: none"> <li>clearly stated and establish the influence on students or educators</li> <li>are easily interpreted and applied to improvements by students</li> <li>show <b>evidence</b> that students are improving or enhanced their learning</li> <li>establish a direct link to the Success Criteria</li> </ul>	<ul style="list-style-type: none"> <li>clearly stated and describe the effect on students or educators</li> <li>provide formative feedback about how it inspired, excited, motivated, and/or sparked the interest in students.</li> <li>Answers the question, “How did this lead to improvement in or enhance student learning?”</li> </ul>	<ul style="list-style-type: none"> <li>identified, but may be unclear in how students or educators were inspired or motivated.</li> <li>provide <b>minimal</b> formative feedback about inspiration, motivation, improvements, or enhancements</li> <li>May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?”</li> </ul>	<ul style="list-style-type: none"> <li>identified, but, provide <b>insufficient</b> information about inspiration, improvements, or enhancing student learning</li> <li>May be too vague or unclear to answer the question, “How did this lead to improvement in or enhance student learning?”</li> </ul>	Program elements or components are not provided
<b>Impact #2.</b> <b>What makes this program “innovative”?</b>	Innovations: <ul style="list-style-type: none"> <li>are strongly identified and provide <b>sufficient</b> information about the program and elements or components related to teaching innovations</li> </ul>	Innovations: <ul style="list-style-type: none"> <li>are identified and provide <b>sufficient</b> information about the program and elements or components related to teaching innovations</li> </ul>	Innovations: <ul style="list-style-type: none"> <li>are identified, but may be unclear in how it was innovative</li> <li>provide <b>minimal</b> feedback about how the program and elements or components</li> </ul>	Innovations: <ul style="list-style-type: none"> <li>are identified, but provide <b>insufficient</b> information about the program and elements or components related to teaching innovations</li> </ul>	Innovations are not provided

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	<ul style="list-style-type: none"> <li>strongly provide <b>sufficient</b> feedback about how the program and elements or components enhanced student learning</li> </ul>	<ul style="list-style-type: none"> <li>provide <b>sufficient</b> feedback about how the program and elements or components enhanced student learning</li> </ul>	<p>enhanced student learning</p> <ul style="list-style-type: none"> <li>Some details are provided but still may be too vague or unclear</li> </ul>	<ul style="list-style-type: none"> <li>provide insufficient feedback about how the program and elements or components enhanced student learning</li> <li>May be too vague or unclear</li> </ul>	
<p><b>Impact #3. Evidence and Data about Achievements</b></p>	<p><b>Quantitative</b> and supporting qualitative data provides <b>strong, convincing and persuasive evidence</b> in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> <li><b>inspires</b> excitement, motivation and/or sparks interest in teachers and students</li> <li>Promotes <b>innovative</b> teaching practices</li> <li>provides a <b>convincing and direct correlation to positive effects</b> on student learning and performance</li> </ul>	<p><b>Quantitative</b> and supporting qualitative data provides <b>sufficient evidence</b> in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> <li><b>inspires</b> excitement, motivation and/or sparks interest in teachers and students</li> <li>promotes <b>innovative</b> teaching practices</li> <li>provides a <b>convincing and direct correlation to positive effects</b> on student learning and performance</li> </ul>	<p><b>Quantitative</b> and/or qualitative data provides <b>insufficient</b> evidence in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> <li><b>inspires</b> excitement, motivation and/or sparks interest in teachers and students</li> <li>promotes <b>innovative</b> teaching practices</li> <li>provides a <b>convincing and direct correlation to positive effects</b> on student learning and performance</li> </ul>	<p>Anecdotal data may be provided in the narrative, but is not supported by quantitative or qualitative evidence. <b>Minimal evidence</b> is provided in support of how <i>the program’s unique, specific teaching and learning innovations</i>:</p> <ul style="list-style-type: none"> <li><b>inspires</b> excitement, motivation and/or sparks interest in teachers and students</li> <li>promotes <b>innovative</b> teaching practices</li> <li>provides a <b>convincing and direct correlation to positive effects</b> on student learning and performance</li> </ul>	<p>Data / evidence is not provided.</p>

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<p><b>Impact #4.</b> What major positive “impact” has this program had on its students, teachers, school, district and/or community?</p>	<p><b><i>Provides a convincing and persuasive:</i></b></p> <ul style="list-style-type: none"> <li>answer to why the program is deserving of the Impact award</li> <li>summary of the quantitative and supporting qualitative data that supports the impact your project has had on your teachers, students and community.</li> <li>Outline of the program’s sustainability and a road map highlighting how others might replicate your success.</li> </ul>	<p><b><i>Provides a sufficient:</i></b></p> <ul style="list-style-type: none"> <li>answer to why the program is deserving of the Impact award</li> <li>summary of the quantitative and supporting qualitative data that supports the impact your project has had on your teachers, students and community.</li> <li>Outline of the program’s sustainability and a road map highlighting how others might replicate your success.</li> </ul>	<p><b><i>Provides minimal:</i></b></p> <ul style="list-style-type: none"> <li>answer to why the program is deserving of the Impact award</li> <li>summary of the quantitative and supporting qualitative data that supports the impact your project has had on your teachers, students and community.</li> <li>Outline of the program’s sustainability and a road map highlighting how others might replicate your success.</li> </ul>	<p><b><i>Provides an insufficient:</i></b></p> <ul style="list-style-type: none"> <li>answer to why the program is deserving of the Impact award</li> <li>summary of the quantitative and supporting qualitative data that supports the impact your project has had on your teachers, students and community.</li> <li>Outline of the program’s sustainability and a road map highlighting how others might replicate your success.</li> </ul>	<p><b><i>No answer</i></b></p> <ul style="list-style-type: none"> <li>Does not answer the question “Why is the program deserving of the Impact award?”</li> <li>Does not provide a statement of sustainability and replication.</li> </ul>
<p><b>Impact #5.</b> Evidence / File Uploads / Video URL</p>	<p>A. Data is clearly and directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes high-quality visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described in detail, including the medium used in evaluation.</p>	<p>A. Data is directly linked to Success Criteria and Learning Intentions.</p> <p>B. Includes sufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is described, with some detail and includes the medium used in evaluation.</p>	<p>A. Data is minimally linked to Success Criteria or Learning Intentions</p> <p>B. Includes minimal visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is minimally described and lacks detail, the medium used in evaluation is unclear.</p>	<p>A. Data is insufficiently linked to Success Criteria or Learning Intentions</p> <p>B. Includes insufficient visual representation of data (charts, video, infographic, student artifacts, etc).</p> <p>C. The method for data collection and evaluation is insufficiently described, the medium used in evaluation is not provided.</p>	<p>A. Data / evidence is not provided.</p> <p>B. Visual representation of data (charts, video, infographic, student artifacts, etc) is not provided.</p> <p>C. The method for data collection and evaluation is not provided.</p> <p>D. Images, photos, charts, videos, etc. are not included and narrative</p>

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	D. Images, photos, charts, videos, narrative content, etc. are professionally and clearly cited and permission to use where required has been obtained.	D. Images, photos, charts, videos, narrative content, etc. are cited and permission to use where required has been obtained.	D. Images, photos, charts, videos, narrative content, etc. are cited but errors in format or permission to use where required may not be evident.	D. Images, photos, charts, videos, narrative content, etc. are not cited and/or permission to use is not evident.	content is not cited and/or permission to use is not provided.
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### VI. HELP SECTION

- A. TROUBLESHOOTING: If you're unable to submit your application, please refer to the tips below.
  - 1. CHECKBOXES: Confirm that all required checkboxes are checked.
  - 2. REQUIRED FIELDS: Confirm that all required fields with the (\*) symbol have data.
  - 3. LIMITS: Confirm that you didn't exceed a word or character limit.
  - 4. DATA ENTRY NOTE: If importing text from Microsoft Word, paste using CTRL+SHIFT+V (Cmd+Alt+V on a Mac) to paste "unformatted text". This eliminates invisible codes from Word that negatively affect word and character counts or cause strange paragraph breaks.
  
- B. SUPPORT: For technical support or assistance with questions, email [Randy@classroomofthefuture.org](mailto:Randy@classroomofthefuture.org) or [Jane@classroomofthefuture.org](mailto:Jane@classroomofthefuture.org)
  
- C. PAST WINNERS: For inspiration, you may wish to review our list of [Past Award Winners](#) page or [Innovation Awards Video Library](#) describing previous winning programs.