U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Char

CFDA # 84.282T

PR/Award # S282T220017

Gramts.gov Tracking#: GRANT13699919

OMB No. 4040-0013, Expiration Date: 02/28/2025

Closing Date: Aug 22, 2022

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 08/22/2022

4. Applicant Identifier: LJR8HHJM58T7

5a. Federal Entity Identifier: LJR8HHJM58T7

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Green Dot Public Schools National

* b. Employer/Taxpayer Identification Number (EIN/TIN): [redacted]

* c. UEI: [redacted]

d. Address:

* Street1: 1149 S. Hill Street
Street2: Suite 600
* City: Los Angeles
County/Parish:
* State: CA: California
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 90015-2212

e. Organizational Unit:

Department Name: National

Division Name: Growth

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.
* First Name: Douglas
Middle Name:
* Last Name: Weston
Suffix:

Title: Chief Development Officer

Organizational Affiliation: Green Dot Public Schools National

* Telephone Number: [redacted]

Fax Number:

* Email: [redacted]

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-072222-001

* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): National Dissemination Grants, Assistance Listing Number 84.282T

13. Competition Identification Number:

84-282T2022-1

Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): National Dissemination Grants, Assistance Listing Number 84.282T

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

A Multi-Context Operational Guidebook to Catalyze Charter-District Partnerships Focused on Turning Around Low-Performing Schools

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant CA-037 * b. Program/Project US-all

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2022 * b. End Date: 09/30/2025

18. Estimated Funding ($):

* a. Federal [redacted]
* b. Applicant [redacted]
* c. State [redacted]
* d. Local [redacted]
* e. Other [redacted]
* f. Program Income [redacted]
* g. TOTAL [redacted]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 08/22/2022.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Hillary

Middle Name:

* Last Name: Goyal

Suffix:

* Title: Grant Writer

* Telephone Number: [redacted] Fax Number:

* Email: [redacted]

* Signature of Authorized Representative: Hillary Goyal * Date Signed: 08/22/2022

Tracking Number:GRANT13699919 Funding Opportunity Number:ED-GRANTS-072222-001 Received Date:Aug 22, 2022 08:34:06 PM EDT

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Green Dot Public Schools National

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Hillary Middle Name:

* Last Name: Goyal Suffix:

* Title: Grant Writer

* SIGNATURE: Hillary Goyal * DATE: 08/22/2022

Tracking Number:GRANT13699919 Funding Opportunity Number:ED-GRANTS-072222-001 Received Date:Aug 22, 2022 08:34:06 PM EDT

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Megan		Quaile	

Project Director Level of Effort (percentage of time devoted to grant): 15

Address:

* Street1: 1149 S. Hill Street
Street2: Suite 600
* City: Los Angeles
County: Los Angeles
* State: CA: California
* Zip Code: 90015-2212
Country: USA: UNITED STATES

* Phone Number (give area code): [redacted]
Fax Number (give area code):

* Email Address: [redacted]

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment Delete Attachment View Attachment

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1235-Green Dot Public Schools National - Abstrac | Add Attachment | Delete Attachment | View Attachment

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Project Abstract - CSP Dissemination Grant

Organization:

Green Dot Public Schools National

1149 S. Hill Street, Suite 600

Los Angeles, CA 90015

Grant Contact:

Dr. Megan Quaile, Chief Growth Officer

[redacted]

Project Title: A Multi-Context Operational Guidebook to Catalyze Charter-District Partnerships Focused on Turning Around Low-Performing Schools

Project Description: Green Dot Public Schools National will codify and disseminate a model for collaborative district-charter partnership to operate the turnaround of historically low-performing schools, addressing ***Absolute Priority 3: Cross-Agency Collaboration***. There have been many attempts at district-charter partnership nationally, however few have achieved the truly authentic collaboration necessary for rapid school turnaround. Green Dot is operating such a partnership with Beaumont Unified School District (BISD) in Texas — informed by the organization's 14 years of experience operating turnaround schools — and seeks to codify, assess, and disseminate its collaborative operational model for the benefit of other public school operators. With CSP Dissemination grant funds, in Year 1 Green Dot will codify a Guidebook in close partnership with BISD to serve as a step-by-step guide to sourcing, structuring, and launching turnaround partnerships. In Year 2, Green Dot will assess impact by engaging a third-party evaluator to conduct a case study of its existing district partnerships. Green Dot will also begin disseminating the model by presenting at webinars and in-person conferences, supplemented by one-on-one trainings with school operators. By the end of Year 3, Green Dot will partner with at least 4 districts/CMOs to implement the guidebook, towards the ultimate goal of utilizing the potential of district-charter partnerships to turn around low-performing schools.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1234-Green Dot Public Schools - Dissemination Project

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

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ABSOLUTE PRIORITY 3, PRIORITY AREA C

(3) Strengthening Cross-Agency Coordination and Community Engagement To Advance Systemic Change by (c) identifying, documenting, and disseminating policies, strategies, and best practices on effective approaches to creating systemic change through cross-agency or community-based coordination and collaboration.

PROJECT NARRATIVE

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A. SIGNIFICANCE OF THE PROPOSED PROJECT

1. National Significance

Green Dot Public Schools ("Green Dot") is co-creating an innovative and high-impact model of district-charter partnership that we will codify, evaluate, and disseminate as an Operational Guidebook. The proposed project will leverage Green Dot's extensive, multi-context experiences initiating and sustaining turnaround in the nation's lowest performing schools. The model will be informed by deeply collaborative work with partnering districts and non-profit community engagement partners, with the goal of creating an essential tool for both charter operators and school districts to catalyze rapid improvements in academic, school culture, and community engagement outcomes. It will provide a blueprint for successful district-charter partnerships nationally, and ultimately catalyze and facilitate broader systemic transformation, which holds significant promise to enable millions of children attending persistently low-performing schools to get back on track for success in college, leadership, and life. In this way, Green Dot will fulfill **Absolute Priority 3 –** Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change. Specifically, we will improve outcomes for underserved students via subsection C: *Identifying, documenting, and disseminating policies, strategies, and best practices on effective approaches to creating systemic change through cross-agency or community-based coordination and collaboration.*

Of almost 100,000 public schools[1] in the United States, 82% were deemed "failing" by federal standards in 2011[2]. A decade later, in the midst of an ongoing pandemic, more than 40 million

[1] G2R research team led by Imed Bouchrika, PhD, 2020. https://bit.ly/3dL8jPN

[2] "82% of U.S. public schools could fail 'No Child Left Behind' review, Obama administration says." Christi Parsons, 2011. *Los Angeles Times*, 2011. https://lat.ms/3dIk2P7.

K-12 students still attend low-performing public schools, with additional learning loss stemming from the challenges presented by COVID-19 and nearly two years of remote instruction. Results from the 2021 ACT showed that only 25 percent of the class of 2021 demonstrated college readiness in all four subjects the test assesses: English, math, reading, and science. This is the lowest college readiness rate of the past five years. An equal percentage of students failed to demonstrate proficiency in *any* of the four subjects[3].

Students from low-income families and students of color have been disproportionately affected by closed schools, remote learning, and reduced community engagement, leading to widened achievement gaps.[4] These students are also more likely than their white and/or affluent counterparts to attend a low-performing school. In 2021, a white student was 5.2 times more likely than a Black student, and 2.2 times more likely than a Hispanic/Latino student, to meet college readiness benchmarks in all four ACT subjects.[5] Furthermore, a report by the Commonwealth Institute notes that "students in high poverty schools have less experienced instructors [and] less access to high-level science, math, and advanced placement courses. …The consequences are worse outcomes when it comes to attendance, school performance, and graduation rates."[6] And according to the National Center for Education Statistics[7], in fall 2019, a Black student was 5.6x more likely, and a Latine/o/a student was 5.4x more likely than a white

[3] ACT Profile Report - National 2021. https://bit.ly/3PLSmpQ

[4] National Bureau of Economic Research, 2022. https://bit.ly/3PLSt4K

[5] ACT Profile Report - National 2021, page 20 https://bit.ly/3cb4jI3

[6] "Unequal Opportunities," The Commonwealth Institute, 2014. https://bit.ly/3R2yekl

[7] "Concentration of Public School Students Eligible for Free or Reduced-Price Lunch, National Center for Education Statistics. https://bit.ly/3R3fTnq

student to attend a high-poverty school. This makes school improvement as much a racial and economic equity issue as it is an educational one. It also makes it urgent, incumbent upon all district and charter parties, to rally and to work together to create better schools. This has not proven easy to date. The promise of exponentially improved outcomes through catalyzing more and better collaboration, particularly in operational and communications practices, is the focus of this proposal.

Charter schools were conceived to help develop solutions to the most urgent systemic issues in public education, including the notorious racial achievement gap which is seen in schools across the nation. The first state law authorizing charters was passed in 1991, and today, 45 states and the District of Columbia have charter school laws. Despite their promise in improving student outcomes, serving demographically diverse students, and closing achievement gaps, after 30 years and billions of dollars of public and private sector investment, only 8% of all public school students — about 3.4 million — attend charter schools. Charter schools perform better than traditional public schools in both math and reading, according to Stanford University's Center for Research on Education Outcomes[8]. Enormous opportunity lies in bringing charter school experience and expertise to bear within the district context.

Charter schools often address powerful student and community needs, providing such supports as extended learning days, intensive parent engagement, and innovative professional development along the entire human capital pipeline, from new teachers to administrators and throughout central offices where operations are often designed and led. But these programs have proven difficult to replicate within districts where distrust of the charter sector among school board members, superintendents, executive leaders, and union leaders has been fueled by

[8] "What are charter schools and do they deliver?" Brookings, 2019. https://brook.gs/3pC5VO1

concerns over loss of students and revenue, variability in the quality of charter authorizing bodies, and unrealistic expectations regarding speed and growth of results. Furthermore, even when charter management organizations ("CMOs") demonstrate broad student success, districts often believe the practices are not replicable within the context of their scale, collective bargaining agreements, and/or available funding. In the absence of trust and the willingness to take risks that have the potential to improve practices and outcomes, school districts often default to change that is "manageable" within the context of current practice. As we will see later from the results of the federal School Improvement Grant (SIG) program, this small-scale change may translate to replacing a principal, rather than the far more complex work of overhauling an operational system like transportation, or registration options for parents.

Green Dot has always believed systemic priorities are at the heart of school failure, not students. Day-to-day operational challenges reduce personnel's instructional time and split their focus by requiring them to address missing or sub-par functions relating to transportation, technology, food service, data collection and analysis, facilities, staffing and management, parent communications, budget adjustments, and more. However, change is difficult for any organization and no clear roadmaps exist to help districts tackle their most persistent operational challenges. In this environment — when time and energy are occupied "putting out fires" — schools are not able to provide the conditions for learning which are necessary to improve student outcomes.

The aforementioned challenges are exacerbated in the nation's lowest performing schools. Recognizing these challenges, the DOE committed $7 billion in School Improvement Grants for Local Education Agencies to conduct interventions in low performing schools. Most districts—74%—implemented the least disruptive model of SIG reform, merely replacing the

principal and making professional development and instructional commitments. Given that it was an option that came with potentially large funding awards, this was to be expected. Only 4% of districts chose the restart model to reopen the school under the management of a charter school operator. This option required a form of partnership between different organizational cultures that would have required operational collaboration, but also threatened districts with a potential loss of students and revenue. Incentives were appropriately aligned to student and family needs, but did not adequately address the operational challenges to charter-district collaboration. Studies of the impact of SIG on academic outcomes have been mixed, but it is clear that schools with district support, strong community engagement, and efficient operational capacity were more likely to have a successful SIG implementation.[9]

At the state and district level, a handful of agencies have sought charter and CMO partners to help turn around their lowest-performing schools. However, this is typically incentivized or mandated by state governments — frequently experienced or interpreted as a limited time effort or a hostile "takeover" by districts who may feel unwillingly coerced into a partnership framework — and occurs in isolated schools. Studies have concluded these contentious district-charter relationships are rarely sustained and deliver few lessons that can be applied outside of context. While district and charter leadership tend to be aligned on intentions to serve students and families well, in practice differing cultures and operating practices do not mesh easily. These challenges can be present in the private sector as well, when companies merge, and it is perhaps then unsurprising that districts and charters struggle to collaborate within a sector as complex as public education. When districts and charters do cooperate, there are good results.

[9] Thomas Dee, School Turnarounds: Evidence from the 2009 Stimulus, National Bureau of Economic Research (April 2012), page 1. https://bit.ly/3T88Hbm

"In at least 35 urban school districts with significant numbers of charter schools, efforts have been made to jointly improve instruction, align policies, address inequities, or garner efficiencies. About a dozen of these districts are using cooperation, also commonly referred to as district-charter collaboration, to drive decisions and address systemic challenges, including tracking school performance, student enrollment, and school closure. Cooperation in some cities has yielded real, tangible improvements for students and families, for example around more transparent discipline data and streamlined enrollment systems, while in other cities progress has stalled or even gone backwards."[10] What stands out in the studies is a considerable lack of focus on how operations and communication protocols and practices, together with clear demarcations concerning autonomy and collaborative space, can contribute to defining, practicing and sustaining excellence in the turnaround context.

Green Dot was created to test, develop and share solutions which catalyze improvement in the public education system at large. Green Dot has already developed a proven whole-child school model which delivers outstanding results in both fresh-start charters and turnaround contexts. The model is replicable on public funding and has been recognized as highly impactful through a federal Replication and Expansion Grant in 2014. We now see an opportunity to use the charter model itself — leaning on flexibility, financial transparency, and operational efficiencies — to go beyond the primary offering of school choice and innovate in the frontier of collaborative district-charter relationships. Green Dot has spent 14 of its 22-year existence developing national experience in school turnaround (as detailed in section (A)(2) of this narrative), and is currently

[10] *Bridging the District-Charter Divide to Help More Students Succeed*, CRPE (2017). https://bit.ly/3pBSq0J

operating a collaborative partnership with Beaumont Independent School District ("BISD") in Texas to turn around its lowest-performing school, Dr. Martin Luther King Jr. Middle School. King Middle School received "F" ratings by the state for five consecutive years prior to the pandemic. Green Dot and BISD began partnership in school year 2021-22, and are improving the school's academics, culture, and operational practices to advance its Texas Education Agency Accountability Rating from an "F" to a "C" in four years, and facilitate continuous improvement beyond. Together, we will demonstrate the transformational possibilities of collaboration—not only by turning around this campus, but by evaluating how roles and responsibilities, communication protocols, evaluation and improvement are best allocated within district-charter partnership to generate rapid and sustained transformation. David Anderson, policy analyst at Raise Your Hand Texas, which has been following the implementation of the Texas SB 1882 law law that incentivizes the partnership commented in a 2018 *Texas Tribune* article "It's sort of a perfect storm in the sense of hard to do."[11] Unlike other operators beginning the work, Green Dot has the advantage of 14 years of turnaround experience. We know how to ask the right questions, navigate to strong practices and help raise our own game and that of our partners. In codifying the Operational Guidebook for charter-district partnerships, Green Dot will continue to learn the nuances of collaboration through close partnership with BISD and chart a roadmap for ourselves and others to be maximally effective in BISD and other districts across the state and nation. The guide will be disseminated widely, with training sessions offered to all interested, in order to catalyze a shift towards more and better partnerships between CMOs and districts focused on turnarounds of low-performing schools.

Green Dot will use a CSP Dissemination grant to codify a model for collaborative district-charter partnership that will include the Operational Guidebook for how to source and assess partnership

[11] https://www.texastribune.org/2018/06/01/texas-schools-state-takeover/

opportunities, structure an effective partnership with attention to operations and communication protocols, and how to launch and manage successful school turnarounds. This has potential to go well beyond improving individual schools. First it will leverage Green Dot's adaptability culture and operational expertise to support greater operational efficiency at the district level. Districts are complex organizations and Green Dot will also learn from the district about opportunities to shift practice and reduce the burdens of inefficiency that tend to be borne by stakeholders. Secondly, the collaborative work will focus on defining and capturing how effective and sustained partnerships can be enabled with a focus on inter-organization operational collaboration. Codification will ripple far beyond Green Dot specific partnerships to enable BISD itself to better partner with other CMOs and individual charters, as well as enable and encourage partnerships between other districts and charters across the nation.

2. Building local capacity to provide, improve, or expand services that address the needs of the target population

The proposed project is intentionally designed to (1) build the capacity of charters to partner with districts and succeed in serving students in low-performing schools; (2) improve the capacity of districts to partner with charters and improve their operations to better meet the needs of their stakeholders; and (3) grow the number of high-quality district-charter partnerships serving the most marginalized students. Green Dot will define the ways in which operations and communications protocols and practices can deepen effective collaboration that embraces the strengths of both charter operators and districts in the service of students and families. The proposed Operational Guidebook will deliver a roadmap that assists organizations in avoiding pitfalls that commonly lead to partnership failure, despite mutually good intentions.

Leading the work

As an equity-focused organization, Green Dot goes where the need for good schools is most urgent. We have expertise and success serving low-income families and communities of color, who are most often impacted by limited access to high-quality schools. Green Dot's 24 middle and high schools in Los Angeles, Memphis, and Beaumont serve more than 14,000 students, >95% of whom are from low-income families, and 98% of whom are students of color. We are likely the most experienced turnaround operator in the nation, which positions us well to apply what we have learned works, while seeking to learn alongside new district partners how to be exponentially more effective collaborating on behalf of stakeholders. Green Dot's strong reputation attracts educational professionals locally, and from across the nation, who seek to work in a context where they are supported and can be successful. Green Dot is fortunate to be in partnership with a formidable set of funding partners, who have gathered broad knowledge and influence distilled from extensive grantee portfolios. These partners are committed to disseminating learnings and practices throughout their networks, expanding the reach of the project to the leadership of districts, state education agencies and charter management organizations nationally.

BISD is a member of the System of Great Schools, a Texas Education Agency (TEA) network committed to improving school quality. The district agreed to undergo a TEA-led four-year program in which leaders receive strategic advising, professional learning opportunities, tools, and resources that can help them become a stronger partner within a charter collaborative. Green Dot's partnership with Beaumont ISD is founded on a willingness to address inefficiencies head-on, and sort through what can and should be done to achieve systemic change. Green Dot's national CEO meets monthly with BISD's Superintendent, while the Executive Director for

Green Dot Southeast Texas, who meets weekly with BISD's Chief Innovation Officer. The meetings offer a forum for frequent updates and exchanges of information, for achieving new higher-performing norms, for problem solving issues at the school and district level, and building understanding of the structural, operational, academic, and wraparound support changes that can rapidly improve King Middle School. Through this process Green Dot and BISD have worked to improve inter-organizational practices regarding effective transportation models, Information Technology procurement and distribution, consistency of data collection and analysis, registration and enrollment norms, financial transparency, and staff-district communications. It is to be expected that differences exist, yet the history of charter-district collaboration nationally speak to how difficult these can be to overcome. Through increasingly deep insight into one another's processes, BISD and Green Dot are identifying the most frequent challenges early and getting ahead of what can easily become friction points. Communication protocols that engender trust, candor, insight into culture and practice are invaluable and need to be prioritized for collaborative efforts to show strong results for students and families, for teachers and school leaders, and for the community that does and does not show up to school board meetings.

Leveraging and building charter capacity

Green Dot's district-charter partnership model will build the capacity of charter management organizations to anticipate, address, and overcome consistent operational and communication challenges when entering into district collaborations. CMOs tend to be highly adaptable and responsive to the local contexts of their schools, and have operational expertise that facilitates strong academic and school culture outcomes. With millions of children attending persistently low-performing schools, it is incumbent on CMOs to learn how to work with districts to serve them. Green Dot will provide recommendations on how to negotiate contracts that provide

support for effective partnership, and how to realize the promise of contractual agreement through norming new inter-operational standards and practices and supporting them with clear ongoing communication protocols.

Leveraging and building district capacity

Data shows that certain groups of students tend to thrive within school districts while other groups consistently tend to struggle. Our public school systems have grown out of historical realities—political, social, economic, racial, and cultural— that have been more responsive to the former and less to the latter. The assumptions of what makes an "average student" are out of date and often wrong when it comes to the broad spectrum of individual learning styles. Partnerships between districts and charters promise an increase in divergent thinking, extending the reach of expertise, broadening experience and deepening cultures of innovation in service of the full spectrum of individual student approaches. Undergirding the exponential nature of this approach must be a framework and set of practices that allow separate organizations, frequently with different operating systems (IT, F&A, transportation, facilities, registration and enrollment) and cultures, to mesh and work together effectively. Collaboration will leverage district expertise — deep knowledge of communities where they have long shared histories, leadership that often emerges from local district schools, familiarity with charged political environments, experience working at scale to serve diverse populations and more and scale to inform the provision of critical operational services, necessary to successful school turnaround.

Growing the number of CMO-district partnerships

Ultimately, Green Dot intends our framework to provide CMOs and districts with a roadmap that engenders confidence engaging in partnership, and persisting in the multi-year commitment required for school turnaround. Our partnership template will outline how to think about roles

and responsibilities with specific focus on operations and community engagement, cost and investment sharing, best practices in communication protocols, assessment of progress, and driving constant improvement. Through this guidance, and our commitment to dissemination and training, Green Dot seeks to expand the number of district-charter partnerships nationally to deliver successful turnarounds of low-performing schools.

B. QUALITY OF THE PROJECT DESIGN

1. Project Rationale

Contextualizing the Promise of District-Charter Partnerships in Turning Around Low-Performing Schools

Over the past several decades, a number of improvement programs have been developed to improve the nation's lowest-performing schools. Federal SIG funds infused more than $7 billion in the bottom 5% of the nation's schools. Supplementary district and state funds, federal Title I funds, and Race to the Top grant funds have also been used to focus attention on strategies and practices that systematically improve the country's lowest-performing schools, including the charter turnaround model ("restart"). Philanthropic organizations have also invested significantly in efforts to turnaround low performing schools through charter partnerships (e.g. The Bill & Melinda Gates Foundation's District-Charter Collaboration Compact Initiative invested over $40 million in since 2010).[12]

[12] See, e.g. Safal Partners: Pandit, M., Walne, M., Kumar, M. (2015), *District-Charter Collaboration: A User's Guide*, National Charter School Resource Center. https://bit.ly/3KeFeZb

While there have been examples of success, substantial and sustained improvements have proven elusive. For example, following SIG reforms, some turnaround schools made significant improvements, some made incremental improvements, and the student achievement levels in the remaining schools actually declined.[13] Turnaround schools operated by charter management organizations with sufficient autonomy over certain core elements of the model — staffing, use of time, programming, finances, and facilities — were more likely to succeed.[14] Autonomy in these factors exists only when the relationship with the district is trusting and collaborative.

Collaborative partnerships are beneficial for both district and charter operators. National research organizations like the Center for Reimagining Public Education have concluded that cross-sector policy coordination is a necessity, not a nicety.[15] Both operators can be motivated to collaborate: In a qualitative study, districts cited a motivation to close the achievement gap by partnering with high-performing charter schools to "help replicate their results on a larger scale."[16] Charters, in turn, cited access to economies of scale: for example, access to district facilities or transportation contracts. Both districts and charters were motivated by funding efficiencies, to "share resources for which taxpayers have paid" and found value in collaboratively serving specific student groups, such as English Learner students and students with disabilities.[17] In addition to these

[13]Chartering Turnaround, 2015. https://files.eric.ed.gov/fulltext/ED559988.pdf.

[14] Ibid at 3.

[15] *Bridging the District-Charter Divide to Help More Students Succeed*, CRPE (2017). https://bit.ly/3pBSq0J

[16] Safal Partners, page 12.

[17] Safal Partners, page 12.

practical motivations, collaboration is beneficial because it encourages the exchange of ideas and replication of best practices.

Despite the urgent need and benefits of district-charter collaboration, charter networks and traditional districts have struggled to work together in the development of mutually beneficial programs and practices for student achievement. Too often, cooperation is treated as time-limited, forced marriage rather than as a sustained effort and long-term relationship. Contentious district-charter relationships disproportionately harm students already at the most marginalized intersections of educational opportunity.

Some resources have been developed to help state and local policymakers to better understand and address the potential pitfalls of successful partnership at a more macro-level. For instance, West Ed has developed a toolkit and accompanying framework for cross sector collaboration for district and charters that emphasizes: reaching common agreement around a unifying purpose for collaboration; assessing the environment for collaboration; and strategies around planning, implementing and sustaining collaborations.[18] Another user guide for district-charter collaboration similarly identifies broad "enabling factors" for successful collaboration that includes: identifying stakeholder motivations; articulating a theory of change and identifying desired outcomes; creating conditions for success; anticipating and planing for potential challenges; and going for early wins.[19] However, no road map has been co-developed between a

[18] "Fostering Collaboration Between District and Charter Schools, A Toolkit for State and Local Leaders," 2019. Mid-Atlantic Comprehensive Center, WestEd. https://bit.ly/3PBtscB

[19] "District-Charter Collaboration: A User's Guide", 2015. National Charter School Resource Center at Safal Partners. https://bit.ly/3AGeopU

charter management organization and a district that specifically addresses the operational challenges that exist in a turnaround setting.

Green Dot's 14 year experience as a turnaround operator working with diverse districts across the country has allowed us to try, fail and learn the complexities of school turnaround in different enabling environments. An independent evaluation of Green Dot's 2014-2021 CSP Replication and Expansion grant award by Bellwether Education Partners, submitted to the DOE in 2021, addresses Green Dot's tenacity and success in multiple state and district contexts. Building upon prior research, white papers, and best practices, formative evaluations and early learning from our recent turnaround collaboration with BISD, we see the following as critical strategies for district-charter collaboration:

Creating a robust and well-defined partnership structure that identifies areas of autonomy and interdependence. Research has shown that charter management organizations and the districts work best when they retain autonomous control over certain well-defined operational elements.[20] Based on our experiences operating Locke High School, one of the lowest-performing schools in California, Green Dot learned that while a strong partnership structure should allow the CMO to retain autonomy over hiring, the school budget, curriculum, and daily operations (e.g. custodial), and the district's policies and practices can make an enormous difference. Working with a partner like Green Dot, LAUSD could have leveraged their scale to decentralize and customize certain district operations such as transportation, facilities maintenance, special education pathology and counseling, student health services, and security, reducing redundancy and cost. Collaboration on these services can improve them and allow

[20] "Chartering Turnaround," 2015. National Alliance for Public Charter Schools. https://files.eric.ed.gov/fulltext/ED559988.pdf

school leaders and teachers to focus on teaching and instructional practice, rather than putting out fires.[21] At the same time, the partnership structure must clearly outline the interdependencies of operations to align the operations between the charter and the district. For example, if the district handles transportation, the charter school enrollment strategies and bell schedule will be shaped by the bus routes. This can work in reverse with the necessary coordination. Open, regular communication is the key for ensuring this interdependence functions smoothly.

Early, authentic community engagement/buy-in. If the city and local district is not bought into partnership, they have the power to severely interfere with the charter operator's ability to successfully operate the school. Green Dot has learned this lesson first hand during our turnaround efforts in Memphis, Tennessee. After winning an inaugural US Department of Education Race to the Top Grant, Tennessee created the Achievement School District (ASD) to invite highly-effective charter school operators to turn around the bottom 5% of schools in the state (80% were located in Memphis). Beginning in 2016, over a span of two years, Green Dot assumed operational control of two high schools and two middle schools. Green Dot hoped that with state-backed political support, the ASD could act with sufficient autonomy, however the local district, Shelby County Schools, viewed the ASD as a state takeover. Shelby County Schools actively interfered with Green Dot's ability to effectively operate its schools. For example, Shelby County Schools hindered enrollment efforts by not providing the names and

[21] "By centralizing some administrative tasks away from the campus, principals have more time to be instructional leaders with the Green Dot requirement of 50% of principal time spent in classrooms." Eckert, J. (Ed.). (2011). *Local labor management relationships as a vehicle to advance reform: Findings from the U.S. Department of Education's labor management conference*. Washington, DC: U.S. Department of Education. https://bit.ly/3cajSj2

addresses of students within the schools' enrollment boundaries. This made it impossible to reach out to local families with basic information such as the date of the first day of school.

It is critical for the district to welcome assistance to significantly improve student outcomes and to help create enrollment pathways (via feeder schools) for the charter operator's schools. This buy-in does not solely come from the state-level, but must also include grassroots community support. Today, a critical component of Green Dot's turnaround model includes extensive community engagement even before the MOU is signed. Green Dot seeks to understand the local landscape — student, family, and community needs and priorities. Green Dot contracts with a non-profit partner, United Parents and Students, to conduct one-on-one meetings with community leaders, community-based organizations, and students and families. Additionally, Green Dot has developed a decision-making tool to assess partnership opportunities that considers factors such as the political landscape, interest of local leaders, and community demand for high-quality charter seats. Furthermore we seek to develop community partnerships to provide services that support the needs of the "whole child."

Connecting students and families to services through community partnerships, to overcome non-academic barriers to learning. Operating a traditional, enrollment boundary public school requires providing comprehensive services to meet the full spectrum of students. At Locke High School, Green Dot learned how to serve high-need student groups more deeply within our model, including special education students, students returning from juvenile detention, and overage under-credited students seeking to graduate college ready. We also learned how to support students and their families more holistically on and off campus. For example, at Locke High School, Green Dot found a broad community need. Through a generous federal health grant Green Dot established the Locke Wellness Center to address student and

family "external psychosocial and environmental stressors through the provision of comprehensive and coordinated wrap-around services" by utilizing community partners.[22]

Green Dot replicated this kind of work in Memphis, where half of children live in poverty. Green Dot is working with community partners to build a community schools model to provide mental health and social services to students and their families. This helps students overcome non-academic barriers to learning so they can focus on academics. The impact is clear from discipline data. Prior to Green Dot assuming control, suspension rates at the schools averaged 41%. In the 2021-22 school year, out of school suspensions averaged 8% across the schools.

What these three strategies emphasize is the importance of strong school operations. Traditionally, charter schools differentiate their model based on academics. This has allowed for significant innovation over the past thirty years on how to successfully serve different learners in different contexts. The operations of a school, while critical to effectiveness, have been often overlooked. Operations of a school are especially important and complex in the turnaround setting, as the school must 'reset' to overcome years of dysfunction that have led to low performance. District partnership adds another layer of complexity.

Defining A High-Quality Operational Model for District-Charter Partnership in Beaumont

Green Dot has refined its operational model through its extensive history of school turnaround in multiple states and community contexts, driving improvement across operational standards and outcomes. Green Dot's partnership with Beaumont Unified School District has been our most collaborative partnership by far, however there have still been operational challenges to working within a district. Green Dot and BISD have spent the last year merging their cultures with

[22] Dr. Jorja Leap, *Locke Wellness Center Evaluation Year One: A Community-based Work in Progress Grant Year 2011-2012*, UCLA Adolescent Health Partnership Project (2012).

completely different models for operations, enrollment, academics, transportation, etcetera. We have done this work in partnership, not to impose Green Dot's operational model on a district, but instead work collaboratively with the district to problem-solve.

Green Dot incorporated learnings from past experience to form a collaborative district partnership with BISD. This started with "getting-to-know-you" visits by both organizations' executive and Board leadership to one another's campuses, and continued through an extensive RFP process, interviews, followed by thorough contract negotiations, and a contract unanimously approved by the Boards of BISD and Green Dot. Each stage contributed to an essential foundation for successful partnership. Budgets were an immediate issue and had to be examined with transparency. Green Dot negotiated for what it viewed as essential autonomies over: (1) Hiring of teachers, school leaders, and office staff; (2) budgeting and spending; (3) curriculum selection and implementation; and (4) daily school operations, such as custodial services. BISD would support students and families through the provisions of transportation and food services, a clean functioning facility, and IT services to teachers and staff as well as students. Collaborative frameworks were agreed upon to manage registration and enrollment, background checks on new teachers and staff, community engagement and board presentations.

In August 2021, Dr. Martin Luther King Jr. Middle School ("King Middle School") reopened as a Green Dot campus, with BISD Leadership at the school to observe the first week. Fall benchmark testing confirmed that the vast majority of students entered the school at least four grade levels behind proficiency. Just 5% of incoming sixth graders tested on-grade-level at the beginning of School Year 2021-22. Green Dot set to work changing practice in almost every aspect of the school's academics, culture, and operations, opening our practices to BISD leadership in total transparency. Where contracts had stipulated BISD was leading and providing

services, we worked together to iron out many issues that arose in transportation scheduling, food service timing, IT SIS and Google Docs credentialing as well as partnership on the provision of Special Ed Services. Green Dot worked and BISD teams meet frequently to hone busing operations to optimize efficiency and to ensure students arrive and depart on time, address financial reconciliation processes to ensure equitable flow of funds, and optimize data systems to ensure more accurate and frequent data-sharing.

Green Dot is seeing the early signs of progress expected in school turnaround, starting with school culture: In the first year, King Middle School dropped its suspension rate from 41% to 25%, replacing a punitive discipline framework with counseling and care that keeps students in school, learning. This is good progress, but necessitates further improvement, reflecting pandemic era social-emotional challenges facing educators and students. There are also early academic gains. In the first year, 70% of sixth graders met their growth goals in English, and 56% met growth goals in math against a 65% benchmark. Furthermore, 33% of students in English, and 19% in math, met their "stretch" growth goals, a rapid pace indicating advancement by more than one grade level in a single school year.

One year in, the structure of the Green Dot-BISD partnership has evolved in response to student and stakeholder needs. Maintaining structured and open lines of communication is critical. BISD's leadership — Superintendent Dr. Shannon Allen and Chief Innovation Officer Anetra Cheetham — are supportive, collaborative, and committed to the difficult work of turnaround. In weekly meetings with Green Dot's leaders, they have been solutions oriented, offering district support wherever possible, and have equally demonstrated a mix of genuine curiosity and a desire to learn and be supported where it is optimal. Both organizations have pressed up against the limits of our experience, forcing us to innovate within the framework of shared goals for

King Middle's improvement and the promise of ongoing partnership that can be effectively used to serve additional students in other schools.

Codifying and Disseminating Green Dot's High Quality Operational District-Charter Partnership Model

Today, Green Dot is widely considered the most experienced school turnaround operator in the country. Green Dot has learned the many challenges of turnaround, all which can be navigated with a willing, collaborative district partner. A CSP Dissemination grant would allow Green Dot to codify and disseminate its model for collaborative, effective operational partnership between school districts and charter management organizations. The deliverable produced will be a practical guidebook for best operational practices for charters in operating a turnaround school in partnership with a district. It will include the following key components:

Sourcing and assessing partnership opportunities. Green Dot will develop a decision-making tool to assess partnership opportunities. This **"Point of View"** will utilize existing resources on best practices for district-charter collaboration.[23] The tool will take these principles from theory into practical action, creating a framework for charter school operators to assess partnership viability in the following areas:

- ***Market Analysis:*** District demographics, demand, need for high-quality seats, and student enrollment trends.

[23] See, e.g. Safal Partners: Pandit, M., Walne, M., Kumar, M. (2015), *District-Charter Collaboration: A User's Guide*, National Charter School Resource Center. https://bit.ly/3PKQM7A

- ***Governance:*** Do the authorizer and/or state government requirements align with the charter school / charter management organization's governance requirements (e.g. Board structure and preferred management structure)?
- ***Authorizer Structure:*** Authorizing options, multi-school and multi-charter approvals, and authorizer management and accountability requirements
- ***Financial Sustainability:*** What is public funding, and what opportunities are there for philanthropy? What financial model is required to operate the school(s)?
- ***Policy and Regulatory:*** What are the state's instructional and operational requirements, and are there any charter exemptions?
- ***Human Capital:*** What is the market for high quality teachers and school leaders, or development of local talent? What are the licensing and policies, and requirements for enrollment contracts?
- ***Facilities and Infrastructure:*** What is the affordability and feasibility of school construction, local zoning and entitlements processes, and/or availability of facilities.
- ***Local Champions and Landscape:*** Market strength for charters, availability of community partners, interest of local leaders to commit, and the political climate/landscape.

The tool will help charter schools understand when a partnership opportunity is viable. For example, one of the major barriers to forming collaborative partnerships is district willingness. Historically, districts have been hesitant to cede control of a school to a third-party operator, for a wide variety of reasons that include loss of students, revenue, political cost, and the complexities surrounding authorization and oversight. Districts can be incentivized to partner through politics,

policy, and/or through significant philanthropic investment. The tool will help assess the charter landscape so that charter school operators can gauge the feasibility of long-term success.

Structuring an effective partnership. Green Dot's operational guide will be designed to be neutral to facilitate engagement between charter and district leaders to negotiate a partnership agreement. Green Dot will offer guidance on what elements to include in the MOU, including suggested specific language to clarify the complexity of the relationship. Through past experience, even with a collaborative partner such as BISD, Green Dot has found the MOU to be useful in resolving issues related to the interdependence of the district and charter operations. In negotiating a contract with BISD, understanding district finances, budgets and school allocation protocols was a critical piece of the work. Negotiations here were frequently uncomfortable and went beyond the understanding of even experienced executives and accountants. The discomfort in this part of the process is necessary upfront to remove misunderstandings later on that can lead to conflict. Likewise, when districts will offer fee-based services such as for transportation, IT, or food, the devil is in the details and painstaking early work understanding the offerings and the costs can do much to improve experience for stakeholders and reduce partnership tension later on. In this work, BISD and Green Dot practice has gone deeper and beyond the recommendations of the Texas Partnerships tools provided by the TEA[24] and our practical operations guide will be a strong addendum to inform future iterations of these tools.

Launching a turnaround school. Green Dot will create an operational guidebook articulating best practices for school operations in the turnaround context. This will include known levers for a successful turnaround, for example strong, stable leadership.[25] It will center around how districts and charters can authentically show up as partners. Green Dot will utilize

[24] See, e.g. https://txpartnerships.org/tools/
[25] Eckert, page 20.

grant funds to invest in building an ideal district-charter partnership model alongside BISD, and concurrently will codify this model by producing the following operational guides:

- ***Community Partnerships Plan:*** Timeline and best practices for conducting authentic community engagement with families, community-based organizations, local leaders, and other non-profits. Additionally, a guide for how to use community partnerships to meet the needs of the "whole child"; connecting students and families to external services in the community.
- ***Change Management Flow Charts:*** A "how to" guide for when the district and charter partner inevitably navigate an issue or challenge in school operation.
- ***Student Engagement Plan:*** Workplan and timeline to recruit families to meet enrollment targets and reach the broadest array of students, so the school serves high-need student groups at comparable rates to traditional district schools. As such, will include strategies like door-knocking; tabling at local community events, churches, grocery stores, etc.; advertising campaigns on radio, social media; and phone banks.
- ***Staffing Model:*** What staff is needed, by when, to effectively operate the school. Green Dot's staffing model is lean, designed to be sustainable on public revenue in states with low public funding.
- ***Leadership Development:*** Building leadership capacity, both to allow for growth pathways for highly effective staff, and to help leaders reach their full potential.
- ***Start-up Operational Plan:*** A checklist with all the stages of assuming operational control of a school, from the date the partnership agreement is signed through the first year of school.

2. Goals, Objectives, and Outcomes

Goal	Objectives	Outcome
Define best practices and user focused approaches in district-CMO partnership	By the end of year 1, develop a "Point of View" tool for sourcing and assessing partnership opportunities.	Absolute Priority 1: Strengthening District-Charter Collaboration and Community Engagement To Advance Systemic Change
	By the end of year 1, develop a partnership guide to facilitate engagement between charter and district leaders to negotiate a partnership agreement.	
Define best practices and user focused approaches in collaboration with districts to turnaround low performing schools	By the end of year 1, develop an "Operational Guidebook" that articulates best practices for school operations in turnaround schools.	
Document and disseminate the guides	By the end of year 2, test and assess the impact of the resulting guides with the support of a third party evaluator.	
	By the end of year 3, all guidebooks will be published online and viewed at least 150 times by unique users.	

Engage Districts/CMOs across the country to improve low-performing schools	By the end of year 3, 8 Districts/CMOs will seek Green Dot's help in forming a partnership.	
	By the end of Year 3, 4 Districts/CMOs (in addition to Green Dot) will be engaged in partnerships that use the Operations Guidebook as an instruction manual.	
	By the end of Year 5, as a result of district-charter partnerships formed using the Guidebook, at least 7 low-performing schools, serving 4,200+ students, will be focused on collaborative turnaround. These schools' full transformations will be realized outside of the grant period, because it will take at least 3 years of operation to turn around a low-performing school.	

Green Dot's ultimate goal is to catalyze district-charter partnerships to turnaround low-performing schools. Green Dot will form partnerships with Districts focused on turnaround of at least 7 schools, serving 4,200 students, within 5 years. Within three years of district partnership launch, these schools will no longer be rated "low-performing." Given the timeline

for this grant, only Green Dot's King Middle School will achieve the three year milestone during the grant period. For the schools that will not achieve the milestone, to track progress towards this long-term outcome Green Dot will track the following metrics annually. All are key early indicators of a successful school culture reset, the first phase of a school's turnaround:

- 25% decrease in out of school suspensions or maintain a suspension rate of less than 5%;
- 50% decrease in expulsions or maintain an expulsion rate of less than 1%;
- 85% of staff evaluated as "highly effective" or "effective" will return each year; and
- 85% of students and families will rate on an annual survey that they recommend their school to a friend.

Additionally, Green Dot will disseminate its Operational Guidebook for Charter-District Partnerships in training sessions and digital publications through partner networks, per this proposal, to encourage new partnerships between charters and districts focused on turnaround schools. Success will be measured by the number of districts and turnaround partnerships that involve Green Dot directly, by the number of other CMOs partnering with districts who have requested/are using Green Dot's Operations Guidebook or attended our virtual and in-person training sessions, and finally by the academic performance of turnaround schools that are the focus of the partnerships.

- Within 5 years, Green Dot will have partnership contracts with districts to turnaround 7 low-performing schools.
- Within 5 Years, informed by the Operational Guidebook, 4 additional CMOs will have partnership contracts with Districts to turnaround low-performing schools.

- Within 5 Years, 11 charter-district partnership turnaround schools using the Operational Guidebook will improve their state rating by a letter grade per year (example F to D, D to C) or equivalent, reflecting accelerated student academic growth.

3. Exceptional Approach to the Competition Priority

Green Dot's project represents an exceptional approach to "strengthening cross-agency coordination and community engagement to advance systemic change." There have been many attempts at district-charter collaboration across the nation. Results are mixed and frequently unsustained, however uniting the innovative aptitude of the small but influential charter sector with the institutional prowess of low-performing but willing district schools carries enormous potential to reshape the educational landscape of the United States. Through this grant project, Green Dot and BISD will codify a model of operating a partnership that bridges two entities that otherwise operate in silos.

Many major operators have tried, and almost all have struggled, to implement and sustain successful school turnaround. For example, Denver Public Schools, Chicago Public Schools and the School District of Philadelphia have all attempted large-scale turnaround efforts in partnership with national CMOs. These districts were open to collaborating with CMOs and did so. However, in all cases, operational complexity, politics, and unaligned expectations emerging from lack of clarity on the nature, difficulty and timing of transformative change led to frequently unresolved conflict, changes in leadership and ultimately lack of sufficient progress for stakeholders. Similarly, as discussed above, the State of Tennessee's Achievement School District was created to partner with nationally recognized charter management organizations to turn around the bottom 5% of schools in the state. The ASD was often in open conflict with

Shelby County Schools (SCS) and charter operators authorized through the state agency found themselves in the crossfire, insufficiently supported by either in the difficult work of improving very low-performing schools. Green Dot is the only national charter operator still doing turnaround work in Memphis; other operators found the context too difficult. Green Dot has staying power borne of being at the forefront of turnaround work, with work in highest need communities embedded into our entire 22-year history of operating high quality schools. We have been recognized by the US Department of Education[26] and the National Alliance for Public Charter Schools[27], and by a host of leading philanthropies such as The Bill and Melinda Gates Foundation, the Edythe and Eli Broad Foundation, The Ballmer Group, and Carnegie Corporation of New York for our leadership in the field. The Department of Education has also recognized Green Dot as a high-quality charter school operator by awarding the organization a *Replication & Expansion* grant.

Green Dot's turnaround model has been studied and validated by independent third-party researchers. For example, in 2011 Green Dot's first turnaround, at Locke High School in Watts, California, was evaluated by the National Center for Research on Evaluation, Standards and Student Testing.[28] Descriptive analyses showed promising trends in Locke students' persistence, attendance, course-taking and completion, and standardized test scores. Results suggested increased retention rates across cohorts of Locke students. Analyses also revealed that relative to

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[26] Eckert et al. "Local Labor Management Relationships as a Vehicle to Advance Reform" (2011). https://bit.ly/3cfRqwj

[27] Julie Corbett. "Chartering Turnaround," 2015. National Alliance for Public Charter Schools. https://files.eric.ed.gov/fulltext/ED559988.pdf

[28] UCLA CRESST July 2011 https://cresst.org/wp-content/uploads/R799.pdf

comparison high schools, there was an increase in Locke students' overall total enrollment in core courses and an increase in pass rates for some courses. The results from matched samples of students suggest that 9th graders who entered Locke performed better on a range of student outcome measures than they would have if they had attended a comparable Los Angeles Unified School District high school. For example, compared to the matched non-Locke students, students in Locke's second cohort were significantly more likely to stay in the same school over time, perform higher on California standardized tests, take and pass various 9th and 10th grade core courses, and score higher on the California High School Exit Exam. Since Green Dot assumed operational control, Locke's four-year cohort retention rate at least doubled, and students are 12 times more likely to go to college.[29]

Green Dot has developed national experience in school turnaround and student outcome transformation through serving a wide variety of students from some of the most marginalized communities in the U.S. The lessons we have learned inform a working library of best practices, developed by making mistakes and moving quickly to adapt. We listen, seek deeper understanding, and analyze extensive qualitative and quantitative data from the entire school community. We know some challenges can be predicted and prepared for, while others will be unique to the place and individuals involved, requiring real-time adjustments from a strong, responsive team. All of this experience primes us well to hold the torch for other operators, creating a model that they can use to initiate and succeed in district partnerships of their own.

4. Dissemination Mechanisms

Green Dot's primary purpose is to design policies and practices that fully meet the needs of students traditionally underserved by public schools. As such, all programs are designed to be

[29] Corbett (footnote 21)

fully replicable on the public dollar and easily implementable in any context. Green Dot has a long history of developing sustainable, high-quality programs, within an ecosystem of strong partners, codifying those found to be most impactful, and sharing findings with school operators, community-based organizations, and policymakers. The emphasis on partnership is important, since no organization runs a high performing school alone. Low-performing schools engaged in turnaround need even stronger partners, capable of shifting expectations, culture and performance. Green Dot has worked with a constellation of partners on priorities critical to building high performing cultures and delivering outcomes that close achievement gaps. These include the Bill and Melinda Gates Foundation-funded *College Ready Promise Compact* with 4 other CMOs in Los Angeles, focused on defining great teaching and how to train great teachers. It produced a seminal document, widely shared — the College Ready Teaching Framework. Green Dot also partnered with LAUSD in the federally funded i3 initiative, *Public School Choice*, becoming the only CMO in the process to take operational control of a persistently low-performing LAUSD campus — Henry Clay Middle School. This school subsequently won a SIG grant and became the highest performing school in the LAUSD SIG cohort. Also in partnership with LAUSD, Green Dot created the *Locke Wellness Center* to offer wraparound health and wellness services to the entire community surrounding the high school; in Memphis, two of Green Dot's turnaround campuses have become *Mid-South Food Bank distribution centers* and we partner with local Memphis nonprofit, *LifeDoc,* on a range of health and wellness initiatives aimed at addressing widespread diabetes and lack of access to healthy foods. Green Dot has many highly rated initiatives underway across our national network. Most are local, but some affect all our schools nationwide. Partners work with Green Dot and our students in high impact tutoring, coding and other career technical certifications, as well as a structured

mentorship program involving some of America's most recognizable companies (e,g. FedEx, Lionsgate Entertainment, The LA Rams, Snap Inc.). The throughline here is how to assess partners, define ambitious meaningful goals, develop buy-in from stakeholders, and then build an operating playbook to ensure activities and communications occur as planned and outcomes are achieved. This experience goes back two decades, informs Green Dot's work in the far more complex arena, partnering with districts, and allows us to build on expertise in developing and codifying an operation guidebook.

Green Dot will disseminate the guidebook via the following mechanisms:

In Spring 2024, Green Dot will begin to disseminate the district-charter model. Green Dot will wait until the third-party evaluation of the program is complete to ensure the model has proven impact, and to prove legitimacy to the public education sector. Green Dot will launch dissemination by hosting a webinar with friendly charter management organizations, charter advocacy organizations, and districts. At this webinar we hope to build momentum for the possibilities that the model presents. Then, Green Dot will present the model at national conferences. Green Dot will apply to present at the National Charter School Conference, generally held in June annually. Green Dot will also apply to present at state-level conferences in states with partnership models, as well as other conferences focused on innovation/reform of public education, for example New School Venture Fund. Green Dot will seek to engage willing state and district agencies directly, for example by presenting during a Texas Education Agency training. The presentations will focus on the principles of collaborative district-charter partnerships, but also the practical steps to ensure success. Green Dot aims to present at least 3 times at in person convenings, and host at least 5 webinars.

Ultimately, the purpose of dissemination is for other charter management organizations and districts to adopt Green Dot's codified materials. Therefore, in Fall 2024, Green Dot will begin to offer one-on-one and group training sessions with operators — charter and district — to help them understand and implement Green Dot's operational model in their own context. Sessions could be focused on particular elements of the model, or advise the development of partnerships. Green Dot will seek to host 10 sessions, and at minimum 5.

Additionally, Green Dot will utilize relationships with existing and new philanthropic partners to disseminate the Operational Playbook and associated curriculum to their portfolios of granties. For example, The Ballmer Group, Charles & Helen Schwab Foundation, Carnegie Corporation, the Meadows Foundation (Dallas) all have the capacity to convene people for dissemination purposes aligned to their organizational priorities. Green Dot is supported by all of these and charter-district partnerships are a focus going forwards. We are confident that these organizations will offer their convening power to dissemination of the charter-district Operational Guidebook and to offer training sessions. Green Dot has frequently presented on turnaround work at the New School Venture Fund annual conference in Oakland, at SXSW EDU in Austin, at the National Charter School Alliance in Washington DC, to the Philanthropy Roundtable, and have presented at statewide education conferences to address district and union leadership, for example at the Joint Annual Conference in Illinois. Green Dot will ask these partners to distribute the Guidebook resources through their massive networks of grantees/educators. Green Dot hopes to bring districts into the conversation with multiple partners to discuss the challenges of operations.

C. QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES

1. Management Plan: Achieving Project Objectives On-Time and Within Budget

In order to meet the objectives of this project, the Green Dot team has developed a clear management plan which delineates the timeline, required activities, and responsibilities of different team members. To meet the deadlines and deliverables, we have proposed a use of resources which accounts for both new and existing staff members' time, as well as the materials required to support the work. The primary inputs for this project are different staff members' time and expertise, which are delineated in the management plan timeline provided below. A more detailed description of each activity and team members' roles and responsibilities are provided beneath the timeline.

Timeline	Activities	Staff Member Responsible	Staff Member(s) Executing
Year 1 *July 2022 - June 2023*	1. Establishing a Point-of-View	Chief Growth Officer	- Special Projects Manager - *Other staff as content contributors*
	2. Partnership Development	Chief Growth Officer	- Chief Growth Officer - Executive Director of Southeast Texas
	3. Codification of the Operational Model	Managing Director of Operations	- Special Projects Manager - Growth Operations Analyst - *Other staff as content contributors*
Year 2 *July 2023 -*	4. Implementation & Refinement	Managing Director of Operations	- Executive Director of Southeast Texas

June 2024			- Growth Operations Analyst
	5. Third Party Evaluation	Managing Director of Operations	- Third Party Consultant
	6. Dissemination	Chief Growth Officer	- Chief Growth Officer - Managing Director of Operations - Managing Director of Schools
Year 3 *July 2024 - June 2025*	7. Focused Support	Managing Director of Operations	- Chief Growth Officer - Managing Director of Operations - Managing Director of Schools

Grant Year 1 (2022-23)

In Grant Year 1, Green Dot will codify the district-charter partnership model by conducting the following activities:

Activity 1 - Confirm areas of inquiry & codify a "Point of View" tool. As Green Dot has commenced turnaround and partnership work, we have refined our point of view and the features that we consider to be non-negotiable in a partnership. Green Dot's Chief Growth Officer and Special Projects Manager are working with external consultants and internal stakeholders to codify this point of view into a tool which will allow any public school operator to evaluate opportunities in a structured, systematic way. While each district and/or CMO will

vary in what they consider a "non-negotiable" item (e.g. the points of autonomy), the need to identify a point-of-view is universal. Green Dot's extensive turnaround experience will allow us to recommend areas that are critical for evaluation and discussion, and strategies for engaging in the process of assessing a turnaround opportunity.

Activity 2 - Develop a partnership structure. Green Dot will codify a model for collaborative district-charter partnership. The model will incorporate best practices based on research and Green Dot's extensive experience working with a wide variety of partners, including learnings from the collaborative partnership with BISD. Green Dot's Special Projects Manager will lead the codification process and will deploy other team members to conduct activities. Green Dot partners with a long-time ally, United Parents and Students, to conduct on-the-ground community engagement up to a year prior to assuming operational control of a school. United Parents and Students is a 501(c)(3) organization that builds coalitions of engaged parents, students from local schools, and impassioned community leaders to enact meaningful, long-term solutions to shared challenges most strongly felt by low-income residents. Green Dot will partner with United Parents and Students to conduct comprehensive one-on-one meetings to understand the local landscape, and build relationships with community-based organizations to integrate the school into the community and provide students and families with supports. The Community Engagement and Communications Manager will conduct outreach with key stakeholders, including students, families, and community partners, to assess the partnership elements. Community engagement is critical at the early stage of a school turnaround, so that the operator understands the needs and priorities of the local neighborhood. The Chief Growth Officer and Special Projects Manager will conduct interviews with BISD leadership, including the Superintendent and Chief Innovation Officer, as part of regularly scheduled meetings to

understand the district perspective on partnership negotiations. The Special Projects Manager will work with other Green Dot team members to draft a partnership structure and sample MOU as part of this phase of the project.

Activity 3 - Codify an operational model. Green Dot will codify an Operational Guidebook, a comprehensive resource for districts and CMOs operating a turnaround school. The Guidebook will include how-to guides on topics including: Community partnerships plan; Partner leadership facilitation guide; Governance templates; Sample MOU; Staffing model and timeline for hiring; Change management flow-charters for district/charter interaction; Leadership capacity development; and an overarching implementation roadmap that includes checklists of everything to consider when starting a new school in a district partnership model. The work will be led by Green Dot's Managing Director of Operations and Special Projects Manager, in close collaboration with the Growth Operations Analyst and BISD's Chief Innovation Officer. Other staff will contribute content. To develop this resource, Green Dot will conduct the following steps:

1. ***Use case analysis & needs assessment.*** Survey Green Dot leadership to identify recurring challenges and gaps as it relates to implementing the operational model in schools. Synthesize themes and challenges and identify outstanding questions.
2. ***Stakeholder interviews and/or focus groups***. Dive deeper into the challenges to identify the "how" and "why" for the challenges, as well as historical context and potential solutions. Synthesize the data to identify gaps and solutions. Interviews will be with Green Dot and BISD staff.
3. ***Knowledge consolidation & codification.*** Collect and refine existing materials into a centralized repository.

4. ***Audit current resources & perform a gaps analysis***. Analyze the existing, updated materials in comparison to the goal state and identify what areas need additional development and/or the creation of new materials.
5. ***Content development with stakeholders.*** Work with stakeholders to develop the additional materials, utilizing best practices and formatting from existing materials.
6. ***Content assignment for various staff titles.*** Assign learning materials to different staff titles based upon which staff members need what types of knowledge in order to be successful, and the time of year that they will need to review the content.
7. ***Audit and test.*** Conduct a comprehensive audit of the materials assigned to each staff member title to identify any gaps, inconsistencies, or extraneous information.
8. ***Refinement.*** Adjust learning materials/assignments to best meet the needs of the operational model. Adopt a continuous improvement mindset which adapts to the feedback of users.

Activity 4 - Develop additional district-charter partnership to test Green Dot's codified materials. Throughout Grant Year 1, Green Dot will engage in advocacy efforts to establish a second collaborative turnaround partnership, in addition to BISD. Green Dot is exploring partnerships already with districts across Texas and in other states with political environments open to the turnaround model. As Green Dot codifies the guide, this new district-charter partnership will act as a first test case to implement the model. Green Dot's Chief Growth Officer will be responsible for this activity. The work will be supported by Green Dot Southeast Texas's Executive Director.

Grant Year 2 (2023-24)

Activity 5 - Implementation & Refinement. Continue to implement and refine the operational model in our existing partnership school. Evaluate the effectiveness of the model, identify strengths, areas for improvement, and inconsistencies, and refine the model accordingly. Green Dot's Managing Director of Operations will be responsible for this activity. The work will be supported by Green Dot Southeast Texas's Executive Director and the Growth Operations Analyst.

Activity 6 - Third Party Evaluation. Once the codification is complete, Green Dot will engage a third-party evaluation of district partnerships (January to April 2024). Green Dot will contract with the evaluator to conduct a case study of the existing Green Dot / BISD partnership, and Green Dot's development of a second partnership, to evaluate the effectiveness of the model, identify strengths, areas for improvement, and inconsistencies, and refine the model accordingly. The evaluation will be completed by April 2024 to assess and provide credibility before Green Dot begins to disseminate.

Activity 7 - Dissemination. Beginning in April 2024, Green Dot will begin to disseminate the codified model for district-charter partnership. Green Dot's Chief Growth Officer will present best practices from the Operations Guidebook at annual convenings. In year two of the grant, three districts or CMOs attending these sessions will seek Green Dot's help in pursuing next steps of school turnaround. This will be measured by tracking the number of operators who reach out to schedule one-on-one conversations with Green Dot after a training to discuss how they can utilize the guidebook. In the third grant year, five districts or CMOs will seek Green Dot's help.

Grant Year 3 (2024-25)

Activity 7 - Dissemination (continued). Throughout Grant Year 3, Green Dot's Chief Growth Officer, Managing Director of Operations, and Managing Director of Schools will present at conferences and other public appearances, including the National Charter Schools Conference in June 2024. Green Dot will also host additional online webinars for operators.

Activity 8 - Focused Support. A long-term outcome of the project is that the disseminated practices will be adopted. Green Dot will provide one-on-one training for charter management organizations and/or districts interested in implementing part/all of the Guidebook. Focused trainings will be conducted by Green Dot's Managing Director of Operations, Chief Growth Officer, and Managing Director of Schools. By the end of the third grant year, four CMOs will be engaged in district partnerships following the Operations Guidebook.

2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Green Dot's organizational leaders collectively have decades of institutional knowledge and experience with district-charter partnerships. Through the investment in time spent with districts, parents, and — most importantly — students, Green Dot is imbued with a responsibility to share learnings and best practices with other charter management organizations. The rollout and dissemination of the Green Dot partnership model will be carried out by the same staff who have led Green Dot's turnaround work since 2008. The Chief Growth Officer, Megan Quaile, helped Green Dot navigate the complexities of the operation of Locke High School, our first turnaround. She moved to Memphis to lead Green Dot's turnaround efforts as Executive Director. In Memphis, she hired the two other project leaders, Green Dot's Managing Director of Schools and

Managing Director of Operations. All three project leads helped Green Dot navigate the complexities of district-charter partnership and guided the negotiations with Beaumont Unified School District. The supporting staff included in the budget represent other leaders within Green Dot who will help execute the work. As such, the three-year grant budget allocates 73% of project-related costs to staffing. Creating the project plan centered around existing staff is a cost-effective way to meet the objectives of the proposed work.

Consultant costs are minimal and necessary. Green Dot seeks to learn and reflect at every juncture by engaging the expertise of objective, third-party evaluators. Green Dot will contract with Bellwether Education Partners to conduct a case study of the model at important inflection points, to understand the impact of levers of district-charter partnership in an existing partnership (with BISD) and a new district-charter partnership that will be formed during Year 1 of the grant. With an objective study of impact, Green Dot's codified materials will become refined and increasingly valuable.

United Parents & Students will utilize a "train the trainer" model to conduct training sessions with the national growth staff during grant year one. Under this model, Green Dot will learn effective community engagement and enrollment strategies. These strategies are necessary to achieve community buy-in and to meet enrollment targets. As a result of the training sessions staff will have the knowledge to build the capacity of school leaders in subsequent years without needing to engage United Parents & Students.

D. QUALITY OF PROJECT PERSONNEL

1. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

Green Dot is intentional in creating systems that value the unique contributions of all stakeholders to transform public education. Since its founding, Green Dot has prioritized diversity, equity, and inclusion. Green Dot has consistently partnered with organizations — including California Conference for Equality and Justice, the National Equity Project, Overcoming Racism, etc. — to audit Green Dot's practices for blind spots, and to provide training to all employees on how to recognize and navigate implicit biases. This ranges from school-based training so teachers are equipped to build an inclusive classroom culture, to auditing Green Dot's workplace culture to uncover systemic biases. As a result, Green Dot explicitly embeds a diversity, equity, and inclusion lens in our organizational culture, our educational practices, and our talent practices.

Green Dot commits to recruiting a talented and diverse team and is committed to complying with **Section 427 of GEPA**. Therefore, the organization takes a purposeful approach to continuing to connect students to educators of similar backgrounds in the areas such as race, gender, socioeconomic status, and English learner status. More than 85% of Green Dot California's students are Latinx, and 13% are Black. Reflective of the intentional hiring practices, 41% of Green Dot teachers across the California schools are Latinx and 14% are Black. In Green Dot Tennessee schools, 84% of students are Black and 13% are Latinx while 70% of Green Dot teachers are Black and 4% are Latinx.

To recruit and retain a diverse staff, Green Dot partners with local universities to develop human capital pipelines, hosting student teachers and attending job fairs at local community, junior, and 4-year colleges that serve primarily underrepresented populations. Green Dot also maintains membership to diverse professional networks and recruits teachers via referral from highly-effective team members. All staff receive personalized professional development and support to make them feel empowered, appreciated and successful in doing the critical work needed to fulfill our mission. In the classroom, Green Dot has many avenues for teachers' career growth, so that teachers can follow the pathway that reflects their strengths and interests, rather than a linear path that places teachers at the beginning. For example, teachers act as instructional leaders, coaches for new/emerging teachers, and develop curriculum.

2. The qualifications, including relevant training and experience, of the project director

Megan Quaile, Green Dot Chief Growth Officer, has held progressively responsible positions with Green Dot Public Schools since 2007. A graduate of University of Notre Dame, DePaul University, and University of Southern California, Dr. Quaile began a teaching career at Good Counsel High School, ultimately holding the position of principal. Before coming to Green Dot, Dr. Quaile served as Chief Executive Officer for Civitas Schools, a CMO serving four charter schools. In 2007 Dr. Quaile joined Green Dot as an Area Superintendent, supervising six Green Dot campuses. Responsibilities included coaching and evaluating principals, managing fiscal resources, developing community partnerships, and leading enrollment efforts. Dr. Quaile garnered turnaround experience during the initial days of Green Dot's work at Locke High School. As Vice President of Education, Dr. Quaile led contract negotiations between the organization and teacher's unions. It has been during Dr. Quaile's work as Vice President of

National Expansion and Chief Growth Officer that Green Dot has recognized the most remarkable years of growth. Dr. Quaile led the entry of Green Dot into Tennessee to begin the startup of one, and turnaround of four, schools: Green Dot's most ambitious turnaround project. The entry into Tennessee required careful navigation of a complex political environment. Her work has led to the trials, errors, and ultimate learnings that have brought about the Green Dot turnaround model. Dr. Quaile was the Executive Director of Tennessee schools for the first five years, leading the day-to-day work with the schools. She laid the groundwork for conversations that led to the successful partnership with BISD, and subsequent school turnaround, in Texas. Dr. Quaile is well-positioned to lead dissemination trainings and work with CMOs to implement the turnaround model.

3. The qualifications, including relevant training and experience, of key project personnel

Key to moving forward our work in building and disseminating Green Dot's operational model is **Managing Director of Operations, Daniel Peñaranda J.D.** Dan earned a law degree and clerked for the FDIC before joining the organization as Green Dot Tennessee's Director of Finance in 2015. Dan led Green Dot Tennessee's finance and operations, administering a $34 million budget while maintaining state and federal fiscal compliance, guiding facilities operations and maintenance projects, navigating vendor relationships, and overseeing in-house bus transit schools in Memphis. He has navigated the complexities of a partnership with the state-run Achievement School District, and the local district Shelby County Schools, learning many lessons from each partnership experience. His knowledge forms the foundation of Green Dot's operational model. In 2022, Dan became Green Dot's National Managing Director of Operations. He will manage the work of developing new district relationships and negotiating a

partnership structure. For this grant project, Dan will play a leading role in codifying the Operational Guidebook and in disseminating the best practices of district partnership.

Playing a key role in the work of building leadership capacity as Green Dot codifies and disseminates turnaround practices is **Managing Director of Schools, Gloria McDaniel**. Joining the organization last year, Ms. McDaniel designed a system for ensuring alignment between the school and the Organizational Leadership Team to support school principals in establishing goals and meeting growth targets. Ms. McDaniel is building operational systems with an educator's lens. This is essential to build buy-in among school and operations staff. She is ensuring that Green Dot is taking into consideration how educational leaders learn as we create materials intended for that audience. As the work is disseminated, Ms. McDaniel will act as a liaison between Green Dot and organizations adopting the operational model to guide them in building their own operational capacity and efficiencies.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 1237-Resume - Megan Quaile.pdf

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MEGAN ANN QUAILE, Ed.D.

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EDUCATION

Ed.D., Educational Leadership, 2013
University of Southern California Los Angeles, CA
M.Ed., Teaching and Learning, 2000
DePaul University Chicago, IL
B.A., English, 1993
University of Notre Dame Notre Dame, IN

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS 2007-PRESENT

Chief Growth Officer & Interim Tennessee Executive Director **2014- present**

- Responsible for oversight of Tennessee and Texas Regions
- Responsible for day to day operations of the Tennessee region, including supervising the regional office and campus principals
- Supervise national team members and regional executive directors

Vice President of National Expansion 2013-20-14

- Responsible for leading Green Dot's efforts to expand to new regions
- Work with strategic planning team to research, investigate and apply to new regions
- Oversee the ramp-up phases of each region, including: hiring, community engagement, setting up regional offices, and designing and implementing the appropriate school model
- Supervise national team members (finance, operations, and education team) and regional executive directors

Vice President of Education 2009-2013

- Supervise and evaluate Cluster Directors and Directors of New Teacher Support, Literacy and Math.
- Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools.
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Led contract negotiations with teacher and classified unions.

Cluster Director (Area Superintendent) 2007-2009

- Supervise and evaluate principals on six Green Dot campuses.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Provide bi-monthly coaching to principals and assistant principals.
- Serve as a liaison between home office and school principals.
- Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration.
- Recommend budget expenditures and manage fiscal resources.

CIVITAS SCHOOLS 2003-2007

Chief Executive Officer 2004-2007

- Created a non-profit management organization responsible for serving 4 charter campuses with 2100 students in Chicago with a $15 million budget.
- Duties include the creation and execution of the following: k-12 curricular program, school policies, campus budgeting and financial procedures, organizational structures, accountability systems, personnel hiring and evaluation processes, external relations protocols, student recruitment plans, and student support services.
- Recruited and developed a 6 member Board of Directors.
- Supervised education and operations of CICS Northtown Academy, Basil, and Wrightwood Campuses, specifically focusing on strategic planning, curriculum development, student achievement, budgeting, development, marketing and mission articulation
- Supervise and evaluate campus directors and the executive management team.
- Took over management of CICS Basil Campus in late 2004. Increased the number of students meeting/exceeding state standards by 31% in two years.
- In 2005, opened CICS Wrightwood Campus to 485 Kindergarten through 5th Grade students on 6 weeks notice. Wrightwood has exceeded national growth expectations on the NWEA assessment this spring.
- Partners with Chicago Charter School Foundation to open two high schools and two elementary (pre-Kindergarten through 8th grade) campuses.

Director (Principal), Northtown Academy Campus 2003-2004

- Created the highest achieving non-selective enrollment school in Chicago. Northtown Academy sends over 80% of its students to college – ranked 3rd and 5th in the city in years 2005 and 2006 – only selective enrollment magnet schools achieve higher college placement.
- Highest growth of EPAS scores among any school in Chicago. Highest ACT score of any non-selective enrollment school in Chicago.
- Responsible for facilitating all operations involved with opening a new charter high school, including: hiring faculty and staff; creating and implementing admissions and recruitment processes; implementing a professional development and supervision plan; crafting school policy; monitoring budget processes; implementing a school organizational structure that meets the needs of the community
- Directs the daily operation of a 450 student school while supporting a 60+ member staff

GOOD COUNSEL HIGH SCHOOL Chicago, IL 1996-2003

Principal 2000-2003

- Directs the daily operation of a 350-student school while supporting a 60+ member faculty and staff to deliver a rigorous college preparatory program
- Led multiple strategic initiatives to restructure the philosophy, infrastructure and academic program to address the needs of a culturally and ethnically diverse learning community
- Provides direction to and facilitates meetings of the Curriculum Committee to assess the effectiveness and chart student outcomes of the curriculum enhancement initiative
- Developed and implements a comprehensive program to supervise and evaluate faculty members resulting in improved student satisfaction ratings as noted in an independent research study
- Manages the development, procurement process, and monitoring of the educational budget.
- Authors grants and seeks federal and state funding where appropriate
- Oversees accreditation process with the NCA and ISBE
- Elected by peers to assume a leadership position on an Archdiocesan wide High School Leadership Committee

Assistant Principal 1998-2000

- Revamped administrative processes consistent with the new mission, policies, and strategic direction
- Partnered with the Curriculum Committee on the development of an articulated scope and sequence
- Guided a school improvement process that involved moving to block scheduling; replacing tracking in the freshman and sophomore divisions with an honors distinction program; creating a comprehensive advisory program focused on social and academic growth; developing a comprehensive counseling program aligned with national standards; and implementing programs to encourage a culture of respectful challenge like the GC Forum and peer mediation
- Managed facilities; supervised maintenance staff; procured all contracts pertaining to plant and operations
- Restructured all extra-curricular activities and supervised faculty moderators in student activities; co-moderated Student Council; Supervised school events; Created the school calendar

Teacher, English Department 1996-1998

- Developed and implemented a program to assist at risk learners in reading and language
- Partnered with a fellow teacher to provide tutorial support to all students

Varsity Soccer Coach 1996-1998

WOMEN'S SCHOOLS TOGETHER Chicago, IL 1999-2003

President 2002-2003

- Led the 100 member organization in the development of a regional consortium, a national website, and a collaborative marketing program to brand the concept of women schools
- Managed a $190,000 budget to implement the activities highlighted above

Vice-President 1999-2001

- Organized a local consortium featuring 50 speakers and 650 participants within budget parameters
- Developed an electronic database to track membership and communications and track payments

ANDERSEN CONSULTING Chicago, IL 1995

Assistant to the Director of Marketing

- Responsible for coordination of worldwide marketing initiatives for Project Eagle
- Edited and wrote marketing documents intended for publication as well as an on-line, internal newsletter

FEDERAL EMERGENCY MANAGEMENT AGENCY Chicago, IL 1993-1994

Disaster Assistance Employee

- Liaison responsible for the coordination and allocation of federal and state relief funds; investigated potential fraudulent claims and identified duplicate applications and rewards
- Trained locally hired staff in all aspects of disaster relief field office operation

RELATED EXPERIENCES

- Trinity High School North Central Association (NCA) External Committee Member 2001-2003
- Archdiocesan Leadership Council Member 2002-2003
- DePaul University Professional Education Council Member (NCATE) 2003-2006
- Josephinum High School NCA External Committee member 2007

Gloria McDaniel-Hall, Ed. D.

[redacted]

EDUCATIONAL ADMINISTRATOR

Proven, passionate administrator dedicated to analyzing and facilitating the changes necessary to close the achievement gap. More than thirty years of experience in education and educational leadership. Experienced exceptional success as both an administrator and an educator working within urban schools. Fulfilled the roles of Summer Learning Loss Program Developer, Professional Development Planner/Presenter, School Data Analyst, School Turnaround Specialist, and Developer of the New Teacher Mentoring Initiative. Has demonstrated that research-based practices in correlation with practical application can produce marked results in student, teacher, and school leader success.

CAREER ACHIEVEMENTS

- Led teams of high-intervention schools to substantial state test growth through work with leadership teams by fostering an intense focus on instructional delivery. 2010 - 2012 Ohio schools PI growth: 65.1 - 76.4 - 83.5; North Carolina school Academic Change (AC) increase: .056 - .110 - school of high growth.
- Formed an educational consulting company to assist educators in the areas of preparation for state examinations, classroom management, strategies for beginning the school year, supporting, and retaining new teachers.
- Received the Phi Delta Kappa Educator of the Year award.
- Received PDK scholarship for educational travel to Ireland, England, Finland, and Sweden.

PROFESSIONAL EXPERIENCE

Green Dot Public Schools National **2022 – present**
Managing Director of Schools

- Design the systems and routines for coaching principals.
- Design a system for ensuring alignment between the school and network team to support principals with needs and ensure clear ownership and communication among the team.
- Establish goals with each principal and work with the ED to ensure the principal meets growth targets.
- Provide consistent ongoing coaching to a subset of principals as determined by the Executive Director.
- Conduct consistent check-ins with the Executive Director of Chief Academic Officer to ensure alignment of coaching and support of principals.
- Provide quarterly summaries of coaching evidence for each principal and progress against goals.

National Louis University, Chicago, IL **2016 – Present**
Assistant Professor, Educational Leadership

- Teach principal candidates preparing for administrative positions within districts in Illinois
- Design application assignments and research projects
- Develop applicable field experiences
- Coordinate principal coaching protocols and coach interns
- Doctoral course designer (EDL 608: Community Engagement)
- Member: Racial Justice Task Force (established May 2020)

National Heritage Academies, Grand Rapids, MI **2010 – 2021**
Senior Curriculum and Instruction Specialist/Director of School Quality

- Led five high-intervention schools to substantial state test growth through work with leadership teams by fostering an intense focus on instructional delivery. 2010 - 2012 Ohio schools PI growth: 65.1 - 76.4 - 83.5; North Carolina school Academic Change (AC) increase: .056 - .110 - school of high growth.
- Created a school observation protocol to narrow the focus for instructional walkthroughs and conducted those walkthroughs with individual school leadership teams in order to develop their capacities.

- Coordinated the *Reading Corps Project* aimed at increasing the level of rigor in ELA instruction, questioning and differentiation in English Language Arts, Science and Social Studies instruction.
- Evaluated principals.
- Provide resources and structured professional development opportunities for principals based on their goals, needs and individual growth plans utilizing a cycle of inquiry process.
- Work with principals and deans to develop a differentiated professional development program tied to the NHA School-wide and Classroom Frameworks.

Elementary School Principal **2008 – 2010**

- Designed the educational program to ensure proper use of curricular tools and alignment with state standards.
- Interviewed, hired, and evaluated school staff.
- Developed the capacities of three new deans (assistant principals) through specific professional development and the use of direct instructional practices.
- Monitored compliance with Safe and Civil School Initiatives.
- Developed a Summer Learning Program (along with my SLP Team) specifically designed to address the social/emotional and academic needs of each individual student in our school

Chicago International Charter School System, Chicago, IL

Elementary School Principal **(Civitas Schools/Victory Schools)** **2004 – 2008**

- Prepared introduction of new curriculum and instructional methods for grades Pre-K – 8.
- Planned and facilitated professional development which led to enhancements in the quality of instructional delivery.
- Developed the Parent Education and outreach programs as well as the Character Education program.
- Designed educational programs tailored to student needs based on assessment data.
- Evaluated teachers and other staff.

Director of Academic Programs**(American Quality Schools)** **1997 – 1999**

- Supervised principals at the three CICS – Southside campuses and an Indiana campus.
- Aligned the Core Knowledge Curriculum with state standards of Illinois and Indiana.
- Coordinated all testing, including all standardized and quarterly testing for all schools.
- Presented workshops on various topics, including classroom management, standardized test preparation, writing and mathematics.
- Analyzed standardized test results (ISAT/ITBS) in order to create strategic plans.

Elementary School Principal **(Chicago International Charter School - Prairie)** **1999 – 2003**

- Ran a charter school in Chicago for an educational management company.
- Worked in a multicultural environment that celebrated differences in cultures and coordinated with team leaders to create a highly academic and rigorous school climate.
- Incited double-digit growth in standardized test results by providing school-wide professional development workshops in reading, math, science, and writing.
- Coordinated the development of and successfully wrote grants for a staff resource center, new library and computer lab for Chicago Foundation for Education, National Dairy Council, and the Walton Foundation.
- Collaborated with parents to build a strong school community and effective communication.

Elementary Educator **(Chicago International Charter School - Longwood)** **1997 – 1999**

- Taught Algebra I and II, Geometry, and Biology and Earth Science and served as math department chair.
- Led staff in development of international math and language arts-focused school.
- Worked to raise ITBS math scores by average of two grade levels in upper-level math classes.

- Coordinated monthly testing schedules and wrote exams that tied in with SABIS standards and Illinois state standards.
- Provided staff development and in-service training on math accommodations for remedial students.

Chicago Public Schools – Wentworth Elementary

1984 – 1996

Teacher: Grades 2, 3, 5, 6 and 7

- Provided instruction for various grades in both self-contained and departmentalized classrooms.
- Provided ISAT Science training for colleagues to prepare students school-wide for the tests.
- Designed and implemented curricula for grades 2 – 8, following city and state standards.
- Served as science resource teacher for the entire school.
- Provided extracurricular instruction in Algebra, Spanish, and Modern Dance and served as after-school mentor for low socioeconomic children.

EDUCATION

Ed. D. Superintendent's Endorsement, Concordia University	2012
M.A. in School Leadership Type 75, Concordia University	2003
MBA in Marketing and Human Resources Management, University of Illinois	1984
B.A. in Elementary Education, University of Illinois	1977

AWARDS & HONORS

Excellence in Service Award Finalist: National Louis University, 2021
People to People Ambassador: Egypt Delegation, 2007
Phi Delta Kappa Educator of the Year, 2001
CICS Teacher of the Year Award
Columbia College Excellence in Teaching Award

PROFESSIONAL MEMBERSHIPS

Phi Delta Kappa
American Educational Research Association
Association for Supervision and Curriculum Development
Illinois Association for Supervision and Curriculum Development
Field Museum Ambassador/Core Partner School
Harvard Principals' Center

PROFESSIONAL PRESENTATIONS/PUBLICATIONS

Roundtable Presenter: IASB IASA IASBO Joint Annual Conference: Our Equity Journey (Where Will This All Lead Us)
Chicago, IL: November 2021

Summit Facilitation: Re-Visioning Education: Lessons Learned in Leading for Equity
Chicago, IL: National Louis University, May 2021

Textbook Chapter Co-Author: Increasing Equity through Family Engagement/Text: Improvement Science: Promoting Equity in Schools
Chicago, IL: April 2021

New Teacher Emotional Resiliency Modules (National Heritage Academies New Teacher Learning Project):
Grand Rapids, MI: School year 2020-21

Finding Your Way – Where to Begin Your Empathy Work: Cooperative Educational Services Presentation
Chicago, IL: October 2020

Strengthening Our Core: Instructional Shifts for the CCSS
Chicago, IL: August 2013

Becoming an Intermediate + Reading Teacher: Using the Teacher Observation Protocol
Cleveland, OH: October 2011

Conquering Urban Education Part 1 - Preparing New Staff
Detroit, MI: Regent Park Scholars, August 2011

Conquering Urban Education (2-day seminar)
Grand Rapids, MI: National Heritage Academies - NHA University, July 2011

Publication**: Sustaining Summer Learning**, Volume 6, Issue 18
Learning and Character Development Share a Summer Home: November 2010
Middle School At-Risk Best Practices
Grand Rapids, MI: National Heritage Academies - New Teacher Orientation, August 2010

Summer Learning: Thinking out of the Box
San Antonio, TX: ASCD National Conference, March 2010

Learning Together to Support New Teachers: An Outline for Effective Mentoring
Washington, D. C.: Phi Delta Kappa, Oct 2006

SERVICE

Internal

- Co-lead Culturally Responsive Teaching and Leading Faculty Work Group: 2022 – Present
- Co-lead Racial Justice Task Force: 2021 – Present
- Real Talk Podcast Facilitator: 2022 – Present
- Lessons Learned in Leading for Equity Summit Facilitator: 2022
- Faculty Senator at Large: 2022

External

- Golden Apple Candidate Reviewer: 2022
- AERA Urban Learning and Teaching Special Interest Group (ULTR SIG) Treasurer: 2021 – 2022
- District 98 Leadership Mentor: 2021 – Present
- Bronzeville Trail Task Force Board Member: 2021 – Present

DANIEL PEÑARANDA

EDUCATION

Texas A&M University School of Law Fort Worth, TX

Juris Doctorate, GPA**: 3.4**; Journal of Real Property Law, *Technology Editor*

FDIC Legal Division, Commercial Litigation Unit D.C., *Law Clerk*

United States Bankruptcy Court for the Northern District of Texas, *Law Clerk*

Tulane University, Bachelors of Arts in Economics New Orleans, LA

EXPERIENCE

Green Dot Public Schools Tennessee Memphis, TN

Managing Director of Operations 2022 to Current

Chief Business Officer 2021 to 2022

Director of Finance and Operations 2015 to 2021

- Create scalable operational solutions for national expansion enhancing outcomes for over 13,000 students
- Organize and administer a $34M annual budget while ensuring 100% state and federal fiscal compliance
- Managed, on-time and under budget, full life cycle construction of ground up build of 650 student HS
- Guided shift to distance learning while exceeding budget projections by positive $1M in net income, expanding technology infrastructure increasing end user devices 3 fold and student internet access by 9%, and maximizing long term impact of ESSER resources through accessing $4M in funding and structural support
- Manage and coach 25 IT, Facilities, Transportation and Operations across 5 schools serving 2500+ students
- Direct and maintain over 600,000 sq. ft. including all facilities operations and maintenance projects
- Led three 8-week school transformation projects, each including $500K in facilities and IT renovations
- Leader and creator of a $1.5M RFP to renegotiate, evaluate, and select a critical service vendor
- Led grant campaigns resulting in average of 97 of 100 scores and $315K+ in 21st CCLC funding while developing and managing robust academic and enrichment after-school programming for nearly 600 students
- Implemented a new enrollment/re-enrollment platform to streamline customer access and information gathering while ensuring compatibility with state data systems resulting in a 66% decrease in enrollment time
- Created in-house busing department overseeing daily transit for over 500 students while decreasing overall transportation costs by 17%, decreasing reportable safety incidents by 88% and increasing on-time rates

Aurora Collegiate Academy Memphis, TN

Director of Operations 2014 to 2015

- Administered all operations including managing a staff of 3, conducting trainings, coordinating vendors, obtaining over $80k in Title I reimbursement and managing all contracts for a school with a $1.4M budget
- Created a new resource management system resulting in 20% decreased downtime over $100k in capital assets

CMZ Trading, LLC. Chicago, IL

Equity Options Trader 2008 to 2011

- Innovated new market surveillance techniques to capitalize on miss-pricing while being the sole party responsible for actively managing risk in a multi-million dollar stock and option portfolio
- Created and delivered theory and simulation based coursework for junior employees focused on complex financial principles that increased the employee advancement timeline by 15%

Head Analyst 2007 to 2008

- Managed financial risk in real-time by forecasting successful hedging strategies during the most successful yearly profits ever recorded by the firm, by a factor of 5 times any prior years' earnings
- Developed transactional data and created financial reports pivotal to the risk positions of 22 traders to ensure compliance while managing a staff of 8-12 employees in mission critical operations
- Managed daily reconciliation of thousands of contracts among dozens of counterparties with 99% lifetime accuracy rate for a $50 million company with 35+ employees

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1236-Green Dot CSP Dissem Budget Narrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Statement regarding 2 CFR 200.317-200.327: Green Dot Public Schools has and uses documented procurement procedures, consistent with State, local, and tribal laws and regulations and the standards of this section, for the acquisition of property or services required under a Federal award or subaward. Green Dot Public Schools' documented procurement procedures conform to the procurement standards identified in §§ 200.317 through 200.327.

Green Dot Public Schools National CSP Dissemination Grant Budget Narrative

1. Personnel: asterisk indicates employee receives fringe benefits

Title	Duties	Importance to Success of Project	Salary	FTE	Grant Year 1 2022-23	FTE	Grant Year 2 2023-24	FTE	Grant Year 3 2024-25
Chief Growth Officer*	Ensure national operational growth capacity and alignment (Activity 1); build district relationships (Activity 2); disseminate and provide focused support (Actitivies 6 & 7).	Dr. Quaile, Chief Growth Officer, is responsible for Green Dot's growth plan and implementation. As such, she ensures national operational growth capacity and alignment, in addition to building relationships with external organizations (including districts, other CMOs and community partners). This positions her to be important in the overall success of the project and uniquely qualified to engage prospective partner organizations and conduct dissemination activities.	[redacted]						
Managing Director of Operations*	Conceptualize and co-lead project (Activities 1-7).	Mr. Peñaranda J.D., Managing Director of Operations, is responsible for Green Dot's operational growth and implementation. He has led growth operations in two of Green Dot's regions and has accumulated a wealth of knowledge surrounding new school operations, including our district partnership with BISD. This positions him to be essential for the overall success of the project, but particularly in codifying best practices, and providing partner organizations with focused support.							
Growth Operations Analyst	Support, codify, collect data and resources related to the grant (Activities 1-7).	The Growth Operations Analyst will be focused on supporting the tactical aspects of the grant activities, but especially in collecting, managing, and codifying the components of the guidebook, and implementing and refining materials over time. Their work will improve the quality of our materials and ensure the team's ability to meet all objectives on the prescribed timelines.							
Managing Director of Schools*	Contribute to the guidebook (Activity 3); leadership capacity building (Activities 6 & 7).	Dr. McDaniel, Managing Director of Schools, is responsible for building school leaders' capacity and aligning their work with the goals of the larger organization. She is important to the success of the project by ensuring that materials and dissemination activities are designed to facilitate the recruitment and professional growth of high-quality staff. She will conduct dissemination activities and improve the quality of our materials, leading to increased engagement from partner organizations.							

Special Projects Manager*	Actualize and co-lead project (Activities 1-7).	Ms. Holland, Special Projects Manager, is responsible for complex project management, analysis, and execution. She will ensure that all goals and objectives are met and that work across different activities and contributors is aligned for maximum impact. Her work will improve the quality of our materials and increase engagement from partner organizations.	[redacted]
People Champion*	Actualize staffing efforts (Activities 3 & 4).	This position will be focused on cultivating and growing Green Dot National's human capital model. They will ensure that the guidebook incorporates best practices for human capital, in addition to implementing the staffing model as we develop a new partnership. This role will improve the quality of our materials and contribute to the development of a new district partnership.	
Community Partnership and Student Engagement Analyst*	Lead community and family engagement efforts in a new region (Activity 2); codify (Activity 3), implement, and refine best practices (Activity 4).	The Community Partnership and Student Engagement Analyst will be primarily focused on the tactical aspects of developing community partnerships and supporting student engagement. They will support the codification and implementation of community and student engagement practices. Their work will improve the quality of our materials, contribute to the success of our existing district partnership, and support the team in engaging a new district partnership.	
Managing Director of Academics*	Contribute to the guidebook (Activity 3); operationalize learning modes and methods for optimal dissemination (Activities 6 & 7).	Dr. Hudgins, Managing Director of Schools, is responsible for Green Dot's academic growth and implementation. She is important to the success of the project by ensuring that materials and dissemination activities are designed to meet the needs of adult learners, and education leaders especially. She will improve the quality of our materials and dissemination methods, leading to increased engagement from partner organizations.	
Executive Director of Southeast Texas Region*	Oversee our Texas district partnership (Activity 2); contribute to the guidebook (Activity 3); implement and refine (Activity 4).	Mr. Claflin, Executive Director of Southeast Texas Region, is responsible for stewarding Green Dot's Southeast Texas region. He supervised the launch of our current district partnership school, which positions him to be a valuable contributor to the overall activities of the project and particularly qualified on partner development processes and structures of communication. He will continue to develop best practices for that relationship and contribute to the longterm viability of partnerships.	
COLA			
Total Salary Personnel			

2. Fringe Benefits	Grant Year 1 2022-23	Grant Year 2 2023-24	Grant Year 3 2024-25
Fringe Benefits	[redacted]		
Total Benefits			

3. Travel: *Per Diem Food = $77. Average RT air fare per trip = $550, Average Hotel Cost = $155/per day , Average Ground Transportation = $80/per day*

	Grant Year 1 2022-23	Grant Year 2 2023-24	Grant Year 3 2024-25
Grant Year 1: A total of six staff will make 3 trips to Beaumont, Texas for Data Collection and Model Refinement. One staff will travel to Washington DC for Required Training.	[redacted]		
Grant Year 2: A total of nine staff will make 7 trips to travel to conferences, potential new school regions to engage school districts, and to Beaumont, Texas for data collection, and attend mandatory training in Washington, DC.			
Grant Year 3: A total of six staff will make 8 trips to disseminate at conferences, develop relationships in potential new regions, maintain relationship with Beaumont school district, and attend mandatory training in Washington DC.			
Total Travel:			

4. Equipment

	Grant Year 1 2022-23	Grant Year 2 2023-24	Grant Year 3 2024-25
None	$ -	$ -	$ -
Total Equipment:	**$**	**$**	**$**

5. Supplies

	Grant Year 1 2022-23	Grant Year 2 2023-24	Grant Year 3 2024-25
None	$ -	$ -	$ -
Total Supplies	**$**	**$**	**$**

6. Contractual

Purpose and Relation to Project Success	Amount of Contract	Explanation of Services Provided/Product Acquired	Justification	Grant Year 1 2022-23	Grant Year 2 2023-24	Grant Year 3 2024-25
Marketing and Communications	200 hours per year at $125 per hour for content and message alignment in project creation and public messaging for grant years one and two.	Content and message alignment in project creation. Public messaging through radio and print material for grant years one and two. Develop materials to educate the public about Green Dot Public School's track record and goals in developing a district-charter partnership model.	Contractor not yet selected			
Bellwether Education Partners: Project Evaluation and Review	Green Dot will utilize Bellwether for one mid-project evaluation.	Bellwether will evaluate and review the operational model and the implementation. Green Dot will incorporate recommendations.	Through high-quality analysis, advising, evaluation, and support services, Bellwether helps organizations and leaders understand how policies affect their work so they can improve outcomes for underserved students and address inequities for Black, Hispanic, low-income, and other students who have been historically denied opportunity.			
United Parents and Students - Community Organizing and Outreach	200 hours at $100 per hour in Grant Year one to train local staff on community engagement models.	United Parents and Students will train national growth staff on community engagement techniques. The organization will also assist with enrollment efforts.	United Parents and Students is a 501c3 with an existing contract with Green Dot Public Schools to conduct enrollment efforts.			
Legal Services	140 hours estimated work on reviewing legal documents and providing recommendations and advice.	Review boar and contractual section of operational model to determine applicability across states and respective statutes.	Legal service provider not yet selected.			
Total Contractual:						

	Grant Year 1 2022-23	Grant Year 2 2023-24	Grant Year 3 2024-25
9. Total Direct Costs:			

	Grant Year 1 2022-23	Grant Year 2 2023-24	Grant Year 3 2024-25
10. Indirect Costs:	[redacted]		

	Grant Year 1 2022-23	Grant Year 2 2023-24	Grant Year 3 2024-25
Total Project Cost	[redacted]		
Grand Total - Three Years $ [redacted]			

OMB Number: 1894-0017
Expiration Date: 07/31/2023

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

See Instructions.

Applicant Information

Legal Name:

Green Dot Public Schools National

1. Project Objective:

Goal: Define best practices and user focused approaches in district-CMO partnership.
Objectives: By the end of year 1 -- Develop a “Point of View” tool for sourcing and assessing partnership opportunities.

1.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Produce "Point of View" by the end of year 1.	PROJECT	1		/		

2. Project Objective:

Goal: Define best practices and user focused approaches in district-CMO partnership.
Objective: By the end of year 1 -- Develop a "Partnership Guide" to facilitate engagement between charter and district leaders to negotiate a partnership agreement.

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Produce "Partnership Guide" by the end of year 1.	PROJECT	1		/		

3. Project Objective:

Goal: Define best practices and user focused approaches in collaboration with districts to turnaround low performing schools.
Objective: By the end of year 1 -- Develop an “Operational Guidebook” that articulates best practices for school operations in turnaround schools.

3.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Produce "Operational Guidebook" by the end of year 1.	PROJECT	1		/		

4. Project Objective:

Goal: Disseminate the "Point of View" tool, the "Partnership Guide", and the "Operational Guidebook"
Objective: By the end of year 2 -- Test and assess the impact of the resulting guides with the support of a third party evaluator.

4.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Complete third party evaluation to assess the impact of district-charter collaborative strategies by the end of year 2.	PROJECT	1		/		

5. Project Objective:

Goal: Disseminate the "Point of View" tool, the "Partnership Guide", and the "Operational Guidebook"
Objective: By the end of year 3 -- all guidebooks will be published online and viewed at least 150 times by unique users.

5.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Cumulative online views of "Point of View" tool, the "Partnership Guide", and the "Operational Guidebook" by the end of year 3.	PROJECT	150		/		

6. Project Objective:

Goal: Engage Districts/CMOs across the country to improve low-performing schools
Objective: By the end of year 3 -- 8 Districts/CMOs will seek Green Dot’s help in forming a partnership.

6.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Number of Districts or CMOs that will schedule one-on-one or group trainings seeking assistance in forming a partnership using Green Dot proprietary guidance by the end of year 3.	PROJECT	8		/		

7. Project Objective:

Goal: Engage Districts and CMOs across the country to improve low-performing schools
Objective: By the end of Year 3 -- 4 districts or CMOs (in addition to Green Dot) will be engaged in partnerships that use the Operations Guidebook as an instruction manual.

7.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Number of Districts or CMOs (in addition to Green Dot) engaged in partnerships that use the Operations Guidebook as an instruction manual by the end of year 3.	PROJECT	4		/		

8. Project Objective:

Goal: Engage Districts and CMOs across the country to improve low-performing schools
Objective: By the end of Year 5 -- as a result of district-charter partnerships formed using the Operational Guidebook, at least 7 low-performing schools, serving 4,200+ students, will be focused on collaborative turnaround. These schools' full transformations will be realized outside of the grant period, because it will take at least 3 years of operation to turn around a low-performing school. Key early indicators of successful school culture reset will be tracked annually throughout grant period.

8.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By Year 3 -- District-charter partnerships formed using the "Operational Guidebook" will have early indicators of success: 25% decrease in out of school suspensions or maintain a suspension rate of less than 5%.	PROJECT		5	/	100	5.00

8.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By Year 3 -- District-charter partnerships formed using the "Operational Guidebook" will have early indicators of success: 50% decrease in expulsions or maintain an expulsion rate of less than 1%.	PROJECT		1	/	100	1.00

8.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By Year 3 -- District-charter partnerships formed using the "Operational Guidebook" will have early indicators of success: 85% of staff evaluated as "highly effective" or "effective" will return each year.	PROJECT		85	/	100	85.00

8.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By Year 3 -- District-charter partnerships formed using the "Operational Guidebook" will have early indicators of success: 85% of students and families will rate on an annual survey that they recommend their school to a friend.	PROJECT		85	/	100	85.00

8.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
Turnaround schools will improve their state rating by a letter grade per year (example F to D, D to C) or equivalent, to achieve a non-failing grade within 3 years.	PROJECT		70	/	100	70.00

INSTRUCTIONS
GRANT APPLICATION FORM FOR
PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:

  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.

- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

  1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

  2. **PROGRAM:** Measures established by the program office for the particular grant competition.

  In addition, you will be required to report on any project-specific performance measures **(PROJECT)** that you established in your grant application to meet your project objectives.

  In the **Measure Type** field, select one (1) of the following measure types**: GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

  The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%).**

  For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

  For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column,** and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

Tracking Number:GRANT13699919 Funding Opportunity Number:ED-GRANTS-072222-001 Received Date:Aug 22, 2022 08:34:06 PM EDT

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Green Dot Public Schools National

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

Indirect Cost Information *(To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☒ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ____ To: ____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): ____

The Indirect Cost Rate is ____ %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☒ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☒ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____ %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Green Dot Public Schools National		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Green Dot Public Schools National		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%): ☐

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2025

1. * Type of Federal Action:

- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:

- [x] a. bid/offer/application
- [ ] b. initial award
- [ ] c. post-award

3. * Report Type:

- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Green Dot Public Schools National

** Street 1* 1149 S. Hill Street, Suite 600 *Street 2*

** City* Los Angeles *State* CA: California *Zip* 90015

Congressional District, if known: CA-37

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

US Department of Education

7. * Federal Program Name/Description:

Charter Schools

CFDA Number, *if applicable:* 84.282

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* GD doesn't engage a lobbying regist *Middle Name*

** Last Name* Green Dot does not engage a lobbying registrant. *Suffix*

** Street 1* Green Dot does not engage a lobbying registrant. *Street 2*

** City* Green Dot does not engage *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* Green Dot does not engage *Middle Name*

** Last Name* Green Dot does not engage a lobbying registrant. *Suffix*

** Street 1* Green Dot does not engage a lobbying registrant. *Street 2*

** City* Green Dot does not engage *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Hillary Goyal

***Name:** *Prefix* Ms. ** First Name* Hillary Goyal *Middle Name*

** Last Name* Goyal *Suffix*

Title: Grant Writer **Telephone No.:** [redacted] **Date:** 08/22/2022

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT13699919 Funding Opportunity Number:ED-GRANTS-072222-001 Received Date:Aug 22, 2022 08:34:06 PM EDT