



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID []

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): []

1. Applicant Information

Name of organization Green Dot Public Schools Southeast Texas

Campus name Dr. Martin Luther King Jr. Middle School CDN 123910 Vendor ID 85-3396360 ESC 5 UEI VF91SHENAT89

Address 1400 Avenue A City Beaumont ZIP 77701 Phone 409.550.9801

Primary Contact Christopher "Cliff" Claflin Email cliff.claflin@greendot.org Phone 409.550.9801

Secondary Contact Anetra Cheatham Email acheath@bmtisd.com Phone 409.617.5280

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
General Provisions and Assurances
Application-Specific Provisions and Assurances
Debarment and Suspension Certification
Lobbying Certification
ESSA Provisions and Assurances requirements

Authorized Official Name Christopher "Cliff" Claflin Title Executive Director Email cliff.claflin@greendot.org

Phone 4095509801 Signature [Signature] Date 1/20/23

Grant Writer Name Bridgette Well Signature Bridgette Well Date 1/20/23

Grant writer is an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the “Shared Services Arrangement Attachment” must be completed and signed by all SSA members, and submitted to TEA before the NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

In 2020, Beaumont Independent School District (BISD) and Green Dot Public Schools Southeast Texas, a nonprofit public charter school operator, began an SB1882 turnaround partnership to transform Dr. Martin Luther King Jr. Middle School (King MS). The school, deemed “Improvement Required” by TEA since 2015, reopened in August 2021 under Green Dot’s operation. School and district leaders have concluded the need for more robust afterschool programming at King MS to support high-need and at-risk students and families. Data sources included reviews of state assessments, stakeholder surveys, attendance records, school and district academic performance, disciplinary reports, and an environmental scan of community afterschool programs. The local community, in partnership with BISD, have been informed of Green Dot’s intent to apply.

King MS is located in an underresourced area: 100% of the school’s ~500 students are Title 1; 2021 ACS estimates for the school community show rates of poverty nearly twice the national average (24.7% compared to 12.8%). According to the TEA Federal Fiscal Compliance and Reporting Division report from 2022, 91% of King Middle School Students qualify as low-income. 98% of students enrolled are persons of color. The surrounding community has few youth-focused afterschool and summer programs today.

The 2021-22 Texas Academic Performance Report (TAPR) indicates more than 72% of students at King MS are considered at-risk (compared to 56.7% for BISD and 53.5% statewide). Green Dot anticipates serving 175 of these ~360 at-risk students through the 21st CCLC program. While improvements have been made over the last two years, in 2022, 74% of King students in ELA/Reading, and 90% of students in Math, were not meeting grade-level standards. A Fall 2022 survey of King MS students found nearly 60% said they wanted additional help to improve their grades and strengthen their study skills.

The proposed program is designed to address the learning needs of students not meeting grade level proficiency in reading and/or math, with a focus on those chronically absent (37%), students with special needs (12%), emergent bilingual students (18%), students with dyslexia (2%), and others with individualized education plans. Homework assistance and school-day-aligned academic support will be provided to all eligible students in the program who did not meet standard on STAAR reading and math tests; 50 of the highest needs students in the program will receive High Impact Tutoring by tutors (credentialed teachers and aides) in small groups no greater than 3:1. All academic programming is designed to extend practice time around content aligned to state standards and in-school lesson plans leveraging HQIM materials. Community-based organizations and volunteers will also provide hands-on enrichment activities that improve social-emotional learning, spark student interest in career and college options, and engage working families via evening parent workshops that build economic skills and promote community bonding. At least 88 parents will attend one or more workshops in the first year, 50% of the target population.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

In partnership with BISD, Green Dot set a goal of transforming King Middle from an "F" to "C" rating by 2024. Green Dot doubled down on teacher training to offset human capital challenges and has provided intensive and personalized student interventions to address lost learning. We are changing practice in school operations, deepening academic rigor, and building a positive campus culture that extends beyond the traditional school day. Now 1.5 years into the work, the school's Accountability Rating has advanced by the equivalent of a letter grade. Afterschool and summer programming through the 21st CCLC program would critically support and accelerate a transformation trajectory already underway, helping achieve the long-term schoolwide goal in service of high-need, at-risk students. As detailed in the Grant-Level Summative SMART Goals, initial goals for the first year of the program include: (1) improved academic performance in assessments for STAAR reading (10-15 percentage point increase) and math (10-15 percentage point increase) in each of the three grade levels (6-8) among program participants; (2) program participants meeting or exceeding average daily attendance thresholds of 93% in the 2023-24 school year; (3) high engagement in learning, with at least 65% of all students in the program reaching their growth goals on math and reading iReady assessments, and the percentage of student time spent on iReady intervention lessons increasing by 10 percentage points by June 2024; (4) and improved family engagement and satisfaction, including a goal of 90% of parents/guardians strongly agreeing or agreeing the program has been valuable to the family on the family satisfaction survey. Students will be assessed formatively on weekly math and reading achievement exams and summatively using STAAR interim and final exams and iReady assessments, which will measure progress toward our math and reading goals and engagement in learning. Attendance will be monitored daily, weekly, and quarterly in school and after school to determine measures that may be needed to improve student attendance. Parent and family engagement will also be monitored via sign-in sheets provided at each event or workshop.

To achieve these goals we will first target support for the highest-need students in King MS. Using available assessment data, students not meeting standards will be identified and provided incentives to participate using positive behavioral intervention and support. Teachers and student advisors will use age-appropriate and culturally-sensitive strategies to encourage student participation, with a focus on helping students build on their innate skills, interests, and assets. Second, teachers and other trusted members of the school community will share information with parents/guardians of students identified for the program. Families' differentiated needs and circumstances will be considered to tailor approaches that achieve and sustain participation in the program. Third, program leaders will build on a school culture of collaboration by establishing clear lines of communication between teachers, administrators, and community-based providers to align the program with school-day activities. Fourth, the program will recruit a high-quality Project Director/Site Coordinator (heretofore Project Director) who has the ability to effectively lead and manage the program, foster relationships and build trust within and around the school community. Finally, site and school leaders will ensure efficient and effective implementation through careful planning and ongoing monitoring and oversight of the program. Notably, Green Dot National has managed 21st Century Programs at 23 schools in California and Tennessee, and King MS principal has managed a 21st Century Program at Wooddale Middle School in Memphis, TN, where she helped the school achieve the highest possible school rating for the state.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

Based on fifteen years of school turnaround experience, Green Dot knows academic gains follow from establishing a strong school culture, a schoolwide shift toward expectations of excellence among students and adults, and close monitoring of data and school performance. For all students participating in the program, results from the prior Math and Reading STAAR exam, i-Ready assessments, and attendance records will be used as a baseline for year 1 of the program. Results will be compared against the established SMART goals for reading, mathematics, engagement in learning, school day attendance at the end of Year 1. Progress toward the family engagement goal will be measured against the school's current baseline of 30% of parents that currently attend school events. Additional qualitative data will be gathered twice per year. The Project Director will administer a survey to students and family members to solicit feedback. The first survey will be administered during the last week of the regular school year in May. A second survey will be administered during the last week of the Summer Session in July. Each survey will include questions for the student and the parent/guardian to complete pertaining to overall satisfaction with academic and enrichment offerings as well as space for students to identify areas for improvement based on their academic and social-emotional needs.

In addition to the full-time Project Director, a part-time (.5) Program Specialist will be hired with a focus on school day alignment and to lead the project's family engagement efforts. Parent and guardian workshops and engagement events, held bi-monthly, will not only provide programming to participating parents and guardians but also will be used to elicit feedback about the program, including perspectives on academic and enrichment offerings.

7. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

The proposed programming is designed to advance student progress through a combination of targeted academic support, family engagement, and exposure to experiences that stimulate student interest and enhance social-emotional learning. Students in the afterschool program (4:00-6:00 pm) will be provided with a healthy snack immediately following the regular school day. Targeted academic assistance (45 minutes) and enrichment (one hour) will be provided daily. The summer program will include academic support and enrichment from 8am to 2pm daily and include meal service. The program will serve 175 students (approximately 49% of the share of at-risk students in the school) in tailored afterschool and/or summer programming. High Impact Tutoring will be available to at least 50 of these students. ACADEMIC SUPPORT ACTIVITIES are a top priority at King MS with a focus on growing student academic performance and self-efficacy. Based on the most recent iReady assessments (December 2022), which measure how students compare to peers across the nation, 84% of King MS students are below grade-level standards, including 64% who tested three or more grade levels behind in Reading and 57% of students who tested three or more grade levels behind in Math. To address this, a combination of regular classroom teachers and paraprofessionals from King MS will provide 45 minutes of academic support daily, five days per week, for the afterschool program’s full duration (166 days during the school year). Tutoring will focus on homework assistance and subject matter reviews aligned to school-day lesson plans with the goal of raising student confidence and proficiency in math and reading. Students will be grouped by grade level with academic support and academic practice tailored to identified proficiency gaps. Additional academic support will be supplemented through iReady, which King MS is using to provide targeted and personalized guidance for students based on their reading and math levels. Assistance will be provided in a small group format (no more than a 15:1 student-to-teacher ratio) for all students, and a 3:1 ratio for students receiving high-impact tutoring. Emergent bilingual students will receive additional support through focused interventions by King MS’s EL teachers and/or trained support staff, including language acquisition/text instruction that builds on lessons in class.

STUDENT INTEREST-BASED ENRICHMENT will focus on physical fitness/health, cultural exposure, college and career readiness, and social-emotional learning. At any given time, six (6) enrichment courses will be provided during the school year, eight (8) during the summer, from 2-5 times per week. All enrichment activities will last up to one hour and will maintain the required 15:1 students-to-adult ratio. Physical fitness offerings will include: dance lessons by Level Up Dance; yoga, meditation and mindfulness lessons led by Yoga 'N Da Hood; a fitness challenge that engages youth in fun, noncompetitive fitness games provided by Salvation Army Boys & Girls Club of Beaumont (SABGC); and a program that helps students build skills in cooperation, sportsmanship, and conflict resolution. Cultural enrichment will include cooking, art and a gardening class hosted by Brooks Road Community Gardens. College and career exposure, a cornerstone of Green Dot Southeast Texas, will include a mentoring club for girls led by L.O.Y.A.L. (Leaders Of Youth & Legacy); a STEM mentoring program provided by ExxonMobil and STEM club led by Golden Triangle Texas Alliance for Minorities in Engineering; and a service learning program focused on leadership, communication, and project management. Additional enrichment activities in future years will shift based on student need or demand with the goal of improving student attendance, supporting positive habits in social-emotional behavior, and decreasing disciplinary referrals.

Meaningful FAMILY ENGAGEMENT that connects parents and guardians to the school and community is a key strategy for our transformation work. Evidence shows that when families are involved in a child's education, academic performance increases. For parents in our school community, who often work multiple jobs and don't always have the flexibility to engage in their child's learning, educational workshops (e.g. literacy courses) will seek to both engage and empower parents through training to advocate for themselves and their children, thereby gaining confidence to support students at home and through school activities. Other parent empowerment activities will teach skills to build personal competencies, such as economic self-sufficiency (e.g., tax preparation support, job search training, and resume preparation). Workshop and educational events will be offered to parents and guardians twice monthly to provide opportunities for the school community to come together to build a culture of acceptance, understanding, and rigor. Parent-related activities will be held in the evenings and on weekends to take into account the efforts of working parents. The program will be organized and implemented by a half-time bilingual (English and Spanish) Program Specialist with at least three years of experience engaging families and communities in a school environment.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The following evidence helps to support the programming offered in the King MS 21st CCLC:

(1) All students in the program will receive additional learning time using iReady, a digital learning tool for academic achievement. One study found that students who used iReady scored 2.5 points higher on ELA portions of state standardized tests and 4.5 points higher on Mathematics portions when compared to those who did not receive additional instruction. (Holzman, M.A. & Duncan, M.K. (2022). Curriculum Associates Research Report).

(2) Academic instruction will focus on small group learning, which evidence has shown helps to support problem-solving and understanding, with positive impacts on attendance, efficiency, and persistence. (Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Journal on Excellence in College Teaching, 25(3&4)). HIT programming will implement all six TEA best-practice “ Key Principles of High Impact Tutoring, ” including taking place immediately after school to increase access; ensuring a tutor-student ratio of no more than 1:3 for individualized support; offering at least three 30-minute sessions per week for sustained improvement; and using high-quality instructional material aligned to standards and core classwork. Tutoring is one of the most effective ways to increase achievement for students from lower-income families (Dietrichson, J., Bøg, M., Filges, T., & Klint Jørgensen, A.-M. (2017). Review of Educational Research. 87. 243-282.)

(3) Enrichment activities will emphasize social-emotional learning and professional development. Several of the proposed activities – such as yoga, gardening, and physical activity—teach mindfulness, which evidence has shown can help to lower stress and increase student academic performance (Kauts A, Sharma N. E. (2009). Int J Yoga. (1): 39-43).

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

All of the proposed activities will take place at the King MS school site. As such, students will not require transportation to the program during the school year. Transportation home following the afterschool program and from the site during summer months will be provided by district-funded late activity buses. Additional transportation will be utilized and provided with program funding over the summer for field trips that enhance program experience. The same bus safety protocol as the everyday school day will be utilized: Each participating student will be required to have a Participant Parental Consent form signed by a parent or guardian to identify the method by which the student will leave and be signed out of the program each day. This will be provided to the Project Director, alerting them of whether the student will be utilizing the late bus to go home or be picked up at the school and who will be picking them up. Students who leave early from the program will be required to be signed out by an approved parent/guardian or designee, who must also provide identification to sign the student out. Immediately, unless otherwise noted, following the dismissal of their regular school day classes, students will report to the designated area on campus and sign into the program. At the end of the program day, the Project Director will ensure students are on the late activity school bus or are picked up by a parent/guardian or designated individual. All students eligible to participate in either field trips or other activities off-site will be required to wear a name tag that clearly identifies them as part of the program. Upon returning to the campus center, the procedures in place for transportation home and picking up will be utilized.

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8. Statutory/Program Requirements (Cont.)

4. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Describe the applicant’s plan to inform the community about the center and participating in the program.

Green Dot Southeast Texas will work together with its LEA partner, Beaumont ISD, to market and promote the program. Print brochures will be sent home to parents, and all teachers and staff will be asked to talk to parents during Advisory, meetings, and open houses about the afterschool programming and all it has to offer students. ACE/CCLC branding will be used in all local program materials and promotions and available in Spanish and English. Additional technology-based communication will be used to supplement the materials including Blackboard, Facebook, Google Meets, and Zoom. In addition, at least twice per year, Green Dot's Executive Director will present an update to Green Dot Southeast Texas Board of Directors, BISD and other community stakeholders about the status of the program, whether it is meeting its goals, and provide any other information desired, such as opportunities for participation and information about the King MS center.

To ensure that the program serves students with the highest needs, King MS staff will work with teachers to recruit at-risk students, as identified by student performance data, through targeted parent outreach. Program staff will send correspondence home that explains the program and how their child can become involved. Should a parent fail to respond to the original recruitment correspondence, or struggle with literacy themselves, program staff will conduct follow-up phone calls to ensure parents are made aware of the program. As a part of this outreach, parents will be encouraged to visit the campus to learn about the program.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

The proposed program will be staffed predominately by credentialed school staff from King Middle School. Additional enrichment programs will be provided by community-based organizations, volunteers and corporate partners through both in-kind and contracted support. As needed, the Project Director will recruit established professionals and program-aligned volunteers. All adults interacting with students through the program (volunteer and contracted) will be required to be fingerprinted and undergo a criminal background check, following the district's procedures, to ensure the safety of all participants. Once individual volunteers and contracted staff from community based organizations are approved to serve with the district, they will undergo an initial half-day orientation and training session. Quarterly trainings will also be scheduled and provided by the Project Director to ensure volunteers, staff and community-based providers build knowledge and skills around academic and SEL enrichment, and cultural competence as well as ensure proper guidance on properly and safely working with students.

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Funding from the 21st CCLC grant will be utilized to supplement and not supplant the district's existing local, state, and federally-funded programs intended to increase academic performance in STAAR testing, improve attendance and interest in learning, provide social and emotional support, and ultimately increase college readiness and higher education attainment. The district will use existing financial and personnel resources not funded by the grant to support the site's proposed activities, including an evening snack/meal program that is reimbursable through federal nutrition programs and a meal program in the summer months. The program will also benefit from the standing contractual partnership between Green Dot and BISD, which covers services including security and custodial upkeep that maintain student safety and sanitation (outside of grant funds). Current school equipment such as computers and other technology will also be used during this program. Any program activities required by state law, School Board rules or local board policies will not be paid for with these requested grant funds. As the fiscal agent, Green Dot Southeast Texas will maintain documentation to demonstrate the supplemental nature of these funds. Green Dot will also take advantage of Texas ACE in-person and online professional development training opportunities. This funding, coordinated with Title I (high-poverty) and state funding, will ensure student gains are made and these services enrich the classroom culture. The program will serve to further strengthen the skills and interests of students to enter Beaumont ISD's Early College High School and Taylor Career Learning Center. King MS aligns with Beaumont ISD in the use of high-quality instructional materials, and our curricula will complement and build on TEA-approved curricula including Amplify, Eureka, and Carnegie Math. These initiatives also support the district's outstanding partnership with the Lamar Institute of Technology where students can obtain practicum hours and experience in welding and HVAC careers.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

Since Green Dot's commitment to BISD in turning around King MS, the local community has contributed generously in both funding and volunteer service and Green Dot has attracted support from funders outside of the immediate region who had never before provided funding in Beaumont. Since December 2020, this has included: the Edaren Foundation, the Brown Foundation, the Meadows Foundation, the B.A. & Elinor Steinhagen Benevolent Trust and the Helen Bell Charitable Trust, the Simpson Omohundro Educational Trust, and donations from generous and engaged individual donors. Green Dot Southeast Texas is further governed and supported by a committed board of directors that are active community leaders with development support provided both locally and nationally by a development team adept at identifying community assets and building relationships to grow and sustain programs. A federal CSP Dissemination grant to support program codification of district-school partnerships from SB1882 has also recently been awarded with proposals pending from local, state and national foundations to support school transformation efforts. Green Dot hopes to leverage the local and regional goodwill that a 21st CCLC grant would generate to further build funding relationships to support the academic and enrichment needs of King MS as it improves to a "C" rating and higher in the coming years. For the CCLC program, Green Dot has already secured in-kind commitments from a donor to provide all compost, soil, seeds, and transportation to/from the Brooks Road Community Gardens and commitments from the ExxonMobil LIFT Program to provide mentors and STEM-related enrichment activities as part of the afterschool and summer programming. Over the grant period, the Project Director will work to build additional in-kind relationships. Our application partner, BISD, will additionally provide in-kind services including student transportation and nutritious snacks for 21st CCLC participants.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership The applicant is unable to partner

King MS is operated by Green Dot Southeast Texas, an affiliate organization of Green Dot Public Schools, one of the leading nonprofit charter school operators in the country. Green Dot schools serve 14,000 students nationally and are purposefully located in low-income communities of color, where local youth possess boundless potential but school systems struggle to meet their needs. Green Dot has amassed national recognition for its ability to run good schools and initiate improvement in turnaround settings. Our proven academic model is designed to operate at scale on the public dollar, to allow for easy replication by other schools and districts.

Green Dot prides itself on building community partnerships to operate authentically within the geographies we serve, and serve stakeholders' various needs outside of the classroom. This application qualifies for priority points related to a planned partnership. Green Dot and Beaumont ISD have created an addendum (included in the attachment) to their existing MOU to provide similar services and support to the afterschool program. The MOU contains language that includes but is not limited to joint responsibilities regarding health, fire, safety and transportation concerns; modes and methods for communication, including quarterly advisory meetings between partnering agencies, the district, and the school, as well as protocols for communicating with families; and information pertinent to data collection and reporting.

As part of the partnership, BISD has agreed to provide King MS/Green Dot Southeast Texas with access to district facilities and to provide transportation, an evening snack, and onsite custodial and security services at the afterschool and summer program. Additionally, BISD staff and Beaumont community members have stated they are excited to volunteer and provide support to make our afterschool and summer programming meaningful and impactful for all students.

In turn, King MS, with the support of Green Dot Southeast Texas, will hire and supervise program staff to provide high-quality, research-based afterschool and summer learning programming. King MS will contribute to the center's operations by funding executive oversight of the programs, office space for professional development, and the salaries of the Project Director and Program Specialist.

Currently, BISD does not have afterschool programming or summer programming at King MS, and the closest available afterschool services are inaccessible to most King Middle students due to transportation barriers. Community-based providers –including the Salvation Army Boys & Girls Club, Level Up Dance, Yoga N Da Hood, and Brooks Road Community Gardens –have committed to providing services onsite as part of the afterschool and summer enrichment programming (as previously described).

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

All academics, hiring, classroom management, and campus cultural improvements at King MS are handled by the school's operator, Green Dot Public Schools Southeast Texas. Green Dot will also run the 21st CCLC program, ensuring a direct line of communication and coordination between the Community Learning Center site and the school site regarding student academic, behavioral, and engagement data and analysis. Green Dot's approach to the CCLC program will follow a similar approach to its regular school operations, which relies on a proven academic model that combines strong and empowered leadership, highly effective teaching, a college-going culture, meaningful community engagement, and comprehensive wraparound services that address non-academic barriers to learning. Based on efforts across the country, Green Dot's approach has helped students grow 1.5- to 3-grade levels per year, erasing gaps in learning. Using culturally relevant curriculum and rigorous teacher development, all of our schools focus on meeting students where they are to ensure they feel seen, communicating an unwavering belief in their potential, and helping them reclaim foundational concepts with age-appropriate interventions and supports. Our methods demonstrate to traditional districts the specific characteristics of high-quality education, and how they can follow these replicable practices to transform student outcomes.

Overall alignment of the afterschool program with the school day will be made simpler by relying on regular teachers and paraprofessionals as the predominant form of staffing for the afterschool and summer program. Staff will already be well-versed in their understanding of current curricular needs, and how to support the schools' goals, objectives, and culture, to provide a seamless transition from school day to after school. The Project Director and Project Specialist will collaborate with the school-day staff and admin team via weekly meetings for the purposes of planning, progress monitoring, and making adjustments that are responsive to the needs of students and parents. The Project Director and school-day staff will make joint decisions regarding student groupings, tutoring objectives, and content-related skill development that can be practiced during tutoring. The Project Director and Program Specialist will further help to ensure schoolday alignment through orientation and quarterly trainings/information sessions for all staff members, external community-based providers, and volunteers involved in the program.

This program further meets Program Priorities 1 and 2. First, the program will serve to strengthen the skills and interests of students to enter Beaumont ISD Early College High School and Taylor Career Learning Center. The initiative supports the district's outstanding partnership with the Lamar Institute of Technology. King MS further aligns with Beaumont ISD in the use of high-quality instructional materials. Our curricula will complement and build on TEA-approved curricula including Amplify, Eureka, and Carnegie Math. Among the 50 students in the HIT program, which will include a smaller group (3:1 student-to-teacher ratio), a King MS teacher will provide academic support using Carnegie Learning TX for Math, and Amplify ELAR for Reading. Training on the products will be provided to King MS tutors, with the results of the tutoring closely monitored by the Project Director and Project Specialists during bi-weekly meetings. In accordance with TEA guidance, all supplemental instruction will be targeted by grade level and subject area; provided in addition to instruction normally for no less than 30 total hours; provided individually or in a group of no more than 3; provided by a person with training in the materials and under the oversight of the school district; and provided to a student by the same instructor for the entirety of the program.

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 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

10. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="175"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="175"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="387,476"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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11. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Project Director (with Benefits of 20%) (1.0 FTE)	78,000
2.	Project Specialist (.5 FTE)	37,500
3.	Certified Teachers	84,992
4.	Support Staff and Aides	43,520
5.		

Professional and Contracted Services

6.	Salvation Army Boys & Girls Club of Beaumont	95,000
7.	Additional Contracted Community Providers (Yoga N Da Hood, Level Up Dance, LOYAL)	30,000
8.		
9.		
10.		

Supplies and Materials

11.	Academic and Enrichment Supplies (\$84 per student)	14,744
12.		
13.		
14.		

Other Operating Costs

15.	Travel to/from ACE Conferences and PD	1,220
16.	Additional Transportation and Bussing Services	2,500
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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