



**2020-2021 Additional Days School Year Planning and Execution Program  
Letter of Interest (LOI) Application Due 5:00 p.m. CT, April 20, 2020**

NOGA ID

Authorizing legislation

**Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

Application stamp-in date and time

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **5:00 p.m. CT, April 20, 2020**.

Grant period from

**May 08, 2020-September 30,2021**

Pre-award costs permitted from

**Not Applicable**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All required attachments as discussed in Program Guidelines

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Digitally signed by Merinda K. Condra  
Date: 2020.04.26 13:48:32 -05'00' Date

**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 is issued.

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 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 applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements

**Voluntary Summer Learning Cohort Assurances (required for Voluntary Summer Learning applicants only):**

- 1. Participants will utilize Additional Days School Year funding to implement a summer learning program including at least 25 additional days with 360 operations minutes per day, and 180 instructional minutes per day dedicated to math and reading.
- 2. Program days will include additional enrichment activities such as arts, science exploration, and sports.
- 3. The Voluntary Summer Learning program will be first implemented in the summer of 2021.
- 4. Instructional minutes of summer program will be taught by a certified Texas teacher.
- 5. Teachers will be assigned students in a grade level they have taught previously during the school year. Participants will develop a rigorous selection process to recruit high performing and motivated teachers.
- 6. Participants will participate in all required data collections, including implementing interim assessments to evaluate student progress and summer slide.

**Statutory/Program Assurances (Cont.)**

**Full Year Redesign Cohort Assurances (required for Full Year Redesign Cohort applicants only):**

- 1. Participants will utilize Additional Days School Year funding to implement a summer learning program including at least 25 additional days with 360 operations minutes per day, and 180 instructional minutes per day dedicated to math and reading.
- 2. Participants will design a calendar with additional days on the front-end of the school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test.
- 3. Participants will start the Full Year Redesign in the summer of 2021 as part of the 2021-2022 school year.
- 4. Participants will typically target all students on the campus for a full 210-day calendar, with a minimum of a full classroom participating in the 210-day program.
- 5. Participants will design programming to ensure students participating in the 210-day program will remain with the same teacher during the 210-day school year.
- 6. Participants will participate in all required data collections, including implementing interim assessments to evaluate student progress and summer slide.

**Statutory/Program Requirements**

Please select the type of cohort being applied for. Select only one of the following:

- Check this box if applying for the Full Year Redesign Cohort**
- Check this box if applying for the Voluntary Summer Learning Cohort**

1. ADSY Program Design: Why does the district want to join the Additional Days School Year (ADSY) Planning and Execution Program? Please specify whether the district is applying as a Voluntary Summer Learning Cohort or a Full Year Redesign district.

The Betty M Condra School for Education Innovation (Condra School - 152-806-101) is a Dyslexia / ADHD focused open enrollment charter school that will be K-5 (currently K-3). Our goal is to provide our students with the academic and life skills to have success in traditional public school setting when they leave us. We are looking toward the Summer Learning Cohort program as a way to close the summer slump that Christodoulou & Hoefl (2015) found that 80% of this sub-population experiences with more formal ongoing summer programs. Since Clark (2016) states that 'about 20% of students' have some form of dyslexia this is a major sub-group for all public school students which more research based information is needed on how to effectively meet these kids needs. For the ADAH population Desautels (2017) states how focused space practice of social/emotional learning (SEL) activities that are tied to learning can aid these students in focusing their efforts. Both of these sub-groups will benefit from the model the we are proposing of 3-weeks at the end of the regular school year to provide the kids and parents with a plan to have 'fun reading & learning' while building SEL skills. Further, our plan for 3-weeks before the beginning of the year school year will allow our kids and families a way to jump-start the new school year long (and to have introduction for newly enrolled students). Because of the nature of our school's focus on these special populations we will accept 'new students' who enroll for the summer even if their plans are to return to their home school in the fall. We are doing this because one of the goals of Condra School is to become a sources of support for these populations and build a family support network so that they not only graduate but have post-secondary academic careers that lead to career pathways that support our kids (and parents) life dreams for success.

While this may seem like a huge goal we have seen in the first year of operation our kids move from 'hating to go to school' to as one parent reporting that when we had our first staff development day her son telling her "Mom you can take me to school since the teachers will be there. They won't care if I show up." The mother report that this was the first time he had ever wanted to go to school this bad! We see the the 6-weeks that this Voluntary Summer Learning Cohort will provide as a way to accelerate our students' learning and give them another way to understand the joy of learning.

**Statutory/Program Requirements (Cont.)**

2. ADSY Program Design: Describe the type of programming the district anticipates implementing as a part of the ADSY Program. For instance, a district may include proposed plans around instructional approach, operational design, target students, etc. Districts are advised to review Cohort Requirements in the application for reference.

Condra School is initially planning to have two 3-week sessions for 30 days extra of summer instruction based on individual student assessment data designed for enrichment & acceleration. The first 3-weeks will be initially at the end of school year. The first three hours of the day for reading and math instruction in 90 minute blocks with afternoons used to apply these skills with art, drama, , robotics, etc. The committee initially selected for: English Language Arts (ELA): Guided Reading (two demonstration teachers on staff); Orton Gillingham; ReadWell; & SOI. Math: Guided Math, Singapore Math, Math U See; Wooden Math; Times Tales; Kahn Academy; etc. We are planning to look to ways to extend reading into all the content areas by increase our kids understand of the vocabulary connected to each subject. The morning instruction goes across the curriculum area so that the TEKS for each grade and subject level can be built into the intense direct instruction. We are planning to use the events of the past few weeks to allow our staff to develop on-line mini-lessons to extend on-demand services. We have had to create items for our current K-3 families and are moving into understanding how to use on-line as an effective teaching tool. We are planning to integrate what we have learning into the development of summer programs that parents can tap to have 'fun learning' occurring outside the two sessions with the goal of accelerating all our students so they can rejoin or even surpass their age peers so when they leave Condra School they will have academic and SEL success focused on allowing them to have more options for the career pathway that they choose. We will directly teach our kids soft-skills with SEL programs. Gaines & Mohammed (2013) presented the concept of soft-skills development in K-12 setting as an overlooked aspect of helping students have college and career readiness. They stated that that equipping young people with skills beyond academic mastery opens the door to increased postsecondary opportunities and, by extension, expands their ability to participate long-term in the national, state, and local economy. This is vary important for our targeted population of students because these are the lacking skills that keep them from being able to demonstrate their abilities. When we provide our students with the academic extensions to help them overcome their needs and provide they with the SEL skills to be effective, we believe that our kids will be able to show the world the abilities that they have to solve problems and create the 85% of the job of 2030 that 'haven't been invented' (SaLemi, 2018).

3. ADSY Program Design: Describe any prior experience with summer learning programs, extended learning time, or large change management initiatives within the district and include any relevant takeaways from implementing those programs that will be helpful in the implementation of ADSY.

The Director program has had over 20 year experience in not only running but finding the additional resources to create summer programs (see resume). Further, in the 90's he established a district dyslexia program for an ISD that is still using the procedures and policies that he started. He worked with Condra School's founder to help obtain the charter and for multi-districts and other charter systems has aided in the development of programs. Last, he has written articles (both scholarly and practitioner) and done presentation to increase the knowledge base on how to serve sub-groups of students. He has worked with 23 ISD and 6 Charters in role where he was finding the resources to make structural changes to their day-to-day operations by working with other services providers to expand the role of summer and afterschool program to the normal instructional day/year.

The principal has over thirty years' experience in experience in education. Prior to becoming principal, she had many experiences including mentor teacher, lead diagnostician, special education director, and principal at other area schools. Her focus has always been on working with students with ADHD. She has been the lead administrator for the Summer Reading Academy 2000-2004, 2009-2011 she has worked with nine school districts in designing and overseeing the day to operations of the Extended Year Services program for Special Education students.

We have two Guide Reading demonstration teachers with almost 80 years of experience along with advance degrees and training focused on reading (Legacy Master Reading Teacher, Reading Recovery, Early Literacy, Guided Reading, Reading Technical Assistants for University of Texas, Reading First Coach for 7 ISDs, Director of a collaborative summer program with the Texas Tech Engineering department) which shows their qualifications for planned instructional lead roles.

All of these items effectively establish that Condra School staff have a long history of establish summer programs that were designed to improve the outcomes of youth. The range of work that was done in multi-districts/charters show our staff ability to impact the development of program at a state-wide level. The history of the lead staff member in presenting and publishing will allow what is learned at Condra School to have state and nation impacts for the targeted students.

**Statutory/Program Requirements (Cont.)**

4. Commitment and Intent from Leadership: Please describe the primary district advocates and why they are committed to the ADSY Program. Please include any examples of evidence that supports this claim.

The forming of Condra School came out of the founder's experienced some of the same difficulties as our kids. Since her mother was in public education she (Betty M Condra) was able to give her the extra help to become a success lawyer. The idea to create a charter school for students with dyslexia and ADHD, came about when her own daughter was diagnosed with the same issues. Her goal then became to establish a school that would provide those students the with opportunity for learning experiences that aligns with their unique individual needs. The goal of our school is to provide students with specialized learning opportunities that will allow them to overcome their differences and showcase their true abilities.

The Director has worked throughout his educational career with special needs students and in fact was one himself but he received modifications before IDEA or ADA was a concept because of his family's standing in the small community. We he entered into education he became aware that while this was good for him it was unfair to the student who did not have this "pull" that teachers would make accommodation before they were required by law. He also has a son who is both GT and LD needing accommodations allow him to graduate from college. Condra School has two teachers who were Demonstration Teachers for the Guided Reading program. The Principal has also spent her career working with students with special needs, her focus has always been on working with students with ADHD. She herself was diagnosed with ADHD at age six giving her unique insights into working with students with ADHD.

Our parents have voiced support for the additional 6-weeks for summer programs. An informal survey with the basic plan that the first 3-weeks was to give a plan for ways they could have enrichment so that their kids would have a plan for summer acceleration and then 3-weeks right before starting new school year to determine summer-gains appealed to our families. This model will use our concept of 'Don't wait for failure; but plan to accelerate!' so that are RTI-model (Response To Intervention) promotes growth instead of remediation. This will move these Extended Year Services to a method of giving our kids the skills to rejoin their age peers in manner where they own their improvements and can continue them when move to traditional school in 6th grade.

Our Board supports this as this acceleration concept was a founding principle of our school. Our goal is to have large enough numbers to provide our kids with the supports to understand how to improve their outcomes in any setting.

5. Commitment and Intent from Leadership: What components of the Planning and Execution requirements does the district believe will be most helpful in leading to a successful program and why?

The letters of support (attached) show more details on the range of support we have been able to create at Condra School for the early education focus on dyslexic/ADHD students in an open enrollment setting designed to return students in the 6th grade to traditional public school setting. The Planning and Execution of our Extend Summer Service (ESS) will allow us to determine the best ways to address the Summer Drop while forming systems to engage parents/students with staff in a manner that builds understanding of the academic and SEL needs of these kids. The goal is to create an Individualized Life Plan (ILP) where each student understands their strengths & weaknesses with the goal of creating an overall system of learning both academic and social/emotional skills that allow them to meet and understand their CCMR (College Career Military Readiness) goals. While focusing on CCMR is not traditional elementary area we look a providing for our targeted population of students these skill is a way to assure that they will learn to be their own best advocate understanding that while they have unique needs once they learn how to own and overcome them they will have the ability to have life success. The overall development of our system of academic/SEL programs will allow other ISDs and Charters to have a better plan for educating this approximate 20% of their student population.

The year of planning will allow us to obtain the materials to extend instruction and develop focused SEL programs that meet the general needs of this targeted population. The working with the parents/students on the committee along obtaining focus group and other evaluation data will allow us to develop an overall system that will be researched based designed to meet these students early educational needs in a manner that support the development of life-long learners. This will allow our students to have a great understanding of their CCMR goals along with the extra work that they may need to do to meet their goals. The funding of our ESS program will allow us to create systems that will allow for the acceleration of our kids so that when they rejoin their age-peers in 6th grade they will have academic and SEL skills that will lead to success. Instead of waiting for these students to become further behind and qualifying for Special Education services we will accelerate our kids so that they understand that they learn differently but every bit as well as their friend without these additional needs.



**Statutory/Program Requirements (Cont.)**

6. Pilot Approach and Campus Selection: List the schools the district is selecting to implement ADSY and include a rationale as to why each school was selected. Include information as to why each school is suited for the specific cohort in which the district is applying.

Condra School currently has only one campus so there was no need for a selection process. Our focus on Dyslexic and ADHD students and their need for additional summer formal education is why we are applying for the Voluntary Summer Learning Cohort. When we were designing the Charter School's educational plan, we did many of the things that are contained in the restructuring program. From parental and staff input the major need that we determined was to create a summer learning program that would aid our students in closing the academic gaps that they had with their age peers because of their special needs. The summer part of this grant's program would allow us to obtain the missing piece to allow our students' needs to be met and help us be able to return our students in 6th grade to a traditional public school setting with the skills to be successful. The funding of our proposal will allow Condra School to have a holistic approach for the acceleration and meeting the needs of all our students so that they will be able to have career and life success because we will expand our abilities to provide TEKS (Texas Essential Knowledge and Skills) and SEL instruction because of the extend time we will have with our kids.

Condra School's focus on dyslexia and ADHD with our goal of developing effective early grade intervention to move RTI into a growth model so that acceleration is achieved is a reason for the funding of our project. We will be able to create methods that are based on accelerating these populations of students instead of waiting until they fall enough behind their age peers to require special services. Further, with focus of ELA and math (for content area learning to read effectively) we will be able to create system that will benefit all students in Texas. The second focus on SEL at this early age will allow us to create system by which we will be able to increase the resiliency of our kids modeled after the 40 Development Assets from the Search Institute who allows free access to their materials. This initial focused building of both academic and social/emotional skills that will allow Condra School to develop systems that other ISDs and Charters can use with their students that are from this population of students. This will allow us to extend the benefit beyond our school walls to bring systems to accelerate kids instead of waiting for their failures to lead to gaps that require special interventions to remediate areas where they lack skills. This will let us create a system where true life-long learning is promoted and we have a plan to create system by which all students can become owners of their educational growth.

7. Pilot Approach and Campus Selection: What problem is the district/school attempting to solve by launching the ADSY Program and how does additional days help solve the root cause of the problem? Please specify by school as needed.

The summer program at Condra School will focus on developing educational systems that focus on giving students the ability to accelerate their learning. This will promote summer development and acquiring more skills instead of having a 'summer drop' that traditionally underrepresented students loose one month of academic skills (Quinn & Polikoff, 2017). By developing a system for our dyslexic and ADHD students to have summer acceleration we will be able to create systems by which all students at traditional school will be able to summer as a time to increase their skills. Hodge (2000) points out this fact by framing extra programs for our population of students as a way to focus in on the strengths and weaknesses that everyone has. By having systems to determine these strengths and weaknesses for all student we as educators will be able to use the Dunn & Dunn (1990) historical concept of learning styles in a manner that supports all kids understanding how to use their strengths to their benefit, knowing where they have weaknesses, and having a plan to build a learning team that blends people so that other's strengths can overcome the groups' weaknesses. While this my sound like an unrealistic plan, Eisenhower (2019) states that being able to know one's strengths and weaknesses "is the secret to unlocking the potential of every employee and every team." We are taking this business concept to build into our students at early age their personal understanding of what they do well, where they need help, and a plan how to use both to create their own educational team system to promote increase educational and life success.

We know that not every student at Condra School will be able to attend all the summer weeks of programing. This gives us a natural comparison group based on dosage. Khanal, et al, (2019) found that dosage in educational program does affect the outcomes for students. By looking at the dosage we will be able to provide insights into the amount of summer programing is minimally needed to remove the summer drop. This will be helpful knowledge because we can help other school build a cost-effective program that uses minimally summer activities (therefore costs) but removes the summer drop of one month of learning. Second we will use modified match pair design where we use each students' history for academic gains as the match for them being in the summer program (Allen, 2017). These design efforts will allow unique research to

**Statutory/Program Requirements (Cont.)**

## 7. Pilot Approach and Campus Selection: Response continued.

be done that will be shared with others in the form of conference presentations and at Mid-Winter so that the effects from our program can inform other ISD's and charters. This plan for dissemination of affects of our summer program will allow the knowledge base of how to effectively teach these sub-groups of students and the creation of summer system to lower the drop will extend the benefits of funding our program to more schools.

The addition of SEL direct teaching will further increase our abilities to meet each student's needs and give them early in their educational careers skills to promote life success. Brotto (2018) in their article 'The Future of Education Depends on Social Emotional Learning: Here's Why' state that social and emotional abilities are an indicator of how well a person adjust to their environment, adapts to change, and ultimately how successful they will be in life. Developing these core life abilities through social and emotional learning (SEL) is critical to a child's development, as it directly correlates to success and happiness as an adult. For many children, school is the only place where any deficiencies in these abilities can be addressed before they become active members of society. For our targeted students SEL is even more important because of the way they process information they are considered behind even though in many cases they have higher IQs but cannot show this in traditional school setting (Gilger, 2011 from The International Dyslexia Association).

To summarize the problems that our summer 6-week program will address are as follows. First, to develop system by which a 3-week 'Kick-Off to Summer Learning' can provide families with a system to increase the ELA and other content area skills by having methods to extend learning to fun and other items that occur during the summer. Second, to determine the dosage needed in summer program to lower the Summer Drop. Third, to plan for 'Before the New School Year's First Bell' jump start for the new school year to review last year's skills and/or induces students (K & 1) to school so that kids that have not been away from their families have easier transitions to full day school. Forth, to build SEL learning into the instructional day so that our students understand that they are in control of how they react to situations and have the extra life skills to understand their reactions to events that occur at school. All of these items are designed to meet each student's strengths & weaknesses in a manner that the have ownership of their educational career so that they can become true life-long learners who understand how to build a success life that they define.

8. ADSY Program Support: Project Manager - Who will lead this work at the district by serving as the ADSY Project Manager, and why is this person right for this role? Include information about the experience, background, and ability to drive student results of the ADSY Project Manager. If a Project Manager has not been identified, please provide information about how you will identify and select an ADSY Program Manager.

The Special Programs Director, Gary Lee Frye, EdD, GPC (resume attached) has unique skill sets that allow him to be effective in his overall role at Condra School. First are his TEA certifications where he holds 14 teaching fields preK-12 in all the required subjects area and include Special Education, ESL, High School Reading & Psychology. This ability to teach all STAAR prep-classes at all levels allows him to have insights into the future skill-sets that our kids will require for success in regular school setting. Second are his 4 professional certifications that allow him to do all the supporting roles at an ISD. The counselor & special education counselor ones provide him with the background to aid in the development of our SEL program. Third is his role from the 90's of establishing a school-wide dyslexia program at another ISD that is still using policies and procedures to effectively meet the needs of these students. Fourth is his ability to raise funds to establish afterschool/summer program along with various reading programs in multi-ISD/charter settings which will allow our program to be supported past any one grant's funding. This history of develop programs that are similar to this summer program allows him to have almost a 30-year of real-world experience in the benefits that extend summer learning can have on the outcomes for students.

Dr. Frye's experience with his own kids having a doubly gifted son who was both GT & LD gave him experience as a parent seeking to find ways that traditional school setting could meet his son's needs even at the university level. This will allow him to connect to the parents and students on a different level because he has experience being the advocate through college graduation of a student who is similar to our focus population. He was a first-generation college graduate so for many of our families he understands not having role models supporting higher education as a way to improve one's career possibilities.

Last his experience in writing articles for publication, presenting at national conferences, and ability to design research studies will allow him to increase the knowledge base on how to to effectively improve the outcomes of this population.

**Statutory/Program Requirements (Cont.)**

9. ADSY Program Support: Project Manager – Please describe where within the district’s organization structure the ADSY Project Manager will reside and the rationale for this placement. Please include information about how this will allow the Program Manager to facilitate ADSY program decisions, obtain cross-division support and access leadership to remove barriers.

The structure of Condra School Organization Chart is fairly flat because of limited number of staff and that they do multi-roles at Condra School. The organization chart (attached) is modified for this form, levels are lines, reporting done jointly

School Board  
Superintendent

Principal/Diagnostician    Business Manager    Outreach Coordinator    Special Programs Director  
Instructional Staff    Support Staff    Contractors/Technically Support    Parental/Staff Committees

Condra School because of the small number of staff and families uses joint committee system for several of the methods by which we seek input for the development of policies and procedures. The Technology Committee, SHAC (School Health Advisory Committee), Summer Extend Year Committee, Campus & District Improve Planning Committee, etc. This single committee structure allows for a unified vision for our school to be developed. This unified vision helps us create a clear school / home partnership in developing programs that are designed to meet the total needs of all our stakeholders. The parents see how they can obtain skills that allow them to better support their kids life-success. The staff get insights into the range of needs of the families/students that while including ways to meet the TEKS goes beyond to meet the SEL needs of our students. By having kids on the committee we can ask them what they think they need to have better overall outcomes. This is modeled after our goal of by 6th grade when our kids return to traditional school setting to understand how to own their learning and have the tools needs to have success throughout their K-12 and post-secondary educational careers. The School Board receiving the plans developed by this committee has greater understanding of what our stakeholders see as the role of our school in the development of more effective methods to provide early learning for this targeted population. All of these items facilitate the director's ability to have a summer program that is designed to extend the acceleration of our students' learning, create systems that can be shared to better meet the educational needs of these targeted populations, and provides ways to increase the knowledge based about how to best teach these students.

10. ADSY Program Support: Steering Committee – Who will advise this work at the district by serving on the ADSY Steering Committee and why are these individuals right for this role? Please Include information about the experience, background, and cross-functional nature of the committee as well as how the committee will be governed.

The following are the initial members of the Steering Committee. Bio's or resumes are attached. The future meeting when public meeting are allowed will be announce to the Condra School stakeholders and open to them. We have been using Zoom and email currently to obtain input for the development of this proposal.

Gary Frye - Director - resume attached. He has developed many summer and afterschool programs along with having 18 certifications several directly related to Reading/Math. He has 20+ years experience creating similar programs. He has been special education teacher, creator in 90s of initial dyslexia district program, and has a child who is ADHD, GT, & LD.

Merinda Condra - Superintendent. She was the founder of our charter which was done because of her personal experiences being and having children who were dyslexic. This lead to a desire to help targeted population students. As superintendent she is in position to take items to the school board to change policies and procedures at our school

Leisa Buckner - Principal & Diagnostician. She is in the position to blend the summer program to the regular school year systems because of her campus leadership role. At age of 6 she received an ADHD diagnoses which gives her insights into the needs of this targeted population. As our diagnostician she will lead the assessments of our kids.

John Seay - IT Director / teacher. He will aid in the development of the website, mini-on-line lessons to extend the summer program modeled after current on-line teaching needs from the virus, and assure that the various software programs and related items are functional.

Marcy Graves - Teacher. She is a Guided Reading Demonstration teacher with extensive training and work in regular year and summer reading programs. She will be one of two lead teachers for the dyslexic programs.

Robin Williams - Teacher. She is a Guided Reading Demonstration teacher who has had many roles and training related to provide these services to ISDs. She will be one of two lead teachers for the dyslexic programs.

Lisa Sheek and child - Parent & student of Condra School. She is one of our parents who has experience in creating a foundation that meet special needs of students. Her child is one of our students. They will bring insight into the student view of what we are planning and the program they would like to see. They will be able to extend the end users' needs for



**Statutory/Program Requirements (Cont.)**

10. ADSY Program Support: Steering Committee – Response continued.

the summer program and how can create system to extend summer learning.

Mindy Lentz and child - Parent & student of Condra School. She is one of our parents who left the workforce to raise her three children. She believes that on one form of education is right for everyone having her two school age in two forms (home school & charter). Her child is one of our students. They will also bring insights into the students view of summer program and how it can better meet the educational needs of each child.

Brooke Phillips - Condra School Business Manager. She has a special needs child so she can provide insights into these kids' need who are not part of the major focus of Condra School. She is a resource to traditional funding resources so that we can develop additional methods to sustain the summer efforts beyond this grant's funding.

This grouping of staff, parents, and students will allow us to have greater insights into how the summer program can be used to supplement the regular school year efforts to provide for accelerated learning. When we are able to have more people at a physical meeting we will seek to expand the committee. This will be done for two reasons. First to have more input into how an ongoing summer program can extend learning to achieve acceleration goals. Second to have more views for the other committee functions that this committee will have (e.g. SHAC, IT Planning, CIP/DIP (Campus / District Improvement Planning, etc.). We are creating a unified committee for these various standard parent/community/staff/student member committees because of the small nature of Condra School (current enrollment slightly over 100) and the fact that we believe that our limited resource can be better focused having members understand how the various committees help guide our school. This system will also be used to provide for the creation of an area method to support dyslexic/ADHD people during their full public education, post-secondary, and careers. One of the goals is to have Condra School become a community resource for all people with dyslexia or ADHD.

The governance of the committee will be done by creating an agenda that initially is focused only on the summer program. This is what we did in this time of social distancing. Individuals were asked by the four core member (Condra non teaching staff) their opinions of what was needed in summer program and how they would be willing to help in the creation of this proposal & program. The core members reported their findings and using Zoom developed this proposal which was shared to the group. This was where the initial concepts for the overall program, the extend educational activities were selected, and the special knowledge and skills were determined. We are planning to use the planning year and the return to normal to expand and build on the initial framework for the summer program. During the planning year initial instruction materials, training on there use, and staff development in the form of technically assistance and conferences will be used to move to fully developed summer program for 2021 summer kick-off. We will open our school to the community (student will need to enroll at Condra for the summer) so that we can increase our understanding of the needs of Lubbock County and aid in the creation of holistic approach to meeting the needs of the targeted populations.

**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 program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- 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"/>

**Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program**

**Authorized by: Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

**IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.**

**Complete the supporting budget worksheets first**, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

---

**Payroll 6100**

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

---

**Professional and Contracted Services 6200**

Complete this worksheet to request professional services, consulting services, and contracted services.

---

**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

---

**Other Operating Costs 6400**

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

---

**Capital Outlay 6600**

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

---

**Budget Summary**

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

*Consolidate Administrative Funds* - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

*Indirect Costs* - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.

[Maximum Indirect Cost Workbook](#) link.

*Shared Services Arrangement* - If applicable, enter amount of payments to member districts on line 9.

*Direct Administrative Cost Calculation* - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

For further guidance, refer to the [Budgeting Costs Guidance Handbook](#) .

**Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program**  
**Authorized by: Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

County District Number or Vendor ID:			Amendment #:	
<b>Payroll Costs (6100)</b>				
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher		4	\$ 20,000
2	Educational Aide			\$ -
3	Tutor			\$ -
<b>Program Management and Administration</b>				
4	Project Director		1	\$ 30,000
5	Project Coordinator			\$ -
6	Teacher Facilitator			\$ -
7	Teacher Supervisor			\$ -
8	Secretary/Admin Assistant			\$ -
9	Data Entry Clerk		1	\$ 2,500
10	Grant Accountant/Bookkeeper			\$ -
11	Evaluator/Evaluation Specialist			\$ -
<b>Auxiliary</b>				
12	Counselor			\$ -
13	Social Worker			\$ -
14	Community Liaison/Parent Coordinator			\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC Specialist/Consultant			\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -
17	ESC Support Staff			\$ -
18	ESC Other: (Enter position title here)			\$ -
19	ESC Other: (Enter position title here)			\$ -
20	ESC Other: (Enter position title here)			\$ -
<b>Other Employee Positions</b>				
21	(Enter position title here)			\$ -
22	(Enter position title here)			\$ -
23	<b>Subtotal Employee Costs:</b>			<b>\$ 52,500</b>
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
24	6112 - Substitute Pay			\$ 1,500
25	6119 - Professional Staff Extra-Duty Pay			\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -
27	6140 - Employee Benefits			\$ 6,900
28	61XX - Tuition Remission (IHEs only)			\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			<b>\$ 8,400</b>
30	<b>Grand Total:</b>			<b>\$ 60,900</b>
31	<b>Total Program Costs*:</b>			<b>\$ 57,900</b>
32	<b>Total Direct Admin Costs*:</b>			<b>\$ 3,000</b>
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.				

For budgeting assistance, see the **Allowable Cost and Budgeting Guidance** section of the Grants Administration Division Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

**Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program**

**Authorized by: Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

County District Number or Vendor ID: 0		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>	
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	-
2	Service: Specify purpose:	\$	-
3	Service: Specify purpose:	\$	-
4	Service: Specify purpose:	\$	-
5	Service: Specify purpose:	\$	-
6	Service: Specify purpose:	\$	-
7	Service: Specify purpose:	\$	-
8	Service: Specify purpose:	\$	-
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	\$	-
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$	61,500
11	<b>Grand Total:</b>	\$	<b>61,500</b>
12	<b>Total Program Costs*:</b>	\$	61,500
13	<b>Total Direct Admin Costs*:</b>	\$	-
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

<b>FOR TEA USE ONLY</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program**

**Authorized by: Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

County District Number or Vendor ID: 0		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	60,600
2	<b>Grand Total:</b>	<b>\$</b>	<b>60,600</b>
3	<b>Total Program Costs*:</b>	<b>\$</b>	<b>60,600</b>
4	<b>Total Direct Admin Costs*:</b>	<b>\$</b>	<b>-</b>
<p><b>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

<b>FOR TEA USE ONLY</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

**Application Part 2:**

**2020-2021 Additional Days School Year Planning and Execution Program**

**Authorized by: Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

County District Number or Vendor ID: 0		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	5,000
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$	-
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	-
4	6413 - Stipends for non-employees other than those included in 6419.	\$	-
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$	-
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	-
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$	-
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$	-
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	<b>\$</b>	<b>5,000</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	12,000
11	<b>Grand Total:</b>	<b>\$</b>	<b>17,000</b>
12	<b>Total Program Costs*:</b>	<b>\$</b>	<b>17,000</b>
13	<b>Total Direct Admin Costs*:</b>	<b>\$</b>	<b>-</b>
<p><b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

In-state travel for employees does not require specific approval.

<b>FOR TEA USE ONLY</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program**

**Authorized by: Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

County District Number or Vendor ID:		0	Amendment #:		0
<b>Capital Outlay (6600)</b>					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	-
<b>66XX - Computing Devices, capitalized</b>					
2	(Enter description and brief purpose)		\$ -	\$	-
3			\$ -	\$	-
4			\$ -	\$	-
5			\$ -	\$	-
6			\$ -	\$	-
7			\$ -	\$	-
8			\$ -	\$	-
9			\$ -	\$	-
<b>66XX - Software, capitalized</b>					
10	(Enter description and brief purpose)		\$ -	\$	-
11			\$ -	\$	-
12			\$ -	\$	-
<b>66XX - Equipment, furniture, or vehicles</b>					
13	(Enter description and brief purpose)		\$ -	\$	-
14			\$ -	\$	-
15			\$ -	\$	-
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
16	(Enter description and brief purpose)			\$	-
17	<b>Grand Total (sum of all lines):</b>			\$	-
18	<b>Total Program Costs*:</b>			\$	-
19	<b>Total Direct Admin Costs*:</b>			\$	-
<p><b>*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>					



<b>FOR TEA USE ONLY</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program**

**Authorized by: Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

County District Number or vendor ID: 0		Amendment # 0
Grant Period:	May 8, 2020 to September 30, 2021.	Fund Code/ Shared Services Arrangement: 289/379

Description and Purpose		Source of Funds			
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost
1	Payroll Costs	6100	\$ 57,900	\$ 3,000	\$ 60,900
2	Professional and Contracted Services	6200	\$ 61,500	\$ -	\$ 61,500
3	Supplies and Materials	6300	\$ 60,600	\$ -	\$ 60,600
4	Other Operating Costs	6400	\$ 17,000	\$ -	\$ 17,000
5	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds				N/A	
6	<b>Total Direct Costs:</b>		\$ 197,000	\$ 3,000	\$ 200,000
7	*Indirect Costs:				\$ -
8	<b>Total of All Budgeted Costs :</b>		\$ 197,000	\$ 3,000	\$ 200,000
<b>Shared Services Arrangement</b>					
9	6493	Of All Budgeted Costs, how much will be passed to member districts of SSAs?	\$ -	\$ -	\$ -
<b>Direct Administrative Cost Calculation</b>					
10	Total of All Budgeted Costs (line 8):				\$ 200,000
11	Direct Administration Cap per Program Guidelines (XX%):				0.05
12	Maximum amount allowable for direct administrative costs:				\$ 10,000

*\*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.*

*Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.*

*To calculate the maximum indirect cost, please use the [Maximum Indirect Costs Worksheet](#) on the Grants Administration Division's Administering a Grant page.*

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



Additional Days School Year Planning Program  
District or Charter School Network Information Form

**Additional Days School Year Planning and Execution Program**

District or Charter School Network Information Form

Voluntary Summer Learning Cohort (Self-Funded)

Attachment 1

*\*This tab should only be completed by Voluntary Summer Learning Cohort applicants as described in the Program*

Overview

**Letter of Interest for 2020-2021 ADSY Planning and Execution Program**

Instructions	
<ul style="list-style-type: none"> <li>Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year</li> <li>Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; add additional schools as relevant below school A</li> <li>Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest</li> <li>Please use the box in row 153 to note any special circumstances that these fields do not capture</li> <li>Please reach out to ADSY@tea.texas.gov with any questions about this document</li> </ul>	
Application	Applicant Response
Please confirm this application is for a <i>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022 school year?	Yes
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Betty M Condra School for Education Innovation
District or Charter School Network ID Number	152-806-101
Personnel	
Superintendent Name	Merndia Condra, JD
LOI Author Name	Gary Lee Frye, EdD, GPC
LOI Author Title	Special Programs Director
LOI Author Phone	806-787-6137
LOI Author E-mail Address	<a href="mailto:gfrye@eseilubbock.com">gfrye@eseilubbock.com</a>
District ADSY Project Manager Name	Gary Lee Frye, EdD, GPC
District ADSY Project Manager Title	Special Programs Director
District ADSY Project Manager Email Address	806-787-6137
District ADSY Project Manager Phone Number	<a href="mailto:gfrye@eseilubbock.com">gfrye@eseilubbock.com</a>
District Details	
District Overall Performance - Numeric Grade Only	N/A first year of operations
Total Students in District	102
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	70
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	17
Formative or <b>interim assessment</b> planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Guided Math, TPRI, Lexia, Prodigy, STAAR Release
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iCCCS, District-made system, etc...)	Harris Solution
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	Blended Learning Grant Program - 1st round; Texas Charter School Association Grant training
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	6/15/2020
Is the district a District of Innovation?	No
If district is a District of Innovation, what year was the plan implemented?	N/A
If district is a District of Innovation, is the requirement for first day of school waived?	No
Does the applicant and relevant district and school stakeholders commit to attending the <b>ADSY Kickoff Summit</b> in summer of 2020? ( <i>Date and location will be shared as soon as is available</i> )	Yes
School Details	
Elementary (or Lower) School A	Applicant Response
Campus A Name	Betty M Condra School for Education Innovation
Campus A ID Number	Enter Numeric Response
Campus A Address	152-806-101
Campus A Total Students	102
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	K
Highest Grade at Campus A (i.e. "5" for 5th grade)	4
2019-2020 Total Instructional Days	178
Anticipated 2020-2021 Total Instructional Days	208
2019-2020 First Day of School	8/14/2019
Personnel	
Campus A Principal Name	Leisa Buckner
Campus A Principal Email Address	<a href="mailto:lbuckner@esc17.net">lbuckner@esc17.net</a>
Campus A Principal Phone Number	Enter Phone Number
Campus A ADSY Project Manager	Gary Lee Frye, EdD, GPC
Campus A ADSY Project Manager Title	Special Programs Director

Additional Days School Year Planning Program  
District or Charter School Network Information Form

Campus A ADSY Project Manager Email Address	806-787-6137
Campus A ADSY Project Manager Phone Number	<a href="mailto:gfrye@eseilubbock.com">gfrye@eseilubbock.com</a>
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus A Overall Performance - Numeric Grade Only	N/A first year of operations
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	78%
<b>Elementary (or Lower) School B (if applicable)</b>	
Campus B Name	Enter Text Response
Campus B ID Number	Enter Numeric Response
Campus B Address	Enter Address
Campus B Total Students	Enter Numeric Response
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus B (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus B Principal Name	Enter Text Response
Campus B Principal Email Address	Enter Email Address
Campus B Principal Phone Number	Enter Phone Number
Campus B ADSY Project Manager	Enter Text Response
Campus B ADSY Project Manager Title	Enter Text Response
Campus B ADSY Project Manager Email Address	Enter Email Address
Campus B ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
<b>Elementary (or Lower) School C (if applicable)</b>	
Campus C Name	Enter Text Response
Campus C ID Number	Enter Numeric Response
Campus C Address	Enter Address
Campus C Total Students	Enter Numeric Response
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus C (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus C Principal Name	Enter Text Response
Campus C Principal Email Address	Enter Email Address
Campus C Principal Phone Number	Enter Phone Number
Campus C ADSY Project Manager	Enter Text Response
Campus C ADSY Project Manager Title	Enter Text Response
Campus C ADSY Project Manager Email Address	Enter Email Address
Campus C ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
<b>Elementary (or Lower) School D (if applicable)</b>	
Campus D Name	Enter Text Response
Campus D ID Number	Enter Numeric Response
Campus D Address	Enter Address
Campus D Total Students	Enter Numeric Response
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus D (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus D Principal Name	Enter Text Response
Campus D Principal Email Address	Enter Email Address
Campus D Principal Phone Number	Enter Phone Number
Campus D ADSY Project Manager	Enter Text Response
Campus D ADSY Project Manager Title	Enter Text Response
Campus D ADSY Project Manager Email Address	Enter Email Address
Campus D ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent

Additional Days School Year Planning Program  
District or Charter School Network Information Form

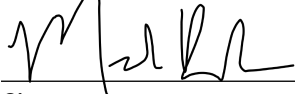
Elementary (or Lower) School E (if applicable)	Applicant Response
Campus E Name	Enter Text Response
Campus E ID Number	Enter Numeric Response
Campus E Address	Enter Address
Campus E Total Students	Enter Numeric Response
Lowest Grade at Campus E (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus E (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus E Principal Name	Enter Text Response
Campus E Principal Email Address	Enter Email Address
Campus E Principal Phone Number	Enter Phone Number
Campus E ADSY Project Manager	Enter Text Response
Campus E ADSY Project Manager Title	Enter Text Response
Campus E ADSY Project Manager Email Address	Enter Email Address
Campus E ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</i>	



**Attachment II: ADSY Planning and Execution Program Assurances**

The table below outlines the cohort criteria for both the Voluntary Summer Learning Cohort and the Full Year Redesign Cohort of the ADSY Planning and Implementation Program. By signing this document, the district representative agrees to implement an Additional Days School Year utilizing each of the criteria outlined in their respective cohort.

Cohort Criteria	Voluntary Summer Learning Cohort	Full Year Redesign Cohort
<b>Instructional Criteria</b>	Summer learning experiences must: <ul style="list-style-type: none"> <li>include at least 25 days</li> <li>include at least 360 operational minutes (6 hours) per day</li> <li>include at least 180 instructional minutes (3 hours) dedicated to math and reading per day</li> <li>include additional enrichment activities such as arts, science exploration, and sports</li> </ul>	<ul style="list-style-type: none"> <li>Design a cohesive 210-day program</li> <li>Update daily master schedule to increase planning time for teachers and enrichment time for students</li> <li>Add additional days on front-end of school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test</li> </ul>
<b>Implementation Date</b>	<ul style="list-style-type: none"> <li>Voluntary Summer Learning program to be first implemented in the summer of 2021</li> </ul>	<ul style="list-style-type: none"> <li>Full Year Redesign to start in the summer of 2021 as part of the 2021-2022 school year</li> </ul>
<b>Target Students</b>	<ul style="list-style-type: none"> <li>Campuses may target a subset of students or all students on a campus for the summer learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Campuses typically target all students on the campus for a full 210-day calendar</li> <li>Campuses may offer a 180-day track and a 210-day track within a school</li> <li>There must be at least a full classroom of students participating in the 210-day track to make option feasible</li> </ul>
<b>Target Teachers</b>	<ul style="list-style-type: none"> <li>Instructional minutes of summer program must be taught by a certified Texas teacher</li> <li>Teachers must be assigned students in a grade level they have taught previously during the school year</li> <li>Participants must develop a rigorous selection process to recruit high performing and motivated teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in 210-day program must remain with the same teacher during the 210-day school year</li> </ul>
<b>Additional Notes</b>	Please note: The criteria outlined above exceed the requirements to obtain HB3 additional days funding. However, they have been developed to align with existing research on how summer learning leads to improved student outcomes and are therefore required by districts applying to this application to participate in the ADSY cohort.	

Merinda Condra	BETTY M CONDRA SCHOOL FOR EDUCATION INNOVATION	Voluntary Summer Learning
<i>Printed Name</i>	<i>District Name</i>	<i>Cohort Selection</i>
	04/15/2020	Superintendent
<i>Signature</i>	<i>Date</i>	<i>Title</i>

**Note: This form must be signed by an authorized district official on record with TEA Grants.**



# Condra School

Betty Condra School  
1921 Broadway Lubbock, TX79401  
806 701 4994  
lbuckner@esc17.net

Dear Recipient,

I understand that my role as school principal is vital to the success of the purposed program and will make it a priority. I look forward to working with this team and, like the others, I:

\* **Support the Mission, Vision, Values and Goals of the program.** Many of our students are facing an uphill struggle. They come to us in the first or second grade and they are already two to three years behind their peers, usually due to issues involving dyslexia and /or ADHD. The overall goal of this program is to give these struggling students the tools they need to overcome these learning differences. This will be achieved by employing intensive, prescriptive instruction in both reading and math, as well addressing underlying issues, such as poor sensory-motor skills, or poor perceptual skills. This will be addressed using the Structure of Intellect (SOI/ IPP) program, which consists of exercises that work to improve sensory motor skills, visual functions, and auditory processing.

\* **Will provide my expertise to help ensure the health and success of the program.** I am a thirty plus year educator with experience as a special education teacher, a diagnostician, and an administrator. I bring a plethora of knowledge and experience that will facilitate the success of the implementation and the success of the day to day operation of the program.

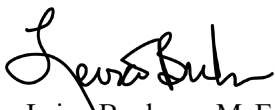
\* **Will communicate with parents about the needs of their child and will work with parents to determine the best educational plan for their child.**

\* **Will attend all meetings related to the planning, implementation, and day to day operations of the program.**

\* **Will actively participate in all requests for my assistance and response.**

I have read and fully agree to this Letter of Commitment and look forward to assisting the organization in this role.

Signed



Print name: Leisa Buckner, M. Ed

Date: 04/21/2020



# THE Condra School

The Betty M. Condra School for Education Innovation

## Additional Days Letter of Support

Our school is founded upon the pursuit of innovation in individualized instruction. We see the additional days program as an opportunity to build upon that foundation to better serve our students. As a board and administration, we understand that our support is vital to the success of this program and have already made it a priority.

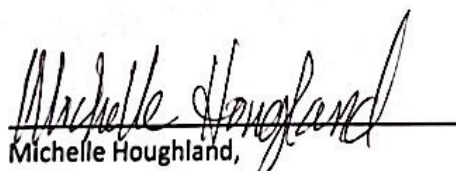
We are proud of the team of educational professionals we have established. Our entire team will support the mission, vision, values and goals of this program.


Many of our students are facing an uphill struggle. Our students often come to us already two to three years behind their peers, usually due to issues involving dyslexia and /or ADHD. The overall goal of this program is to give these struggling students the tools they need to overcome these learning differences. This will be achieved by employing intensive, prescriptive instruction in both reading and math, as well addressing underlying issues, such as poor sensory-motor skills, or poor perceptual skills. This will be addressed using the Structure of Intellect (SOI/ IPP) program, which consists of exercises that work to improve sensory motor skills, visual functions, and auditory processing.

We are confident in the expertise and commitment of our team and will support their establishment, and day to day operation, of this program.

We will support our team in communicating with parents about the needs of their children and working with those parents to determine the best educational plan for their children.

We are excited about the opportunity to provide additional days instruction to our students. Our students need this extra time and will benefit for the rest of their lives from this opportunity.

  
Michelle Houghland,  
President of Board

  
Merinda K. Condra,  
Superintendent

**Gary Lee Frye, Ed.D., GPC**  
**3004 79th**  
**Lubbock, Texas 79423**  
**(806) 745-9175 home (806) 438-7156 cell (806) 787-6137**  
**e-mail - [glfrye@gmail.com](mailto:glfrye@gmail.com) DUNS Number 142915060 CAGE 3Q2E0**  
**[glfrye@llanoefoundation.com](mailto:glfrye@llanoefoundation.com) [gary.frye@manorisd.net](mailto:gary.frye@manorisd.net)**

**Education:**

- 8/02 Doctorate in Educational Administration from Texas Tech University, Dissertation topic "Factors that Contribute to the Decision of a School District to Create a Grant Proposal Writer Position: A Multi-Case Study"
- 12/90 Master of Education, Texas Tech University, College of Education, major in special education
- 5/78 Bachelors of Arts, Wabash College, majors in biology and psychology

**Work History:**

- 3/19 to present Special Programs and Development Director for ESEI Charter School
- 8/16 to present District Grant Writer for Manor Independent School District
- 7/16 to present Executive Director of the Llano Estacado Foundation
- 1/02 to present Pastor of the Community of Christ in Lubbock, Texas
- 3/05 to 6/16 Executive Director of the Llano Estacado Rural Communities Foundation (fund raising arm of sixteen public school districts and one charter school system)
- 8/95 to 6/16 Director of Development and Grants Lubbock-Cooper ISD – formally taught math, health, PE, and special education at the junior high level along with dyslexia for the district.
- 8/94 to 7/95 Alternative Educational Placement Teacher SAS High; taught math, English, TAAS prep, and special education
- 8/89 to 7/94 preK-12 Special education and Migrant teacher at Spade ISD all subject taught
- 9/87 to 7/89 RA: Biology Department Texas Tech University
- 9/87 to 5/88 Bus Drive: New Deal ISD
- 10/83 to 9/85 Salesman: Hoover Company, Lubbock, TX
- 8/81 to 9/83 RA: College of Education Texas Tech University
- 11/79 to 1/82 Night Desk Clerk: Astro Motel, Lubbock, TX
- 9/78 to 6/81 TA: Psychology Department Texas Tech University
- 9/78 to 10/79 Bartender: Brittany - Lubbock, TX
- 1/76 to 8/78 Bartender: Holiday Inn - Crawfordsville, IN
- 6/71 to 1/76 Busboy, Dishwasher, Salad Line, Oven cook, and Grill cook Hillies, Washington, IN

**Teaching and Professional Certifications from the State of Texas:**

- |  |  |
|--|--|
| Generic Special Education (preK-12)        | Elementary Self-Contained (1-8)        |
| Secondary Generic Special Education (6-12) | Secondary English (6-12)               |
| Secondary English Language Arts (6-12)     | Secondary Health Education (6-12)      |
| Secondary Mathematics (6-12)               | Secondary Physical Education (6-12)    |
| Secondary Reading (6-12)                   | Secondary Science Composite (6-12)     |
| Secondary Social Studies Composite (6-12)  | English As A Second Language (preK-12) |
| Early Childhood Education (preK-K)         | Secondary Psychology (6-12)            |
| Counselor (preK-12)                        | Mid-Management (preK-12)               |
| Special Education Counselor (preK-12)      | Educational Diagnostician (preK-12)    |

**Professional Certifications from American Association of Grant Professionals**

## Grant Professional Certified

### **Publications:**

- 1981 Learned Helplessness: Now You See It, Now You Don't. in *Psychonmic*, with D. Cogen
- 2001 So You're Thinking About Hiring a Grant Writer. in *Texas Study of Secondary Education* with Charles A. Reavis
- 2002 The Changing Nature of Public School Finance and Its Effects or So You're Thinking About Hiring a Grant Writer. in *The Journal of the American Association of Grant Professionals* with Charles A. Reavis
- 2002 Factors that Contribute to the Decision of a School District to Create a Grant Proposal Writer Position: A Multi-Case Study at Texas Tech University
- 2003 Factors that Lead to the Creation of the Grant Proposal Writer Position in Public Schools. in *The Journal of the American Association of Grant Professionals* with Charles A. Reavis.
- 2003 Never Let the Lack of "Apparent Need" Stand in the Way of a Good Program Idea. in *The Journal of the American Association of Grant Professionals*
- 2003 The Importance of Having a Vision in the Creation of the Grant Proposal Writer Position in Public School Systems and It's Implications for Linkage to Higher Education Research in *The SRA International Conference Symposium*.
- 2004 The Challenge of the "No Child Left Behind" Initiative for Grants Proposal Development in the Lubbock-Cooper Independent School District in *The Journal of the American Association of Grant Professionals*
- 2004 What Public School Districts will need in Their Grant Proposals Because of "No Child Left Behind" in *SRA International Journal of Research Administration*
- 2004 Sometimes You Just Need a Bigger Budget! in *The School Administrator*.
- 2005 The \$1.3 Million Dollar question: Why Your School Needs a Development Office in *American School Board Journal*
- 2007 They Did It — You Can Too! Form, Fund and Operate Your Own Education Foundation published by LRP Publishers
- 2007 To Seek Alternative Funding or Not to Seek – That Is the Question! in *Principal Leadership*
- 2007 Collaboration – More Than Just a Grant Requirement! Published by LRP Publishers
- 2008 Reviewing Grants to Write Better Ones - Published by LRP Publishers
- 2008 The P-20 Concept of Education and Grants - Published by LRP Publishers
- 2009 What to do in trouble times with grants - Published by LRP Publishers

### **Presentations:**

- 1980 Learned Helplessness: Now You See It, Now You Don't at Southwest Educational Research Association
- 1999 Alternative Funding for preK-12 Public Schools: The Creation of a Grant Writing Position and Its Results at Woods ISD at Society of Research Administrators Annual Meeting
- 2000 The Effects of Having a Grant Writer: District/Consortium Perspectives at 2000 Administrator's Midwinter Conference on Education
- 2000 How to Build a Successful Community Consortium to Obtain Grants at the San Angelo Right Choices for Youth Conference
- 2000 Grant Connections / Linking Parents and Students Learning at 5<sup>th</sup> Annual Conference for Diverse Learners in Secondary Schools
- 2001 Tending the Roots of the Money Tree, Grantsmanship from the Grassroots Up at Texas Elementary Principals & Supervisors Association Summer Conference
- 2001 Develop the Vision for Your Organization - Then Fund It! at the Governor's Conference on Volunteerism

- 2002 Writing Winning Grants at the 2002 State Conference for the Association of Secondary School Principals
- 2002 9<sup>th</sup> Grade Grant training workshop – Texas state-wide presentations for PLATO Learning, Inc. on writing this TEA grant
- 2002 The Importance of Having a Vision in the Creation of the Grant Proposal Writer Position in Public School Systems at the International Conference Society of Research Administrators
- 2003 Developing Your Roadmap of New Funding Sources at Charity Channel Summit 2003
- 2003 Changes in Grant Funding Related to No Child Left Behind at the Washington DC Conference on No Child Left Behind
- 2003 Developing the Vision for Your Organization and Translating that Vision into new Funding at the American Association of Grant Professionals
- 2003 Meeting the Challenge of the "No child Left Behind" Initiative for Grants Proposal Development: Establishing a Strategic Plan and Setting Priorities at The Performance Institute Education Grants Symposium
- 2004 Education Grants Symposium – Conducting a Needs Assessment; Show Me the Money: Identifying Available Grants at The Performance Institute
- 2005 Educational Symposium – Funding Your Programs at the PLATO National Education Training Conference
- 2005 HOSTS National Conference – Finding the Money
- 2006 21<sup>st</sup> Century Community Learning Centers Summer Institute – Feed'n the Bull Dog: From Proposal, to Programs, to Sustainability
- 2007 Foundations Winter Institute – Feed'n the Bull Dog: From Proposal, to Programs, to Sustainability
- 2008 Keynote address for Harris County Education Agency on the value of becoming a grant reviewer and how reviewing allows better proposals to be developed
- 2009 Grants From the Reviewers' Point of View and How to Become One at the American Association of Grant Professionals National Conference
- 2009 The Power and Head Aches of Grant Consortiums or How I Learned to Love Heading Cats at the American Association of Grant Professionals National Conference
- 2012 Developing Your Roadmap to Increase Funding and Calibration of Your Organization for the Lubbock Area Foundation
- 2012 Sometimes You Just Need a Bigger Budget for Forum for Innovative Leadership Conference
- 2012 Developing Your Faith and Community Based Organization's Roadmap to Increasing Connections to Obtain More Resources for the Lubbock Area Foundation
- 2012 2.0 Grants from the Reviewer's Point of View and How to Become One for Grant Professional Association International Conference
- 2012 Return On Investment How to Show We're Worth It for Grant Professional Association International Conference
- 2012 Retaining Special Education Teachers: Lessons from an Urban Middle School with Ellen Frye, Ed.D. for Teacher Education Division of Counsel of Exceptional Children
- 2013 Retaining Special Education Teachers: Lessons from an Urban Middle School with Ellen Frye, Ed.D. for Counsel of Exceptional Children International Conference
- 2015 Grants from the Reviewer's Point of View for National Afterschool Association International Conference
- 2016 Grants from the Reviewer's Point of View for Foundation's International Conference
- 2018 3.0 Grants from the Reviewer's Point of View and How to Become One for Grant Professional Association International Conference

**Forum Member:**

2000 Philanthropic Support for Public Education in the Southwestern Region sponsored by the Southwest Educational Development Laboratory (SEDL)

**Grants Funded:**

- 1993 TEA – Migrant Grant: \$25,060 for summer school
- 1996 University of Texas – TEXTEAM Grant: \$15,000 for a junior high math program
- 1997 TEA – Learn and Serve Grants: \$11,500 for service projects around the school
- 1997 Ronald McDonald Foundation Grant: \$2,650 for science fair
- 1997 TIF Board Grant: \$65,000 for technology
- 1997 CJD – Drug Free Schools Grant: \$113,000 over five years to establish a home liaison program
- 1997 TWC – Summer Enrichment Grant: \$10,000 for providing enrichment activities for low SES students
- 1998 TWC – After School Grant: \$25,000 to provide after school programs for low SES students.
- 1998 TEA – Carl Perkins Grant: \$14,382 for vo-tech programs and travel
- 1998 TDH – Abstinence Grant: \$17,286 to develop an abstinence only curriculum program
- 1998 Learn and Serve Grants: \$17,000 for service projects around the school
- 1998 CJD – Title V Grant: \$86,972 over two years to develop delinquency prevention programs
- 1999 DOJ – COPS Grant: \$185,100 over three years to develop a police force for Lubbock-Cooper ISD
- 1999 TEA – TIE Grant consortium: \$26,380 for LCISD to develop a technology and curriculum integration program at the 11<sup>th</sup> grade (total grant was for \$2.8 million)
- 1999 Tech Prep – Applied curriculum program: \$45,000 to train teachers and implement the program
- 1999 TWC – Enrichment Program: \$15,000 to extend and continue after school and summer programs
- 1999 TIF Board Grant: \$80,000 for technology
- 1999 TEA – Class Size Reduction Grant: \$30,605 for first grade teacher’s salary
- 1999 TDH – Wellness Grant: \$2,499 for walking track and other wellness programs
- 1999 TEA – Carl Perkins Grant: \$16,819 for vo-tech programs and travel
- 1999 Learn and Serve Grants: \$13,000 for service projects around the school
- 1999 TEA – PreK Grant: \$91,000 to develop full day preK programs at area school districts
- 1999 TEA – National Student Safety Program \$105,000 for travel and related items for a consortium of schools
- 1999 TEA – After School Program for Middle Schools \$150,000 for the development of an at-risk after school program for 6<sup>th</sup> through 8<sup>th</sup> grade students
- 1999 SLC - E-Rate: \$18,475 for telecommunication services
- 2000 TEA – 9<sup>th</sup> Grade Grant: \$100,000 to develop an Acceleration Academy to allow students to obtain graduation credits in a non-traditional manner.
- 2000 TWC – After-School & Summer Program: \$24,695 for equipment and software to allow instruction to our ESL students and parents.
- 2000 Tech Prep – Applied curriculum program: \$15,000 to train teachers and implement the program
- 2000 TEA – Carl Perkins Grant: \$16,197 for vo-tech programs and travel
- 2000 TEA – preK grant: \$3,900 to remodel preK classrooms
- 2000 TEA – 25% Library Supplement: \$480 for books
- 2000 TCA – Texas Council for the Arts programs: \$8,135 to develop art projects and expand teaching of the arts at public schools
- 2000 TASB – Risk Management Grant: \$3,000 to obtain a front-end loader
- 2000 TEA – PreK Grant: \$173,000 to continue and develop full day preK programs at several area

- school districts
- 2000 TWC – After-School & Summer Program: \$79,840 for equipment, software, supplies, and salaries for after-school and summer enrichment programs for several area schools at-risk students
  - 2000 Lubbock County Community Block Grant: \$6,600 for salaries and support services for the Home Liaison program
  - 2000 Learn and Serve Grants: \$18,000 for service projects around the school
  - 2000 TEA – Reading Academy Grants: \$224,986 for Lubbock-Cooper ISD and Smyer ISD to establish reading academies for both school districts
  - 2000 SLC - E-Rate: \$20,475 for telecommunication services
  - 2001 TEA – Investment Capital Fund Grants: \$150,000 for several area schools to develop community involvement programs and obtain instructional programs
  - 2001 TEA – 25% Library Supplement: \$525 for books
  - 2001 TEA – TIE grant consortium: \$46,149 for LCISD to develop a technology and curriculum integration program at the 6-8<sup>th</sup> grades (total grant was for \$1 million)
  - 2001 TIF – PS9: \$200,000 for area school districts to increase their technology infrastructure
  - 2001 TEA – CSR: Improving Teaching and Learning: \$472,500 over three years for LCISD to expand it High Schools That Work program
  - 2001 TEA – PreK Grant: \$173,000 to continue and develop full day preK programs at several area school districts
  - 2001 TEA – Class size reduction: \$41,018 for salary of new teachers
  - 2001 TEA – After-school continuation grant: \$50,645 for equipment, software, supplies, and salaries for after-school and summer enrichment programs for several area schools at-risk students
  - 2001 TEA – 9<sup>th</sup> grade grant: \$262,500 to develop an Acceleration Academy to allow students to obtain graduation credits in a non-traditional manner along with a reading program at Lubbock-Cooper ISD, O'Donnell ISD, and Byson ISD.
  - 2001 TWC – After-School & Summer Program: \$29,061 for equipment, software, supplies, and salaries for after-school and summer enrichment program.
  - 2001 TCA – Art Basic grant: \$10,000 for elementary art programs
  - 2001 Learn & Serve grants – \$ 6,000 for area schools to develop service-learning projects.
  - 2001 TEA – Carl Perkins Grant: \$18,197 for vo-tech programs and travel
  - 2001 SLC - E-Rate: \$39,875 for telecommunication services
  - 2002 TEA – Building Repair and Renovation grant: \$867,000 for building and other physical plant modification at O'Donnell ISD.
  - 2002 TEA – Technology Repair and Renovation grant: \$351,000 for network up-grades for Lubbock-Cooper ISD, Groom ISD, and Smyer ISD.
  - 2002 TEA - National Student Safety Program: \$33,651 for travel and related items for a consortium of schools
  - 2002 Intel – Teach to the Future grant: Stipends, travel, and hardware for three staff member to become master technology teachers
  - 2002 TEA – 30% Library Supplement: \$631 for books
  - 2002 TIF – PS 10: \$225,000 for Lubbock-Cooper ISD and O'Donnell ISD to increase technology hardware and staff development
  - 2002 TEA – preK Grant: \$173,000 to continue and develop full day preK programs at several area school districts
  - 2002 TEA – 9<sup>th</sup> Grade Continuation grant: \$12,500 to continue the current 9<sup>th</sup> grade program.
  - 2002 TEA – After-school Continuation grant: \$29,500 to continue the current after-school program.
  - 2002 TEA – 9<sup>th</sup> Grade cycle 3 grant: \$1,900,000 to provide credit recovery and other related



- academic programs to 9<sup>th</sup> grade students who were in danger of not passing to the 10<sup>th</sup> grade for 17 school districts and charter schools.
- 2002 TEA – Carl Perkins Grant: \$19,997 for vo-tech programs and travel
  - 2002 SLC - E-Rate: \$40,205 for telecommunication services
  - 2003 TEA – National Safety Grant: \$33,561 to provide funding for several area school districts safety programs
  - 2003 TEA - Read First: \$1,530,000 to provide reading instruction for several area school districts over three years
  - 2003 TEA - McKinney - Vinto Homeless Education Grant: \$300,000 for Lubbock-Cooper ISD to have three year program to improve education level of homeless students
  - 2003 TEA – preK Grant: \$163,000 to continue and develop full day preK programs at several area school districts
  - 2003 TEA – Carl Perkins Grant: \$24,397 for vo-tech programs and travel
  - 2003 SLC - E-Rate: \$75,205 for telecommunication services
  - 2003 TCA – Art Basic grant: \$1,235 for elementary music program
  - 2004 TEA - Texas High School Completion and Success grant: \$215,000 for four school districts to establish credit recovery programs
  - 2004 TEA - Comprehensive School Reform: \$450,000 to develop an elementary reading program
  - 2004 TEA - 21st Century Community Learning Center: \$3,800,000 to develop five community learning centers in rural West Texas.
  - 2004 TEA - Classroom Teacher Supply Grant: \$25,000
  - 2005 TEA – Comprehensive School Reform for High School: \$1,350,000 to develop high school CSR programs for Big Spring, O’Donnell, and Seagraves ISD
  - 2005 TEA – Investment Capital Fund: \$100,000 to develop out-of-school-time programs and increase parental involvement with the campuses
  - 2005 Texas Comptroller – Tobacco Compliance grant \$4,000 to create tobacco enforcement program.
  - 2006 TEA - 21st Century Community Learning Center cycle 3: \$3,000,000 to develop five community learning centers in West Texas.
  - 2006 TEA – Investment Capital Fund: \$150,000 to develop out-of-school-time programs and increase parental involvement with the campuses
  - 2006 TEA – preK Grant: \$141,000 to continue and develop full day preK programs at several area school districts
  - 2006 TEA – Carl Perkins Grant: \$21,489 for vo-tech programs and travel
  - 2006 TEA - Classroom Teacher Supply Grant: \$20,000
  - 2006 Texas Comptroller – Tobacco Compliance grant \$4,000 to create tobacco enforcement program.
  - 2006 TEA - 21st Century Community Learning Center cycle 4: \$3,000,000 to develop five community learning centers in West Texas.
  - 2007 Texas Comptroller – Tobacco Compliance grant \$4,000 to create tobacco enforcement program.
  - 2007 TEA – preK Grant: \$136,000 to continue and develop full day preK programs at several area school districts
  - 2007 TEA - 9th grade Summer Transition Program \$15,000 to create a system to assist 8<sup>th</sup> grades move to high school
  - 2007 TEA - Texas High Schools That Work Continuation \$57,618 to create a system of supporting CTE (Career and Technology Education)
  - 2007 Communities Foundation of Texas – High School Exemplar Grant \$42,500 to expand model programs at the high school to serve all students

- 2007 TEA – Investment Capital Grant: \$50,000 to expand afterschool and parental involvement programs at LCISD’s Junior High
- 2008 DSHS – Tobacco Prevention Grant: \$90,744 to survey and develop needs in eight West Texas counties concerning underage tobacco use and general prevention programs.
- 2008 TEA - 21st Century Community Learning Centers Cycle 5: \$5,300,000 to create afterschool programs for West Texas regional set of school districts and a set of charter schools in South Texas
- 2008 DSHS – Tobacco Prevention Grant: \$330,380 to provide programs for eight West Texas counties concerning underage tobacco use and general prevention programs.
- 2008 TEA - LEP Cycle 4 for \$182,910: Crystal City ISD for English Language Learners programs
- 2008 TEA - Vision 2020 for \$500,000: Coleman ISD for technology integration programs at the high school
- 2008 Texas Comptroller – Tobacco Compliance grant \$8,000 to create tobacco enforcement program at two ISD.
- 2009 TEA – Investment Capital Grant: \$100,000 to expand afterschool and parental involvement programs at LCISD’s South and West Elementary campuses
- 2009 TEXSHEP grant: \$150,000 over three years to provide services and staff development for LCISD homeless students and families.
- 2009 TXEARRA grant: 50,000 to provide services and staff development for LCISD homeless students and families.
- 2009 TEA - Vision 2020 cycle 2 for \$500,000: Coleman ISD for technology integration programs at the elementary.
- 2009 DSHS - Tobacco Prevention Grant: \$220,380 to provide programs for eight West Texas counties concerning underage tobacco use and general prevention programs.
- 2009 TEA - preK Tier III for \$198,250 at Crystal City ISD to provide funding for a full-day preK program.
- 2009 TEA - preK Tier II for \$74,958 at Lubbock-Cooper ISD to provide funding for a full-day preK program.
- 2009 TEA - Texas Title I Priority Schools - ARRA: \$6,701,750 to provide general increases in instructional and technology resources for Floresville ISD and South Plains Academy.
- 2010 TEA - Rural Technology Grant for \$457,345 at Coleman ISD, Crystal City ISD, and Farwell ISD to increase classroom instruction using technology
- 2010 TEA - Algebra Readiness Cycle 1 Grant for \$200,000 at Crystal City ISD to increase math instruction at junior high
- 2010 TEA - High Schools That Work (HSTW) Enhanced Design Network Cycle 4 Grant at O'Donnell ISD to provide reform program at the high school
- 2010 TEA - Texas Secondary School Redesign and Restructuring Cycle 6 Grant for \$200,000 at Crystal city ISD to provide reform program at the junior high
- 2010 TEA - Middle School College Readiness for \$150,000 at Lubbock-Cooper ISD to provide several programs to increase the college readiness of students
- 2010 DSHS - Tobacco Prevention Grant: \$318,667 to provide programs for eight West Texas counties concerning underage tobacco use and general prevention programs.
- 2011 TEA - Secondary Mathematics Teacher Support: \$250,000 to provide math focused staff development for five West Texas school districts in association with Texas Tech University.
- 2011 TEA - 21st Century Community Learning Centers cycle 7: \$13,953,125 to provide out-of-school-time programs at Lubbock-Cooper ISD, Lamesa ISD, O'Donnell ISD, and Slaton ISD for five years
- 2011 TEA - Texas Title I Priority Schools Cycle 2 - ARRA: \$5,437,500 to provide general increases in instructional and technology resources for Lamesa ISD and Wilson ISD.
- 2012 TEXSHEP grant: \$54,000 over three years to provide services and staff development for LCISD homeless students and families.
- 2012 Texas Department of Justice Youth Prevention Grant: \$180,000 for two years to provide

- prevention service in three counties by Communities In School.
- 2014 NIST STEM Teacher Training Program: \$4,000 by National Institute of Standards and Technology
  - 2014 TEA - 21st Century Community Learning Centers cycle 8: \$7,689,500 to provide out-of-school-time programs at Lubbock-Cooper ISD, Brownfield ISD, Levelland ISD, and Wilson ISD for five years
  - 2014 SAMHA - The Time is Now AWARE Mental Health First Aid grant: \$100,000 over two years to provide training to communities on the program
  - 2015 TEXSHEP grant: \$55,935 over three years to provide services and staff development for LCISD homeless students and families.
  - 2016 Sexual Risk Avoidance Education Program (SRAE): \$1,326,057 from HHS for The Yunion to provide educational programs for youth in the Detroit area
  - 2016 Industry Cluster Career and Technology Education: \$400,000 from TEA for Manor ISD to provide Advance Manufacturing Certification
  - 2016 PreK Community Planning Grant: \$450,000 form TEA for Manor ISD to provide additional district 4-year-old program classroom, staff development, community service provider training, and technology
  - 2017 Dollar General Literacy Grant: \$3,000 form Dollar General Foundation through Manor Education Foundation to provide additional books for the Reading on the Go Summer program
  - 2018 GEAR UP – University of Texas fiscal agent: \$29,674,400 from ED for 9 ISDs in Texas - \$2,975,000 for Manor ISD
  - 2018 School Restructuring grant from TEA for \$1,500,000 for Decker Elementary to create a culture of success at this campus that promotes college and career readiness
  - 2018 STEM Staff Development from the Communities Foundation of Texas: \$15,000 for New Tech Middle & High Schools staff members to receive additional STEM training to improve instruction
  - 2018 Technology Lending Grant from TEA: \$100,000 to provide platforms for special education populations to have communication boards and alternative placement students to have access to web-based credit programs
  - 2018 GEAR UP – State from TEA: \$150,000 to finish the cohort of students that did not graduate with age-peers and track the first year of graduated students post-secondary education
  - 2018 NewSchools pre-Startup Charter School grant: \$215,000 to allow ESEI to apply to State of Texas to attempt to receive a state charter to begin preK-5 public charter school focused on dyslexia and ADHD services
  - 2018 Communities Foundation of Texas – STEM staff development program: \$15,000 to provide New Tech Middle and High Schools with staff development training to increase the number of underrepresented groups in STEM career fields.
  - 2018 2018–2019 Texas Education for Homeless Children and Youth (TEHCY) Grant for Lubbock-Cooper ISD \$9,825 and Manor ISD \$34,500 to provide services and programs to homeless youth.
  - 2018 Walton Family Foundation: \$325,000 to provide supplies, staffing, and related start-up items for the ESEI charter school
  - 2019 TEA Charter School Start-up Grant: \$800,000 to provide supplies, staffing, and related start-up items for the ESEI charter school
  - 2019 Texas Workforce Commission Workforce Career and Education Outreach Specialist Pilot Program:\$800,000 for five schools of Austin, Del Valle, Elgin, Manor, and Pflugerville ISDs to provide CTE services at each of the ISDs
  - 2020 2019-2020 Summer Career and Technical Education Grant \$150,000 for three ISDs to create

a summer CTE programs

**Grants Served as a Reviewer:**

Technology Integration in Education for TEA 1998  
Investment Capital Fund for TEA 1999  
Ninth Grade Success Initiative for TEA 1999  
Integration of Technology into Teaching for Texas Tech University 1999  
21<sup>st</sup> Century Community Learning Center for ED 2000  
Read for Texas for TEA 2000  
Academics 2000 for TEA 2000  
Texas Head Start Educational Component Grant for TEA 2000  
Small Community Learning Centers for ED 2000  
Read for Texas – Tutoring Program for TEA 2000  
Texas Reading Academies for TEA 2000  
Investment Capital Fund Grant for TEA 2000  
Academics 2000 for TEA 2001  
21<sup>st</sup> Century Community Learning Center for ED 2001  
3<sup>rd</sup> – 6<sup>th</sup> grade Model Reading Programs for TEA 2001  
Indian Education Demonstration Grant for ED 2001  
Physical Education for Progress Grant for ED 2001  
Transition to Teaching Grant for ED 2001  
Community Technology Centers Grant for ED 2001  
Model Art Demonstration Programs Grant for ED 2001  
Technology Repair and Renovation Grant for TEA 2001  
IDEA Grant for TEA 2001  
Investment Capital Fund Grant for TEA 2002  
State Engineering and Science Recruitment Fund for TEA 2002  
Small Community Learning Centers for ED 2002  
Community Technology Centers Grant for ED 2002  
Ninth Grade Success Initiative for TEA 2002  
Improving Literacy Through School Library Programs ED 2002  
Disability and Rehabilitation Research and Related Projects for Small Businesses ED 2002  
School Leadership Program for ED 2002  
Technology Applications Readiness Grants for Empowering Texas for TEA 2002  
ITEST Informal Math and Science Instruction for NSF 2003  
Educational and Community Toshiba Equipment Grant for Beaumont Foundation 2003  
Improving Literacy Through School Library Programs ED 2003  
Alaska and Hawaii Education Discretionary Grants ED 2003  
Native American Demonstration Grants ED 2003  
Emergency Response and Crisis Management Grant ED 2003  
Early Learning Opportunities Act Grant HHS 2003  
Disability and Rehabilitation Research and Related Projects for Small Businesses ED 2003  
Improving Literacy Through School Library Programs ED 2003  
Small Community Learning Centers for ED 2003  
Texas Reading First Initiative for Grades K-3 for TEA 2003  
Texas Head Start - Ready to Read Grant for TEA 2004  
Texas 21st Century Community Learning Centers - Cycle 2 for TEA 2004  
Texas Investment Capital Grant for TEA 2004

Texas Improving Teaching and Learning / Comprehensive School Reform for TEA 2004  
Title III Higher Education Capacity Building for ED 2004  
Partnerships in Character Education Program for ED 2004  
Technology Immersion Pilot for TEA 2004  
Small Community Learning Centers for ED 2004  
Compassionate Capital Fund – Targeted programs for HHS 2004  
Compassionate Capital Fund – Demonstration programs for HHS 2004  
Disability and Rehabilitation Research and Related Projects for Small Businesses ED 2004  
Improving Literacy Through School Library Programs ED 2004  
Investment Capital Fund for TEA 2005  
Small Community Learning Centers for ED 2005  
Small Community Learning Centers focus on Reading for ED 2005  
Compassionate Capital Fund – Targeted programs for HHS 2005  
Early Learning Opportunities Act Grant for HHS 2005  
Short Term Training: Client Assistance Program for ED 2005  
Child Care Access Means Parents in School Program for ED 2005  
Short-Term Training: Client Assistance Programs for ED 2005  
State Vocational Rehabilitation In-Service Training Program for ED 2005  
State Vocational Rehabilitation In Service Training and the National Clearing House competitions for ED 2005  
Rehabilitation Services Administration Projects with Industry Program for ED 2005  
Talent Search (TS) Program for ED 2006  
Investment Capital Fund for TEA 2006  
Small Community Learning Centers for ED 2006  
Texas 21st Century Community Learning Centers for TEA 2006  
Compassionate Capital Fund – Targeted programs for HHS 2007  
Indian Education Demonstration Grant for ED 2007  
Compassionate Capital Fund – Demonstration programs for HHS 2007  
Investment Capital Fund for TEA 2007  
School Leadership Program for ED 2008  
Community-Based Job Training – SGA-DFA PY 07-01 for DOL 2008  
Texas 21st Century Community Learning Centers for TEA 2008  
Rehabilitation Training: Long term training visually impaired / blind for ED 2009  
Demonstration Grants for Indian Children - preK Programs for ED 2009  
Carol White Fitness grant for ED 2009  
preK Expansion grant for TEA 2009  
Child Care Access Means Parents in School (CCAMPIS) for ED 2009  
Fund for the Improvement of Postsecondary Education (FIPSE) for ED 2009  
Student Support Services: TRIO Higher Education Program for ED 2010  
High Schools That Work (HSTW) Enhanced Design Network Cycle 4 Grant for TEA 2010  
CAMP Migrant grant program for ED 2010  
Indian Education Professional Development program for ED 2010  
Education Applications SBIR research grants for NSF 2010  
Animal and Math/Science SBIR research grants for NSF 2010  
Indian Education Demonstration Grant for ED 2011  
STTR Formal and Cross Cultural research grants for NSF 2011  
Hawaiian Education Demonstration Grant for ED 2011  
National Professional Development Grant for ED 2011  
I3 grant for ED 2011

Illinois 21st Century Community Learning Centers for IEA 2011  
SBIR gaming model programs for NSF 2012  
CAMP Migrant grant program for ED 2012  
Mini-Grants for Teachers - elementary level for Lubbock Area Foundation 2012  
AmeriCorps National Grants for Corporation for National and Community Service 2012  
Charter School Development grant for TEA 2012  
United Way of Lubbock three year approval review team 2012  
SBIR/STTR Bio-medical technology transfer phase 2 NSF 2012  
Serving Adult and Youth Ex-Offenders through Strategies Targeted to Characteristics  
Common to Female Ex-Offenders for DOL 2012  
Tribal Maternal, Infant, and Early Childhood Home Visiting Grant Program for HHS 2012  
Illinois 21st Century Community Learning Centers for IEA 2012  
College Assistance Migrant Program for ED 2012  
Wyoming 21st Century Community Learning Centers for WED 2013  
AmeriCorps National Grants for Corporation for National and Community Service 2013  
SBIR educational model programs for NSF 2013  
Indian Education Professional Development Grant for ED 2013  
Texas 21st Century Community Learning Centers for TEA 2013  
Mini-Grants for Teachers - elementary level for Lubbock Area Foundation 2013  
SBIR Phase II educational model programs for NSF 2013  
STTR Phase I technology in education for NSF 2014  
Educator Excellence Innovation Program for TEA 2014  
Social and Economic Development Strategies -SEDS for HHS 2014  
SBIR Phase I educational model programs for NSF 2014  
SBIR Phase I educational gaming programs for NSF 2014  
Mini-Grants for Teachers - elementary level for Lubbock Area Foundation 2014  
Technology Lending Program for TEA 2014  
Project Prevention Program for ED 2014  
Charter School Start-Up grant for TEA 2015  
SBIR Phase I educational model programs for NSF 2015  
SSS/TRIO educational program for higher education for ED 2015  
Hispanic-Serving Institutions (HSI) Education Grants Program for USDA 2015  
The Time Is Now - AWARE for HHS - SAMHSA 2015  
Asian American and Native American Pacific Islander - Serving Institution for ED 2015  
Mini-Grants for Teachers - elementary level for Lubbock Area Foundation 2015  
Strengthening Institutions Program for ED 2015  
Predominantly Black Institutions grant for ED 2015  
Native American Serving Nontribal Institutions for ED 2015  
SBIR Phase I educational model programs for NSF 2016  
SBIR Phase II Educational model program for NSF 2016  
SSS/TRIO - Talent Search for ED 2016  
Texas 21st Century Community Learning Centers for TEA 2016  
Asian American and Native American Pacific Islander-Serving Institutions for ED 2016  
Carol White Fitness grant for ED 2016  
Native Youth Community Project for ED 2016  
YouthBuild for HHS 2016  
Mini-Grants for Teachers - elementary level for Lubbock Area Foundation 2016  
Texas Charter School Start-Up Grant for TEA 2016  
SBIR Phase I educational model gaming program for NSF 2016

Teacher Incentive Fund for ED 2016  
Magnet Schools Assistance grant for ED 2017  
EIR - Mid Phase grant for ED 2017  
School Restructuring Grant for TEA 2017  
SBIR Phase I educational grants for NSF 2017  
West Texas Communities Foundation Teacher Mini Grant for WTCF 2017  
Charter School State Start-Up grant for TEA 2018  
Charter School Expansion grant for TEA 2018  
Principal Leadership grant for TEA 2018  
Technology Lending grant for TEA 2018  
Comprehensive Centers grant for ED 2019  
Technology Lending grant for TEA 2019  
TRIO for ED 2020

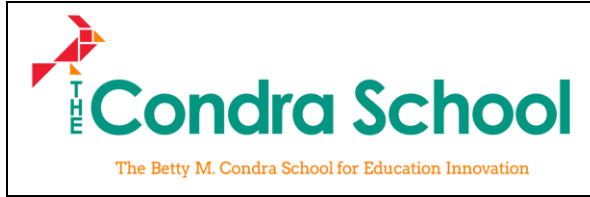
**Grants Served as Panel Chair:**

Compassionate Capital Fund – Targeted programs for HHS 2004  
AmeriCorps State Grants for Corporation for National and Community Service 2006  
Alaska and Hawaii Education Discretionary Grants ED 2006  
Compassionate Capital Fund – Targeted programs for HHS 2006  
AmeriCorps State Grants for Corporation for National and Community Service 2007  
AmeriCorps National Grants for Corporation for National and Community Service 2007  
AmeriCorps State Grants for Corporation for National and Community Service 2008  
AmeriCorps National Grants for Corporation for National and Community Service 2009  
Alaska and Hawaii Education Discretionary Grants for ED 2009  
Teen Pregnancy Program Grant for HHS 2010  
Innovative Approaches to Literacy for ED 2012  
Responsible Fatherhood for HHS 2015

**Professional Organization Memberships:**

Grant Professionals Association





**Betty M Condra School for Education Innovation**

**1921 Broadway  
Lubbock, TX 79401  
806-701-4994**

Dear sir or madam;

This is a Letter of Support for the Summer Extended Year program by Gary Lee Frye, EdD, GPC who will be the program director. I will devote 50% of my time at Condra School to the development and operations of the Summer Extended Year program. We are going to have 6-weeks (30 days) of extended services in the summer. The design will be 3-weeks at the end of the school year and 3-weeks before the next school year starts. We will in the planning year also develop methods that parents and students can access mini-lessons and videos that support our summer enrichment. We are modeling this after the developments that we had to do to allow online instruction to be done during the school closure.

During the planning year the committee will work using Zoom and when possible again face-to-face meetings to determine the most effective methods of developing system by which our focus population of dyslexic/ADHD students can best be served. The goal of the program will be to move into acceleration versus the 'summer drop' in academic performance that is normally seen in this targeted populations. All students enrolled at Condra School will be able to be a part of the program.

Additionally, because we are attempting to build a county-wide support system for this population, students who enroll for the summer at Condra School from these populations will be accepted. This will allow our charter to increase our understanding of the most effective ways to help ISDs and other charters in Lubbock County provide services to increase educational outcomes for these students.

To disseminate information concerning what we will learn about effective summer and general education extensions for the targeted students, we will plan to have webpage that has information concerning the summer program and free lessons to allow other families with kids from these populations to have access. Further, we will plan to develop conference presentations and articles for publication. The latter items will help increase both the scholarly and practitioner knowledge base to provide more effective teaching to these students.

The overall goal is to allow Condra School to develop a system by which we can have 208+ days of instruction for our students. The goal is to develop a system of acceleration that will allow our students to obtain the skills by 6th grade to return to traditional public-school setting and have success. This is our goal because our student will need the skills that only public-school can provide to understand how to effectively use their postsecondary education to have an effective career pathway.

04/26/2020

# Condra School Organizational Structure

