



2020-2023 Blended Learning Grant Program-Planning Grants
Letter of Interest (LOI) Application Due 11: 59 p.m. CT, September 18, 2020

NOGA ID

Authorizing legislation

GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

This LOI application may be submitted via email to 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 **11:59 p.m. CT, September 18, 2020.**

Application stamp-in date and time

Grant period from

October 23, 2020 to May 31, 2023

Pre-award costs permitted from

the date of award announcement

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All attachments as listed on page 4-5 of the 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 Date

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

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.

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.
- The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.
- The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.
- The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.
- The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.
- The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

Statutory/Program Assurances (Cont.)

- The applicant will complete all BLGP Fidelity of Execution Requirements in program implementation, which include:
 - a. Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program
 - b. Weekly Teacher Software Usage: One teacher log-in per week is required
 - c. Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA
 - d. Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA
 - e. Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

Statutory/Program Requirements

1. **District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. *(Recommended Length: 1.5-2 pages)*
 - a. Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.
 - b. Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.
 - c. At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

(a) The Betty M Condra School for Educational Innovation (152-806-101) is currently K-4, until 2021/22 when we will add 5th and final grade, that was form with the goal of creating programs for dyslexia & ADHD students to learn how to have academic and life success thus creating True Life-long Learners (TLLL). We were selected by Raise Your Hands Texas to come to their Blended Learning (BL) conference to develop a proposal. Condra School partnered with two ISDs (Cotton Center & Smyer) so that we could have preK-12 levels. While not awarded, the work and training from this conference cause all the schools to see BL as a way to better serve our kids and their families along with staff to build true Life-Long Learners. Since SSAs are not allowed for this program Condra School is submitting a proposal based on our K-5 grades and then create ways to support our kids in the 6-8 grades and beyond.

We have received foundation grant from NewSchool, Walton Family Foundation, and Communities Foundations of Texas (since grant providing planning to have Extended Summer Program) and TEA grants for New Teacher Mentoring, School Safety, and developing technology infrastructure. All of these items lead us to develop methods to have hybrid learning that is designed to create system to support our kids and families in manner that promotes TLLL. The school closure in March through the end of the 2019/20 school year showed us that our students are very susceptible to disruptions in their learning. Because of this and the use of software supports to better support the learning styles and unique needs of each student, we have focused on integrating BL into the day-to-day teaching and support for our students, families, and staff. We have had multi-Zoom-type meetings to develop proposals, provide updates on the planning for the 2020 opening, and then the goal for being able to move the kids to traditional school setting in 6th grade with the skills to have academic and SEL success.

Because of our goal of become a support provider for dyslexic/ADHD for initially Lubbock County and then to this

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

population for Texas because of the foundering partners both personal and family experiences with this population we have built the creation of the charter on meeting the larger needs of these students. Since about 20% of students have dyslexic tendency (Clark, 2016; <https://www.dyslexiacenterofutah.org/Statistics>; <https://dyslexia.yale.edu/dyslexia/dyslexia-faq/>; <https://dyslexiaida.org/dyslexia-basics/>; <http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/what-is-dyslexia/debunking-common-myths-about-dyslexia>) the ability to create systems that meet the learning needs of these students is a driving focus of our school. The creation of ways that other ISDs and Charters can benefit from our work is the long-term reason that we are seeking ways to create a strong pedagogical base for the teaching of these students that we will share with others. This has driven our forming and the fact that we want our kids to 'own' their learning challenge to understand that they can overcome it with hard-work and the support of their family & teachers. We believe that students will live up to or down to what is expected of them until they learn that they are ultimately the person that controls their learning and reaching of life goals. Thus, we see our mission as one to give each student the specific academic skills and SEL tools to have the ability to get back up when life knocks them down. That is why we have developed IEPs for every student so they understand how to seek help from others, way to work with others, and help everyone move to meeting the life goals to create productive citizens who understand that degree(s) and certification(s) are not an end point but a beginning to TLLL.

(b) We have a strong focus on ELA (English Language Learning) because of the dyslexia focus and will use this grant to provide similar math services. This will allow our kids to have specific services in both these main content areas. We will extend traditional math instruction but additionally teach our kids to "read" math problems. Teaching to read in content areas is different (Alber, 2010; Urquhart, 2012; <https://www.k12reader.com/what-is-content-area-reading/>; <http://www.readwritethink.org/professional-development/strategy-guides/reading-with-purpose-content-30514.html>; <https://www.readinga-z.com/content-area-reading/>; <https://www.texasgateway.org/resource/content-area-reading-instruction>) and for our students must be directly taught if they will reach the goals that their parents and our staff have for them. We will use this grant focus on math to create this system for our students. Initially we will have K, 3rd, and 4th grades as the focus. This is because for state testing 3rd & 4th grades are tested and we wish to have specific programs for these students so that we can directly teach them the skills to have academic success in this requirement. This is important because to have future academic success our kids will need to have the skills to show their understanding of concepts on multi-standardized tests. Dyscalculia & dyslexia tend to have comorbidity in many people (Cheng, et al, 2018; Geary & Hoard, 2001; Mammarella, et al, 2013; Peters, et al, 2018; Rubinsten & Henik, 2006; Wilson, et al, 2015) which was the reason that the combination of BL and the math program along with the need for hybrid systems for teaching that the virus has brought make our applying for this program a nature extension of our school's overall mission. The combined focus on these two content areas will provide a sound academic framework for our kids. In the second year of the program we will add 1st and 5th grades so that we are developing the early and later elementary grade skills needed for our students to show their learning along with creating a system of instruction that we will post to our web-site to allow other schools in Texas to learn what we are doing for this population of students. The third year will add 2nd grade so that we have an integrated K-5 system of instruction to meet the math learning needs of our kids.

We will further directly teach social emotional learning (SEL) skills so that our kids will have the ability to understand the extra work they will need to do to have success (Carroll & Iles, 2010; Doikou-Avildou, 2015; Jordan, 2002; Long, et al, 2011; Mugnaini, et al, 2009; Riddick, 2009; Ryan, 2020; Sako 2016). This is being done so that our kids will have the resiliency to meet challenges when their dyslexia/ADHD tendencies makes their learning of concepts harder. What we want to do is give our kids the ability to understand how they can use their unique skills in manners that best allows them to learn the new concepts.

With this overview the specific problems that we will address are:

- 1) Specific learning differences in the content area of math that the focus population of student has based on items related to dyslexia
- 2) Determine which of the math program(s) by grade level meet the needs of our kids to obtain the grade level TEKS
- 3) Develop specific methods to teach "Math Reading Skills" to all our kids to extend their understanding of the wording of math problems to understand what the story problems are asking and build links to the traditional "work sheet" problems so that they have better understanding of the overall use of math-skills to answer real-world problems
- 4) Provide initial research case studies and presentations to inform other schools about how our program is help the

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

targeted population along with the benefits to "regular" students who are attending our school to allow this method of providing overall instruction

5) Build the data from the program into the CIP/DIP (Campus & District Improvement Plan) system so that effective methods of instruction are built into the culture of Condra School for sustainability

6) Develop overall ongoing support system for Students and Families to allow 6-12 advocate system along with post-secondary schooling to provide overall methods to allow students to reach their CCMR (College Career Military Readiness) goals to focus learning on meeting these students' life goals while developing TLLL.

These items will drive the overall forming of the math content instructional program at Condra School so that we are building system(s) to meet virus related needs along with having new ways to meet the needs of the targeted population of our charter. This will allow us to increase the overall knowledge of how to better teach this 20% of the student population of our public schools.

(c) We have sought ways to increase our understanding how to effectively teach the kids we are targeting. BL and the virus along with the goal of being a support system for these youth aligns with this grants goals. We are seeking ways to support staff & families in moving our kids to get to their life goals and see what is possible for them. The virus (along with the overall goal of supporting TLLL for our students & families) has shown us that with the families that have chosen to come to our charter have technology and other issues that were clearly shown with these issues. We are looking for ways to extend the school year (funded Extended Summer Program) so that we can build increase instructional time to allow the students to accelerate their learning. This will allow our kids the extra time that they need to have additional skills learned to address their "problem" of learning differently and in a manner that is not traditionally addressed in "normal" classrooms. Additionally, we are building a library of lessons that our students/parents can access that uses BL concepts to have ways to turn access to platforms & Internet into ways to increase instructional time. We will use the funding of this grant to develop parent-focused systems of how to "teach" their kids. The virus has shown the increased general needs for this and our families want additional skills to be effective at meeting this "new normal" so that they can support their kids. Our mission is to create better ways to meet this population's academic & SEL needs to be TLLL meeting their CCMR goals.

2. **Project Manager:** Who will lead this work at your district by serving as the **BLGP Project Manager** and why is this person the right person for this role? (*Recommended Length: 0.5 page*)

- a. Include information about the **experience, background, and ability to drive student results** of the BLGP PM.
- b. Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?
- c. Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

a) Gary Lee Frye, EdD, GPC, is the Special Programs Director and Development Director for Condra Schools. He holds 14 teaching certifications - preK-12 grades all required subject along with ESL, SpEd, High School Reading, and Psychology, and 4 professional certifications - Mid-management, Regular & SpEd Counselor, & Educational Diagnostician. These certifications along with degrees and funding over \$100 million in grants provides Dr Frye with the ability to lead the program. When the State of Texas moved dyslexia from SpEd in the 1990's, he established Lubbock-Cooper ISD's dyslexia program with many of the procedures still being used. This gave him the overall background for helping the forming of this charter in its mission to focus on this population. In his role as development officer, he has funded several millions in technology grants and sees BL as the way that these tools can be to extend the learning of students. We are also seeking ways to develop overall systems to help the parents to understand how they can better support their kids. We have had this general focus but the virus showed how even in the early elementary grades parent need much more support when we were closed. We believe that the virus has shown us that parents are wanting more skills in the area of supporting their kids

Statutory/Program Requirements

2. Continued: Please use the additional space provided to respond to Program Requirement Question #2.

and with the virus we are seeing we must create materials/methods to support our parents efforts. The parents now are understanding the overall goal of building strong family/school partnerships because they have seen that the issues on not having a clear joint extended teaching system cause when schools were closed.

b) Dr Frye sees BL and focus on the Math content area in terms of both the traditional math-skills but then specific teaching on how to "read" math-problems as a way to build the additionally skills that are students will need to expand their CCMR choices. The overall mission of Condra aligns with the this grant in that BL is seen as a way to extend the learning time to create TLLL who has a clear understanding that they not only own their learning but can use technology as a means to greatly accelerate what they can learn in a year. Having a son who was both GT and LD with ADHD he has a special place for providing all parents and student with tools that allow his son to graduate from college in his CCMR chosen field.

c) Because of the size of Condra, the history of founding the school, and use of resource development to meet the needs of students, staff, and families, the board and founder meet regularly with all stakeholders to assure that their input into the day-to-day operations and the long-term goals are aligned. The various grants and CIP/DIP with hybrid reopening plan development has moved us to create a sound partnerships. The only issue is many of our parents want us to extend beyond the 5th grade because their child(ren) now like to come to school instead of fighting not to go. Even though will have 2-years before a students needs to leave; we are working to create the transition plan and ongoing support of students/families who leave Condra. Families are starting to agree with the goal of giving each student the ability to understand the way that they learn so that they can have success in any setting. This team approach allows allow everyone to focus on the mission of Be Kind, Be Brave. Question Everything. Change the World so that we will do whatever it takes to meet each student unique learning needs and create effective instruction methods that reflects our mission.

3. How does the district **use data to drive decision making** about student achievement? (*Recommended Length: 0.5 page*)

- a. Describe the **quantitative goals, metrics, and measures** that the district or charter school network tracks. Describe the progress towards these goals and the evidence the district collects to assess this progress. These indicators can include multi-annual, annual, and during-the-school-year goals. If available, include examples of data from the past few years to demonstrate how the district or open-enrollment charter school is tracking results.

We are developing a culture that uses data to drive the IEP for each student and how we can include students, parents, and staff in understanding how they can meet the academic and SEL needs of each of our students. We are moving to ELA methods and see this grant as a way to extend into Math (which is another co-factor for the targeted population) so that we can teach general skills but additionally how to read math problems to understand what question is being asked. Having both content areas as major focus will allow us to greatly increase our ability to accelerate our students finding ways to overcome their learning differences. These systems will provide a sound base for the extending each student's understanding of how their CCMR and then TLLL goals can be met with increased understanding of how BL materials can be used to increase their learning time and ownership of their general learning. This is the overall goal of Condra - help student success in whatever academic or CCMR learning experience they find themselves. The overall goals is by end of 5th grade for our students to understand how they own their learning and they can drive increased understanding by the effective use of BL concepts that the funding of this program will bring.

To operationalize this goal we will seek to pilot the various math program as an way to determine the "preferred" software by grade level that stakeholders see as being the best. We will be able to use our current hybrid system to see if any software is better in the remote setting and has training system that both parent/staff find useful. We will ask 3rd & 4th graders to "look & try" the software to help them understand that we want their input into instructional methods to increase their understanding of the goals and methods of BL - focusing on developing TLLL. We will ask that families engage over the next month start as soon as can get temporary access from the vendors so that when the award is made we will be able to select by grade level the specific single software to be used for this grant. This will promote the overall joint efforts to improve the instruction and measured student outcomes that will be tied to the CIP/DIP to change the culture and promote sustainability beyond this grant's funding.

Statutory/Program Requirements (Cont.)

3. Continued: Please use the additional space provided to respond to Program Requirement Question #3.

The data collect will be the pre-selection of 1 software package by grade level. Then with awarding of the grant, assessment data related to the students use of the software. These data will be collected weekly by the teachers and present to the students so that they can explain their data to the parents. We will use this system so the kids have a better understanding of any skills that they are missing. The parents will have informal trainings on this concept so that they can take more active role even if they feel they might be lacking in content area skills. The goal is to give the kids answer to parent question of "What did you learn today" and help our kids understand that with BL they have increase methods to learn various content items that they are weak.

Because this is the second year of our charter we do not have any state testing result only being able to work off teacher-driven assessments. We will be able to use the software assessment to determine where each student is at in meeting grade level TEKS. We are developing benchmarking for the STAAR so that we can predict the additional skills our tested student need to have success. The non-test grades will use combination of teacher/software assessment to determine areas for reteaching and reinforcement using the BL system that we will be creating based on these measures.

4. **NON-MATH BLENDED LEARNING PILOT APPLICANTS ONLY:** What on-line curriculum program is intended to be used in the district and schools? (*Recommended Length: 0.5 page*)

- a. Describe why this program best meets the needs of students and teachers in the proposed BLGP site(s) and how a high-fidelity use of this program will lead to gains in student achievement.

NA - Math program

NOTE for Academic Performance Rating: With the virus closing the campus we were not able to test any students on TEA STAAR or other tests and therefore do not have a rating from TEA because the 2019/20 was the first year of operations of our charter. But the community support of the school in terms of meeting student needs as judged by parents moving their children to the school show the level of academic success that families are seeing for their children. On opening day in 2019 we had 38 students K-2. We had requests from parents to add 3rd grade a year early than was planned in the initial charter application. We requested approval for this acceleration of grades being served which was approve late in 2019. By Spring Break we had increase to approximately 100 students K-3. We were able to create a remote learning system that our families recruited student and this lead to our hybrid plan with approximately 30 remote students and 90 face-to-face at the start of 2020/21 school year. We are still receiving applications for new students as the parent talk to other families who have dyslexic / ADHD kids; bring our current number of students to the 132 as of 9/15/20 with another student enrolling on 9/17/20 with start date of today. While not TEA measure of academic performance, we have had 347% increase in the number of students enrolled at Condra School in one year even with the issues that the virus has caused. This shows that the families of our targeted population of students are tell other parents about the success their kids are having at Condra School which is a clear measure that we are meeting the needs of this population of targeted students in a manner that motivating parents to seek us out in even in the time of virus.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment



2020-2023 Blended Learning Grant Program-Planning Grants
Letter of Interest (LOI) Application Due 11: 59 p.m. CT, September 18, 2020

NOGA ID

Authorizing legislation **GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

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Application stamp-in date and time

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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  Date

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

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.

Program 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:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:		152-806	Amendment # (for amendments only):		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director		1	\$ 22,500	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant		1	\$ 5,000	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
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)			\$ -	\$ -
Other Employee Positions					
21	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ 27,500	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ 3,900	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 3,900	\$ -
30	Grand Total:			\$ 31,400	\$ -
31	Total Program Costs*:			\$ 26,400	
32	Total Direct Admin Costs*:			\$ 5,000	
*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:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:		152-806	Amendment #:		0
Professional and Contracted Services (6200)					
NOTE: 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.					
Description of Service and Purpose			Grant Amount Budgeted	Pre-Award	
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	Subtotal of professional and contracted services requiring specific approval:		\$ -	\$ -	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ 35,000	\$ -	
11	Grand Total:		\$ 35,000	\$ -	
12	Total Program Costs*:		\$ 35,000		
13	Total Direct Admin Costs*:		\$ -		
<p>*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.</p>					

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID: 152-806		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 46,850	\$ -
2	Grand Total:	\$ 46,850	\$ -
3	Total Program Costs*:	\$ 46,850	
4	Total Direct Admin Costs*:	\$ -	

***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.**

FOR TEA USE ONLY

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID: 152-806		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ 3,000	\$ -
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	Subtotal of other operating costs (6400) requiring specific approval:	\$ 3,000	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 5,000	\$ -
11	Grand Total:	\$ 8,000	\$ -
12	Total Program Costs*:	\$ 8,000	
13	Total Direct Admin Costs*:	\$ -	
<p>*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.</p>			

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

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID: 152-806		Amendment # 0	
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23	Fund Code:	429

Budget Summary

Description and Purpose	Class/ Object Code	Source of Funds			
		Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 26,400	\$ 5,000	\$ 31,400	\$ -
2 Professional and Contracted Services	6200	\$ 35,000	\$ -	\$ 35,000	\$ -
3 Supplies and Materials	6300	\$ 46,850	\$ -	\$ 46,850	\$ -
4 Other Operating Costs	6400	\$ 8,000	\$ -	\$ 8,000	\$ -
6	Total Direct Costs:	\$ 116,250	\$ 5,000	\$ 121,250	\$ -
7	* Indirect Costs:			\$ 3,750	\$ -
8	Total of All Budgeted Costs :	\$ 116,250	\$ 5,000	\$ 125,000	\$ -

Direct Administrative Cost Calculation

10	Total of All Budgeted Costs from line 8:	\$ 125,000	
11	Direct Administration Cap per Program Guidelines (X%)	0.05	
12	Maximum amount allowable for direct administrative costs:	\$ 6,250	

*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:
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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID:	Amendment #
--------------------------------------	-------------

SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
6	Total Direct Costs:	\$ -	\$ -	\$ -	\$ -
7	Indirect Costs:				\$ -
8	Total Costs:	\$ -	\$ -	\$ -	\$ -

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:

Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

Refer to the Amendment Submission Guidance section of the Administering a Grant page of the TEA website. The guidance titled “When to Amend the Application” provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the “When to Amend the Application” guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment may only be submitted by email to loiapplications@tea.texas.gov.

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date
2. Appendix I of the application: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page
4. Program Budget Summary
5. Supporting budget pages

Assembling the Amendment

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1
 - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes
 - b. Ensure all applicant information is current and correct.
 - c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.
2. Complete Appendix 1: Negotiation and Amendments
 - a. Choose the section you wish to amend from the drop down menu
 - b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments
3. If you are requesting a budget change, complete the Request for Amendment budget page
 - a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
 - b. In column B, enter the amount being deleted from each class/object code.
 - c. In column C, enter the amount being added to each class/object code.
 - d. Column D and the total direct cost line will automatically calculate your changes
4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter
5. Do not resubmit any attachments required in the original application.

5. Do not resubmit any attachments required in the original application.

Math Innovation Zones
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
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
Personnel	
Superintendent Name	Merinda Condra, JD
LOI Author Name	Gary Lee Frye, EdD, GPC
LOI Author Title	Special Programs & Development Director
LOI Author Phone	806-787-6137
LOI Author E-mail Address	grye@eseilubbock.com
District MIZ Project Manager Name	Gary Lee Frye, EdD, GPC
District MIZ Project Manager Title	Special Programs & Development Director
District MIZ Project Manager Email Address	806-787-6137
District MIZ Project Manager Phone Number	grye@eseilubbock.com
District Details	
District Overall Performance - Numeric Grade Only NOTE: 2019/20 was first year of operations and NO TEA testing was done with virus closure	0
Total Students in District	132
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	72
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	17
Name of school in district with most prior experience in blended learning	Betty M Condra School for Education Innovation
Number of years the school (in previous answer) has used blended learning	1
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Teacher classroom assessments
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	Extended Summer Program, New Teacher Mentoring, School Safety
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	Extended Summer program is funded and develop plans along with determining if can expand to full-year extensions
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	K, 3, & 4 first year, 1 & 5 second year, and 2 third year so all grade levels will be served
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	11/15/2020
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	yes
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Singapore Math
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	yes

Math Innovation Zones
 Planning and Execution Grants

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name NOTE: the Charter LEA ONLY will serve K-5 by the 2021/22 school year which is all our grade levels	N/A
MS Campus Total Students	Enter Numeric Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Enter Text Response
Personnel	
MS Campus Principal Name - NOTE: the Charter LEA ONLY will serve K-5 by the 2021/22 school year which is all our grade levels	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name NOTE: The charter's LEA system is only K-5 and since no SSAs allowed no middle schools but are creating a system to support students when they move back to traditional school setting	Betty M Condra School for Education Innovation
Feeder A Total Students	132
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	Singapore Math and TEA text books for grade levels K, 3, 4
Personnel	
Feeder A Principal Name	Liesa Bucker
Feeder A Principal Email Address	lbuckner@esc17.net
Feeder A Principal Phone Number	806-993-4040
Feeder A MIZ Project Manager	Gary Lee Frye, EdD, GPC
Feeder A MIZ Project Manager Title	Special Programs & Development Director
Feeder A MIZ Project Manager Email Address	806-787-6137
Feeder A MIZ Project Manager Phone Number	grye@eseilubbock.com
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only NOTE: 2019/20 first year of operations and NO TEA testing was done because of the virus	N/A
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	80%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	0%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	0%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	0%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	0%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	0%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	0%

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Enter Text Response
Feeder B Total Students	Enter Numeric Response
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder B (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School B	Enter Text Response
Personnel	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address
Feeder B MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Enter Text Response
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Enter Text Response
Personnel	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response
Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Total Students	Enter Numeric Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School D	Enter Text Response
Personnel	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address
Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder E (if applicable)	Applicant Response
Feeder E Campus Name	Enter Text Response
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
Personnel	
Feeder E Principal Name	Enter Text Response
Feeder E Principal Email Address	Enter Email Address
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Enter Text Response
Feeder E MIZ Project Manager Title	Enter Text Response
Feeder E MIZ Project Manager Email Address	Enter Email Address
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	

Math Innovation Zones
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Applicant Response Math Innovation Zones
District or Open Enrollment Charter School Information	
District or Charter School Name	Betty M Condra School For Education Innovation
District or Charter School Network ID Number	152-806
Personnel	
Superintendent Name	Merinda Condra, JD
LOI Author Name	Gary Lee Frye, EdD, GPC
LOI Author Title	Special Program & Development Director
LOI Author Phone	806-787-6137
LOI Author E-mail Address	grye@eseilubbock.com
District MIZ Project Manager Name	Gary Lee Frye, EdD, GPC
District MIZ Project Manager Title	Special Program & Development Director
District MIZ Project Manager Email Address	806-787-6137
District MIZ Project Manager Phone Number	grye@eseilubbock.com
District Details	
District Overall Performance - Numeric Grade Only NOTE: NO TEA assessment of charter with 2019/20 being 1st year of operation	0
Total Students in District	132
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2021-2022 School Year	72
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	17
Name of school in district with most prior experience in blended learning	Betty M Condra School For Education Innovation
Number of years the school (in previous answer) has used blended learning	1
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Teacher classroom assessments No testing done with the virus closing campus

Math Innovation Zones
Planning and Execution Grants

Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	Enter Text Response
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Extend Summer Program, New Teacher Mentoring, School Safety
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	Summer Learning
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	K, 3, & 4 first year, 1 & 5 second year, 2 third year
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	11/15/2020
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Yes
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Singapore Math
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	yes
Feeder Pattern 2	
Middle (or Upper) School	
Middle School Campus Name NOTE: Charter LEA is only K-4 moving to K-5 in 2021/22 which is the highest grade (5) we will serve. Will have support systems for 6-8 student with overall mission goals for supporting students/families	Applicant Response
MS Campus Total Students	None
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Enter Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Choose Numeric Response
Personnel	
MS Campus Principal Name NOTE: No students at this grade level with LEA of the charter only K-5 when finished adding grades	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only NOTE: No students at this grade level with LEA of the charter	Enter Numeric Response
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent

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Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
Elementary (or Lower) School Feeder A (if applicable)	
Feeder A Campus Name NOTE: only ultimately K-5 single campus by 2021/20 school year K-4 currently	Betty M Condra School For Education Innovation
Feeder A Total Students	Enter Numeric Response
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	Singapore Math & TEA provided books
Personnel	
Feeder A Principal Name	Liesa Bucker
Feeder A Principal Email Address	lbuckner@esc17.net
Feeder A Principal Phone Number	806-993-4040
Feeder A MIZ Project Manager	Gary Lee Frye, EdD, GPC
Feeder A MIZ Project Manager Title	Special Program & Development Director
Feeder A MIZ Project Manager Email Address	806-787-6137
Feeder A MIZ Project Manager Phone Number	grye@eseilubbock.com
School Details	

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Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only NOTE: 2019/20 was first year of operations and no TEA testing done	N/A
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	80%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	0%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	0%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	0%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	0%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	0%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	0%
Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Enter Text Response
Feeder B Total Students	Enter Numeric Response
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder B (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School B	Enter Text Response
Personnel	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address

Math Innovation Zones
 Planning and Execution Grants

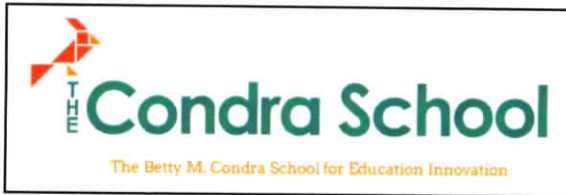
Feeder B MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Enter Text Response
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Enter Text Response
Personnel	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response

Math Innovation Zones
 Planning and Execution Grants

Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Total Students	Enter Numeric Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School D	Enter Text Response
Personnel	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address

Math Innovation Zones
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Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder E (if applicable)	
Feeder E Campus Name	Enter Text Response
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
Personnel	
Feeder E Principal Name	Enter Text Response
Feeder E Principal Email Address	Enter Email Address
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Enter Text Response
Feeder E MIZ Project Manager Title	Enter Text Response
Feeder E MIZ Project Manager Email Address	Enter Email Address
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	



Betty M Condra School for Education Innovation
1500 14th
Lubbock, TX 79401
806-993-4040
<https://condraschool.com/>

Letter of Support: District/Charter Champion

From: Merinda Condra, JD - Superintendent

Date: 09/16/2020

Dear sir or madam:

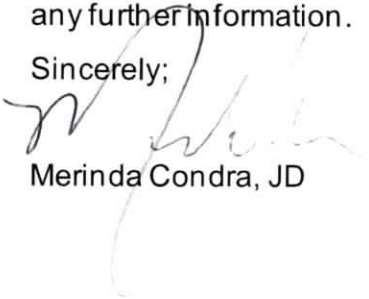
This letter is to provide the district support of the 2020/23 Blended Learning Grant Program - Planning Grant with a focus on developing Math Innovation Zone program using TEA selected software program with one vendor pre-grade level that we are developing. We are using the development of this proposal as a method to plan for specific math core instructional changes that will support develop of new methods of providing effective instruction to our target population of dyslexia and ADHD students.

We agree to provide all data and reports TEA requires. We are planning to seek to obtain temporary access to all software providers so that we can pilot these various learning tools in the time before the announcement of the award is made. We are doing this so we can select only one software package pre-grade level that staff, parents, and students' support.

We are linking this program to several other funded TEA and foundation grants so that we can leverage funds to increase our abilities to provide our students with higher quality math instruction designed to meet needs related to dyslexic student also having issues in math. To this end, we will specifically develop extensions to the software to provide our students with methods to be more effective at reading math problems to determine what operations that are required to solve the problem.

Feel free to reach out to me (contact information in the application) if you need any further information.

Sincerely;


Merinda Condra, JD



Betty M Condra School for Education Innovation
1500 14th
Lubbock, TX 79401
806-993-4040
<https://condraschool.com/>

Letter of Support: School Leadership

From: Leisa Buckner, MEd - Principal

Date: 09/16/2020

Dear sir or madam:

This letter is to provide the Campus Principal support of the 2020/23 Blended Learning Grant Program - Planning Grant with a focus on developing Math Innovation Zone program using TEA selected software program with one vendor pre-grade level that we are developing. We are using the development of this proposal as a method to plan for specific math core instructional changes that will support develop of new methods of providing effective instruction to our target population of dyslexia and ADHD students. We agree to provide all data and reports TEA requires. We are planning to seek to obtain temporary access from all software providers so that we look at the programs and determine the one(s) by K, 3, & 4 grades that staff, students, and parents like the best. We are doing this so we can select only one software package pre-grade level that staff, parents, and students' support as soon as the award is announced.

We are linking this program to several other funded TEA and foundation grants so that we can create an overall Staff Development system with parental supports to increase the effectiveness of our math instruction. We will specifically develop extensions to the software to provide our students with methods to become more effective at reading math problems to determine what operations that are required to solve the problem.

Feel free to reach out to me at lbuckner@esc17.net or call 806-993-4040 if you need any further information.

Sincerely;

Leisa Buckner, MEd, Principal

Gary Lee Frye, Ed.D., GPC
3004 79th
Lubbock, Texas 79423
806-438-7156 cell 806-787-6137 cell 512-278-4282 MISD 806-993-4040 CCS
e-mail - glfrye@gmail.com DUNS Number 142915060 CAGE 3Q2E0
glfrye@eseilubbock.com glfrye@llanoefoundation.com 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 Condra 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 5th 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 9th 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 21st 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 11th 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 6th through 8th grade students
- 1999 SLC - E-Rate: \$18,475 for telecommunication services
- 2000 TEA – 9th 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 6-8th 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 – 9th 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 – 9th Grade Continuation grant: \$12,500 to continue the current 9th grade program.
 - 2002 TEA – After-school Continuation grant: \$29,500 to continue the current after-school program.
 - 2002 TEA – 9th Grade cycle 3 grant: \$1,900,000 to provide credit recovery and other related

- academic programs to 9th grade students who were in danger of not passing to the 10th 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 8th 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 Condra charter school
 - 2019 TEA Charter School Start-up Grant: \$800,000 to provide supplies, staffing, and related start-up items for the Condra charter school
 - 2019 Governor's Truancy Program \$987,500 to provide truancy services to MISD
 - 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
- 2020 TEA School Safety Grant \$25,000 for Condra Charter School
- 2020 ESSER grant \$19,280 From TEA for Condra Charter School
- 2020 TEA Extended Summer Program Planning grant for \$84,000 from Communities Foundation of Texas for Condra Charter School

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
- 21st 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
- 21st Century Community Learning Center for ED 2001
- 3rd – 6th 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 Literary 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 Literary 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 Literary 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

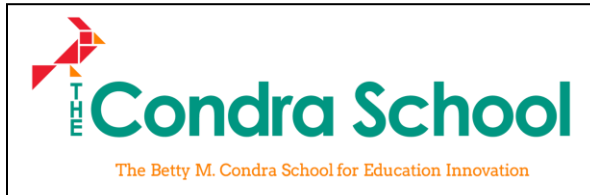
Native Youth Community Project for ED 2016
YouthBuild for HHS 2016
Mini-Grants for Teachers - elementary level for Lubbock Area Foundation 2016
Texas Charter School Start-Up Grant for TEA 2016
SBIR Phase I educational model gaming program for NSF 2016
Teacher Incentive Fund for ED 2016
Magnet Schools 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
2020-2022 School Action Fund-Implementation for TEA 2020
Supporting Effective Educator Development (SEED) for ED 2020
Native Language Training program 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
1500 14th
Lubbock, TX 79401
806-993-4040
<https://condraschool.com/>

Letter of Support: Proposed BLGP Project Manager

From: Gary Lee Frye, EdD, GPC - BLGP Project Manager
Date: 09/16/2020

Dear sir or madam:

This letter is to provide the BLGP Project Manager support of the 2020/23 Blended Learning Grant Program - Planning Grant with a focus on developing Math Innovation Zone program using TEA selected software program with one vendor pre-grade level that we are developing. We are using the development of this proposal as a method to plan for specific math core instructional changes that will support develop of new methods of providing effective instruction to our target population of dyslexia and ADHD students. We agree to provide all data and reports TEA requires. We are planning to seek to obtain temporary access from all software providers so that we look at the programs and determine the one(s) by K, 3, & 4 grades that staff, students, and parents like the best. We are doing this so we can select only one software package pre-grade level that staff, parents, and students' support as soon as the award is announced. While I have many roles at Condra School my 14 teaching (includes secondary math - see resume) 4 professional certifications give me clear qualifications to head this math program. Because of my development role I am linking this program to other funded and future grants so that we will be able to sustain the program beyond the life of any one grant along with having 50% of my time to work on this project. I will work with the CIP/DIP committee to assure that this program is blended to the culture of the campus/district again to have methods to sustain the program.

We are linking this program to several other funded TEA and foundation grants so that we can create an overall Staff Development system with parental supports to increase the effectiveness of our math instruction. We will specifically develop extensions to the software to provide our students with methods to become more effective at reading math problems to determine what operations that are required to solve the problem. Since I developed another dyslexia program of Lubbock-Cooper ISD in the mid-90's and math (was hired as 7 & 8 grade math teacher), I am building ways to full develop K-5 system for both to teacher the computational TEKS while developing a additional dyslexia-focused reading of math problems to allow for our students to understand that 'reading' in the content areas is different that general reading. I will be able to blend the New Teacher Mentoring and the Extend Summer Programs to this overall program because of my roles in developing and help to run those projects. We see the funding of this proposal as a way to create focused efforts in math that will allow our kids to have success in another content area and show them how they can own their unique learning styles with the goal of being able to return to traditional setting in the 6th grade and have academic success.

Feel free to reach out to me if you need any further information.

Sincerely;

Gary Lee Frye, EdD, GPC - BLGP Project Manager

Organizational Chart for Condra School

