



**2021-2022 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 4**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, October 22, 2020**

NOGA ID

Authorizing legislation

**ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

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

Application stamp-in date and time

Competitive grant applications and amendments to  
[competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Grant period from **March 9, 2021 - September 30, 2022**

Pre-award costs are not permitted.

**Required Attachments**

Refer to the Program Guidelines for a description of all required attachments.

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 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 grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

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

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Digitally signed by Kate Andrade Date: 2020.10.20 12:49:01 -05'00' Date

Grant writer is an employee of the applicant organization.  Grant writer is **not** an employee of the applicant organization.

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**Shared Services Arrangements**

**X** SSAs are **not permitted** for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Develop instructional leaders who are able to address problems of practice and successfully coach teachers to address the needs of Austin ISD's diverse population: 52% economically disadvantaged, 13% Special Education, and 19% Emerging Bilingual.	Target high-needs campuses for residency placement and partner with The University of Texas at Austin to offer applied learning and extensive practice in instructional leadership in diverse leadership settings.
Sustain and improve the pipeline of school leaders that reflect racial/ethnic diversity of student population: principals are 45% Hispanic, 12% AfrAm compared to students 55% Hispanic, 7% AfrAm.	Strategic recruitment, selection, and placement processes will be utilized with demographic parameters being incorporated as part of a systematic process to recruit and select racially and ethnically diverse residents for the program.
There is a high turnover rate of principals & teachers at Title I campuses: 49% of teachers who resigned were from a Title I campus, and 29% of those were dissatisfied with the level of support received (19-20).	Reduce the high turnover rates of principals and teachers at Title I campuses by strengthening the pipeline of principals who are well prepared to provide job-embedded coaching in addressing problems of practice on high-needs campuses so teachers feel supported.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

AISD will partner with UT Austin to provide a selective and thorough principal preparation residency program for 10 aspiring leaders currently serving in AISD (or in the PNP) as teachers, counselors, or instructional coaches in order to build a sustainable leadership pipeline that reflects the diversity of AISD students. All identified candidates will earn a principal certification and a master's degree in Educational Leadership while engaging in a one-year supported, job-embedded residency experience in partnership with a Mentor Principal and a Leadership Coach by June 2022. This program will result in an increased demographic match between students and campus leaders, increased persistence among principal residents, decreased turnover rates among teachers on Title I campuses, and increase in student achievement outcomes.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1) Collaboratively develop and implement recruitment plan and selection criteria with emphasis on identification of potential school leaders who reflect district/campus demographics and great leadership potential. 2) Identify 10 highly qualified and diverse educators for the program, recording their demographic data. 3) Refine the professional learning course sequence from the 19-20 program with the UT, ensuring alignment with AISD's Leadership Framework, Effective Schools Framework and skill requirements of Texas 268 Integrated Pillars. 4) Residents develop individualized learning plans and set goals for the professional learning. UT Conducts two information sessions to discuss the residency program, Financial Aid, the UT application process for the Texas Principal Leadership Academy.

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**Measurable Progress (Cont.)**

Second-Quarter Benchmark

1)Summer and fall coursework with EPP, sequenced and aligned to AISD Leadership Framework, ESF and TX 268 Integrated Pillars with focus on equity and instructional leadership practices aligned to TX Principal Standards. Residents begin research to address problems of practice. Residents engage in AEL/TTESS certification training. 2)Identify mentor principals/potential high needs schools. 3)Place residents at sites with expectations for on-site guidance, modeling, and leadership development tasks. 4)Residents attend the Principal Preparation Summer Institute(PPSI). 5)Deploy a 12-month program based on a clearly-articulated and well-aligned curriculum. 6) Residents attend Cultural Proficiency & Inclusion training 7)Plan for and begin data gathering and implementation of Participatory Action Research (PAR) project under direction of EPP faculty and mentor. 8)Residents receive weekly coaching/contact cycle with EPP faculty supervisor, Mentor Principal, and/or Leadership Coach.

Third-Quarter Benchmark

1)Residents complete professional development on coaching 2)Continue coursework on instructional leadership and equity focused curriculum aligned with Texas Principal Standards. Continue/finalize and present PAR findings 3)Residents continue at sites with on-site guidance, modeling, and leadership development tasks 4) District Leaders and UT collaboratively continue weekly coaching/contact cycle for residents, with feedback and coaching. 5)Deploy and analyze formative and annual evaluations using surveys, including assessment of: a) level of residents' knowledge and skills throughout; b) program experiences, leadership learning, instructional leadership practices, career advancement, and school improvement work and outcomes; c) program supervisors' leadership practices and school improvement work and outcomes.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

AISD's Department of Research and Evaluation (DRE) and UT will use lessons learned and data gathered from the 2019-2020 AISD/UT Principal Residency Program to improve this year's program. For example, previously, residents began their PASL projects in the spring of 2020 and felt that the timeline was difficult. For this program, AISD and UT will work with residents to design and begin to implement their PASL projects in the fall, allowing plenty of time to adjust and adapt to the specific needs of their campuses and campus sites.

More generally, AISD and UT will collaborate with other principal preparation programs and existing task forces [i.e., University Council of Educational Administration (UCEA) Evaluation Taskforce] to ensure high-quality evaluation. This includes formative and summative surveys aligned to State and National Principal Standards and TEA's Effective Schools Framework that will enable residents to assess their level of knowledge and skills throughout their preparation experience at the onset of the residency experience and quarterly throughout the residency program. DRE will report survey data on key performance indicators quarterly to allow UT to make periodic programmatic adjustments based on results. DRE will report on data related to resident performance in the AISD hiring process, inclusive of reporting scores on the HireVue interview and AISD assessment center, in comparison to hiring process scores of non-residents to determine if there are significant differences in hiring process performance between residents and non-residents.

A data-informed approach will be used in the recruitment, selection, and retention processes for both program participants and mentor/residency principals. For example, we will use weekly mentor/resident reflective meetings to serve as a forum for dialogue regarding how to improve the mentoring and internship processes. UT and/or AISD will provide mentors with specific expectations and an evaluation instrument that will clearly communicate the mentor's responsibilities and expected deliverables. Qualitative data will be collected at the goal setting meeting, mid-year review and weekly campus visits with the district mentor. Quantitative data will be collected at the equity audit, PAR project, three formal observations. These data will inform adjustments throughout the program ensuring that the residents are receiving the tools they need.

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**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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 grant 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 Statutory Requirements and TEA Program Requirements as noted in the 2021-2022 Principal Preparation Grant Program, Cycle 4 Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

The applicant assures that residents do not have significant classroom responsibilities.

The applicant assures that residents do not hold a principal certification in the state of Texas.

The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2021.

The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

The applicant assures that Attachment 2: *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [principalresidency@tea.texas.gov](mailto:principalresidency@tea.texas.gov) for approval.

LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the TEA Grant Opportunities page, with all documents pertaining to the RFA.

If preliminarily selected for award, LEA agrees that full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements listed on page 7 of 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.

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**Statutory/Program Requirements**

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

The goal to recruit, select, and prepare candidates who mirror the student population and provide a principal pipeline for AISD is accomplished through the following objectives:

(1) Develop a RECRUITMENT PLAN, using research-based best practices and the AISD Leadership Framework/profile to identify potential school leaders for nomination. Nomination processes will include in-person and other outreach to district and campus leaders, social media and digital communication with leaders and potential candidates (teachers, counselors, instructional coaches), and outreach to key organizations that support teacher and leadership development such as AABSE (Austin Association of Black School Educators), AAPSA (Austin Area Principals and Supervisors Association), and Austin's chapter of TABE (Texas Association of Bilingual Education).

(2) Collaboratively define SELECTION CRITERIA with EPP partner to ensure current teacher leaders who have the potential to become effective principals are rigorously selected. Preliminary criteria include individuals who: demonstrate leadership experience in school and/or district; improve classroom/school academic achievement; demonstrate ethical behavior; advocate for marginalized students; collaborate with faculty and staff using strong interpersonal and problem-solving skills; communicate effectively with families and community members; demonstrate evidence of professional growth; demonstrate evidence of successful classroom observation data and teacher evaluations; are recommended by their principal. A rigorous nomination process from current campus, district, and community leaders will identify a highly-diverse and effective pool of candidates with great potential for campus leadership.

(3) Implement an APPLICATION PROCESS for candidates to apply to the selected EPP Program, in which they will submit a resume, statement of purpose, and three letters of recommendation. AISD leadership team and EPP will use an application rubric to select candidates who will be invited to a Leadership Assessment Center.

(4) Use an ASSESSMENT CENTER to select candidates. AISD and EPP faculty/staff will identify assessors and collaboratively review and recommend for the program. Trained assessors will use multi-rater assessment techniques and demonstrate inter-rater reliability when evaluating the following tasks: (1) data analysis simulation and presentation, (2) classroom observation and feedback role-play, and (3) behavioral/leadership interview. Assessors will reach consensus and submit recommendations to the EPP's Admissions department.

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**Statutory/Program Requirements**

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The AISD aspiring leaders cohort will earn a principal certification and master's degree from UT, which consists of a standards-based curriculum (aligned to Texas Standards for Principals and national Professional Standards for Educational Leaders) that provides multiple opportunities to apply these standards in practice in AISD schools. The residency design will be co-developed by AISD, UT, and mentor principals and based on AISD's Leadership Framework to address associated skill requirements of the Texas 268 Identified Integrated Pillars; we will use lessons learned from our current residency cohort to refine and adjust the program. Each resident will benefit from supports provided by the following roles and experiences:

**COURSEWORK:** Coursework will be designed to develop participants' competencies in the Texas Principal Standards, Texas 268 Identified Integrated Pillars; and will explicitly connect instructional leadership course content that is equity focused, authentic leadership opportunities of residency, resources and materials, and course assessment measures. Coursework will be organized and logically-sequenced to ensure that concepts, knowledge, and skills build upon each other in a structured progression of learning. Coursework will be designed specifically for participants to develop leadership capacity to lead high-achieving, equitable, and socially-just PK-12 schools. The UT will co-develop rigorous learning modules/curricula with AISD partners to ensure candidates learn content that is relevant for AISD schools. Residents will attend Cultural Proficiency and Inclusion sessions designed to help leaders, educators, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. Residents will submit reflections and receive coaching support from the UT Advisor and/or the Principal Mentor.

**INQUIRY PROJECTS:** Throughout the preparation program, participants will conduct inquiry projects, including collaborative case studies, equity audits, and a yearlong, individual action research project, through which they will gain practical experience in collecting, analyzing, and making equity-centered decisions about data to improve student outcomes as well as leading teams to positively impact specific educational outcomes. These projects will also improve participants' capacity to apply principal standards and skill-sets to lead the campus leadership team in analyzing data, identifying inequities, and implementing research-based practices to address the issue. Finally, participants will be asked to continuously reflect on how these project experiences affect their development as leaders by maintaining a weekly journal.

**IN-ROLE SUPPORT:** A key feature of our program design is to provide residents an opportunity to experience in-role positions on two demographically distinct campuses (splitting the year between two campuses). Ongoing support from the Mentor Principals, onsite Coaches, and UT Advisor ensures that each resident is exposed to substantial and sustained leadership opportunities, including: identifying and addressing a significant challenge that influences instructional practice to improve student learning; developing and facilitating continuous professional development with assigned teaching staff; and building a collaborative school team to improve instructional practice and school culture. Each of these advisors will help the resident participant to synthesize this new learning from multiple sources and through cycles of ongoing feedback. Additionally, the pairing of not only the residents, but also the mentor principals and coaches will help to create peer learning opportunities for all stakeholders.

**RESIDENCY COACHING:** The residency cohort will receive coaching professional development as well as on-site targeted coaching training. This ongoing, standards-based coaching protocol and training (aligned with AISD's coaching model and co-developed with UT) will help the residency cohort develop coaching skills to support teachers and other staff members with actionable feedback and to supervise instruction. It will provide participants an opportunity to learn, implement, and practice leadership strategies, and receive feedback to support their professional growth during the internship. The UT Advisor, AISD Advisor and the onsite Coach will support residents through dialogue, job shadowing, modeling, and mentoring, and also triangulate data from various sources, including participants' Internship Log, Leadership Observation and site visits, Individual Learning Plan, and performance rubrics to identify areas for individual coaching and support.

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

3. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Data-Driven Instruction provided in Attachment 1.

AIISD currently implements a variety of data-driven systems, utilized at the campus level throughout the school year, and aligned to end-goal assessments such as state tests and college entrance exams. AIISD uses a calendar to implement these assessments which guide core instructional and intervention practices. Based on assessment results, campus staff design and implement best instructional practices and supports to meet all students' needs. Residents will participate alongside campus leadership teams as they meet regularly to analyze school-wide data and teacher data so that effective action plans are created to support teachers and students. Residents will also be responsible for conducting an equity and community audit, which will mirror best practices used on AIISD campuses by highly-effective leaders and give residents practice in using a data-driven approach to campus leadership.

Weekly campus-level professional learning community (PLC) data meetings are conducted and monitored by the campus leadership teams. These PLCs focus on interim assessments, daily instruction feedback, and student work analysis. During PLC meetings, teachers and administrators review district and state curriculum, which could include AIISD's monitoring of curriculum implementation and making adjustments based on data to meet students' learning needs. Action plans created include ways to meet and exceed rigor of standards and end-goal assessments. AIISD provides district-level support in the collection and analysis of student data, and in the creation of effective plans and implementation of supports. Campus leadership teams collaborate with district-level teams to provide campus-level professional development directly connected to identified needs. New instructional practices learned through professional development are observed and monitored by leadership teams to provide timely and actionable feedback to teachers and students. Campus-based professional development is provided in a variety of ways, such as but not limited to, whole group learning, small groups or teams, and job-embedded experiences with coaching support.

As indicated in Attachment 1, we believe these systems make our team proficient in leading a data-driven culture.

4. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Observation and Feedback provided in Attachment 1.

Campus leaders provide feedback through systems and plans that best fit the needs of the campus. AIISD's Professional Pathways for Teachers (PPFT) appraisal system allows for campus leaders to evaluate teachers on a regular basis by providing clear, timely, and useful feedback that identifies growth areas and guides professional development. PPFT fosters open and collaborative campus cultures that focus on instructional growth, supportive and contextual feedback, and development of individual and school-wide practices that effectively improve student learning. Campus leaders and leadership teams provide knowledge of best teaching practices and standards, and model lessons for struggling and/or new teachers.

For the 2021-2022 residency cohort, the residents, Mentor Principals, and UT Advisor will collaboratively plan for opportunities to lead and document required hours of authentic leadership through actions, practices, experiences, and instructional protocols in an internship/residency log. This log will be another opportunity for participants to receive coaching and reflect on the internship experience as they document hours aligned to one or more Principal Certificate TAC Standards each semester.

The UT advisor or onsite coach will engage in at least one touchpoint per week with residents, provide more extensive observations/coaching monthly throughout the year, and provide written feedback through an interactive conference. Informal observations and coaching will be provided by the Mentor Principal and/or the onsite coach as appropriate.

Residents will also conduct three classroom observations as if they were the principal (one with the UT Advisor, Mentor Principal and onsite Coach), and debrief to further reflect on how best to coach, support, and appraise teachers.

Residents will meet at least twice yearly for a one-on-one check-in with their UT Advisor regarding their professional growth, which is another opportunity to model and coach. During the initial meeting, the resident develops an Individual Learning Plan. The second meeting is a check-in regarding their Individual Learning Plan to determine the type of coaching support that is needed for the remainder of the school year to apply coursework to authentic problems of practice.

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**Equitable Access and Participation**

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

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

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

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**5A: Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text" value="75,183"/>
2. Enrollment of all participating private schools	<input type="text" value="2,463"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="77,183"/>
4. Total current-year grant allocation	<input type="text" value="700,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="34,063"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="665,937"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="8"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="21,250"/>

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**Request for Grant Funds**

Matched amount (number of principal residents participating in program x \$15,000)

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program

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

**PAYROLL COSTS (6100)**

**BUDGET**

Average Salary with benefits for 10 residents (excluding \$150,000 match)	618530
Stipends for Mentor Principals	11000
Pay for Mentor Coaches	14000
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Professional learning (focused on coaching and cultural proficiency and inclusion)	14907
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

<input type="text"/>	<input type="text"/>
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**OTHER OPERATING COSTS (6400)**

Certification exam costs for residents	7500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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**Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)**

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.**

[Empty box for section selection]

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Via phone/fax/email by TEA staff person \_\_\_\_\_

[Empty box for describing changes]

[Empty box for section selection]

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