



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

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): **N/A**

Applicant Information

Organization **Harmony Science Academy-El Paso** CDN **071-806** Vendor ID **76-0615245** ESC **19** DUNS **085187438**
 Address **11500 Pellicano Drste, B-11** City **El Paso** ZIP **79936** Phone **713-343-3333**
 Primary Contact **Terri Pérez** Email **terri.perez@harmonytx.org** Phone **713-343-3333**
 Secondary Contact **Azem Cure** Email **acure@harmonytx.org** Phone **713-343-3333**

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name **Fatih Ay** Title **CEO**

Email **fay@harmonytx.org** Phone **713-343-3333**

Signature  Date **10/22/2020**

Grant Writer Name **Mark Namver** Signature **Mark Namver** Digitally signed by Mark Namver Date: 2020.10.21 22:15:44 -05'00' Date **10/21/2020**

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

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

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
Retention & Expansion: Currently, 83% of our principals have less than 3 years of experience in the role and 75% of campus principals are new Harmony principals. Goal: > 60% of principals and APs remain in their positions within the district for at least 3 years.	1) Continuation of a residency program creates more holistic and smoother transitions into principal/AP roles from the teacher role. 2) Recruit and train teacher leaders to support and eventually become school leaders. 3) Strengthen onboarding & induction programs with a residency that increases effective instructional leadership experience beyond 3 years in the principal role.
Quality of Candidate Pool with a Focus on Instructional Leadership: Currently, 69% of assistant principals do not hold principal certification and 50% of campus principals do not hold principal certification.	1) Strengthen our current residency program (launched with funding from Cycle 2 award), in collaboration with an EPP. 2) Strengthen campus-based instructional leadership teams (ILTs) by highly qualified members through the residency program.
Diversity: Currently, 17% of principals are from minority backgrounds and 33% of principals are females. District's vision is to increase the diversity of candidates in the application pool and in leadership.	1) Establish a steering committee to identify barriers and enablers to achieving diversity and inclusion to help guide subsequent efforts. 2) Establish a framework with (a) a clearly articulated philosophy and vision about diversity and its connection to the mission of the district and (b) expected outcomes.

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.

By the end of June 2022, the district will optimize principal succession by selecting 1 participant to successfully complete a 1 year rigorous, authentic residency program offered during the 2021-22 school year as a component of the EPP conducted by The University of Texas at Tyler. This will result in strengthening our highly qualified pool of internal candidates who have increased exposure to highly effective learning experiences as measured by the completion of all components of the program including, but not limited to, coursework and action research, site visits, surveys and mock interviews. Additionally, as a result of the residency program, % of minority HPS principals will increase by 50%. The HPS resident will ultimately demonstrate mastery of the Texas Principal Standards so that the district strengthens its highly qualified applicant pool.

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) Recruitment and selection efforts will be implemented by April 2021.
- (2) One resident will be selected and will work towards completing enrollment in the UT-Tyler Master's of Educational Administration and principal certification program during April 2021.
 - (a) Residency Coursework: Resident will register for Block I and begin coursework May 2021.
 - (b) Resident Survey: Resident will reflect a strong self-perception of abilities via a self-reflection survey based on principal standards by May 2021.
- (3) Mentor principal will be recruited and selected by May 2021.
- (4) Mentor principal will attend the TEA Summer Institute in June 2021.

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Measurable Progress (Cont.)

Second-Quarter Benchmark

(1) Resident and mentor principal will attend a program launch and informational meeting/orientation in July 2021. (2) Resident will be assigned campus-based leadership positions & will engage in authentic leadership opportunities daily. (3) Resident will be part of the Harmony Performance and Evaluation Support System (HPESS) and will complete a personalized professional learning plan and set goals during the beginning of year (BOY) window. (4) Resident will meet with the district grant director via weekly webinar. (5) Resident will register for Block II and begin coursework August 2021. (6) Resident will reflect a strong self-perception of abilities via a self-reflection survey based on principal standards (40% or more of the items in the survey are 'agree' or 'strongly agree') by October 2021. (7) Mentor principal will communicate with resident at least once a week for the first quarter and increase to 3 times a week by the end of the second quarter. (8) EPP Field Supervisor visits and uses observation protocol documents that reflect sufficient progress toward mastery of TPS.

Third-Quarter Benchmark

(1) Residency Coursework: Resident will register for Block III and begin coursework January 2022.
 (2) Resident will continue to meet with the district grant director via weekly webinar.
 (3) Residency Supervision: Mentor principal will meet with resident at least 3 times a week for the third quarter.
 (4) Residency Observation/Coaching/Feedback: EPP Field Supervisor visits and observation protocol documents will reflect sufficient progress toward mastery of the Texas Principal Standards.
 (5) Resident will be part of the Harmony Performance and Evaluation Support System (HPESS) and will participate in the progress monitoring of the personalized professional learning plan and goals during the middle of year (MOY) window.
 (6) Resident will register for certification testing opportunities: PASL, Certify Teachers, and (when applicable) the TExES 268.

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.

The residency program to be implemented in partnership with UT Tyler will use project evaluation performance reviews conducted at three program levels: resident, residency, and certification/degree. (1) Resident Level: When students score below benchmark level on any evaluation measure, interventions are immediately instituted. When a student's GPA in a course falls below 3.0 (on a 4.0 scale), the UT Tyler professor of record meets with the student to determine and implement immediate support and interventions. If at any time the resident is not meeting benchmarks, then the professor, the field supervisor, and the site facilitator will meet to determine and implement supports and interventions to ensure the resident's mastery in the program. Course content and emphasis of standards is adjusted based on residents' performance on evaluation measure benchmarks. This includes adjusting the emphasis of standards covered in the course and residency program as well as the inclusion of additional content to ensure resident mastery of course and residency standards. (2) Residency Level: Based on the resident's performance on evaluation measure benchmarks (e.g., EPP Field Supervisor observation notes), the level of support provided by the professor of record, field supervisor, mentor principal, and district grant manager during the residency will be increased and residency program activities will be adjusted to ensure resident success in the mastery of the Texas Principal Standards. (3) Certification/Degree Level: Student progress toward mastery of the Texas Principal Standards, as measured by the evaluation measures will be used to evaluate and adjust residency components and levels of support provided by the EPP degree program director, professor of record, field supervisor, mentor principal, and district grant manager. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with mentor principals. The district grant manager will also serve as the liaison with the UT Tyler Principal Certification Program and will meet biannually with the EPP contact, EPP field supervisors, and mentor principals to review progress and program effectiveness. Sustainability will be achieved through successful program completion by the principal residents and their commitment through an executed MOU to remain in the district for at least two years beyond selection for the residency. Residents will receive ongoing support from district instructional leaders.

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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 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.

Targeted Recruitment

Recruitment and selection of candidates will be contingent on the grant parameters (i.e., candidates without principal certification who do not currently or have not previously held a principal role) as well as eligibility requirements to enter UT Tyler’s Master’s of Educational Administration principal certification program. Additional Harmony-specific selection criteria include:

- completion of the Principal Insight (Gallup) survey that reflects aptitude for problem solving, strategic thinking, and growth mindset;
- strong appraisal performance as evidenced through H-TESS (or H-PESS) evaluation;
- interpersonal leadership as evidenced through past participation in the Harmony Aspiring Leaders Academy or holding roles as a teacher leader, for example;
- completion of relevant micro-credential(s);
- principal or supervisor recommendation reflecting interpersonal leadership, responsiveness to observations and feedback,
- evidence of strategic problem solving, and growth mindset;
- years of experience in the classroom (or as a teacher leader) and years of experience with the district;
- signed MOU agreement with the district that reflects a commitment to remain with HPS to complete the program and gain certification within 24 months of starting the program
- signed MOU agreement with the district that reflects a commitment to remain with HPS and continue their employment for 24 months after completion of the program and certification;
- performance task(s); and
- interview.

Selection of Residents

Selection of candidates for the Principal Preparation Residency Program will be determined by a committee which will include members of Harmony’s Leadership Development department in addition to campus- and district-level instructional leaders.

Diversity of Residents

We are committed to creating a diverse and inclusive environment in which our students, teachers, and leaders learn and work. We will closely work with Harmony’s central HR office and establish:

- (1) a steering committee to identify barriers and enablers to achieving diversity and inclusion to help guide subsequent efforts.
- (2) a framework with (a) a clearly articulated philosophy and vision about diversity and its connection to the mission of the district and (b) expected outcomes.

Our work to ensure that the diversity of our residents mirrors that of the student population in the recruitment and selection will include the following strategies:

- Including campus leadership diversity prominently in the next strategic plan.
- Including diversity goals in departmental requests for new hires.
- Developing and refining standard recruitment practices.
- Providing funds for search committees to send representatives to conferences to recruit potential candidates.
- Examining the recruiting practices of similar institutions to learn proven strategies.

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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 district will partner with The University of Texas at Tyler (IHE/EPP) for the principal preparation program. The Master's Degree in Educational Leadership (leading to principal certification) at UT-Tyler provides sustained and rigorous clinical learning in an authentic setting under the joint supervision of a mentor principal, field supervisor, and faculty of UT-Tyler (See UT Tyler Attachment 2). These experiences are woven throughout 30 hours of coursework over four semesters and a yearlong internship. Because critical thinking is a must for responding to the diverse needs of PK -12 students, clinical experiences will include substantial leadership responsibilities at the campus level, including the opportunity to address and resolve significant problems/challenges in the resident's school that influences instructional practice and student learning. The district provides the following assurances regarding developing a sustained and rigorous full-time year-long clinical learning experience in an authentic school setting, as well as providing authentic leadership responsibilities for candidates.

- (1) Year-long residency with authentic leadership experiences. UT-Tyler has two practicum experiences (1 per semester) that emphasize the integrated pillars within 268 TExES preparation: communication with stakeholders, diversity and equity, professional development, curriculum alignment, hiring, selection and retention, school vision and culture, etc. EPP observations will take place at a minimum twice a semester.
- (2) Job-embedded professional learning and coaching. Residents will be provided with both a campus-level mentor principal that is on-site for assistance with practicum experiences as well as an EPP field supervisor.
- (3) Implementation of instructional coaching models and the use of the observation-feedback cycle. The residency will involve significant work with instructional coaching to directly increase teacher effectiveness while indirectly increasing the effectiveness of the instructional leader. Involvement in leadership walks, observation-feedback cycles, collaborative administrative data sessions, department/grade level data team meetings, vertical alignment, and coaching conversations will give our residents a broad instructional understanding. This experience will provide the resident(s) with professional coaching at both the campus and district levels along with the beginning stages of learning the craft of coaching and shaping teachers' instructional practices, affecting the instructional core.
- (4) Substantial leadership responsibilities that influence instructional practice and student learning. Residents will facilitate and lead professional learning community (PLC) meetings and provide strategic initiatives to improve student achievement. Residents will also be assigned a specific grade level and/or subject area to maximize their exposure. The resident will be involved in weekly planning meetings and weekly data meetings (via PLCs), Community of Practice meetings, interim assessment creation/scheduling/data analysis, and lesson planning.
- (5) Ensuring equity-centered instructional leadership. Residents will be assigned to assist with other areas of academics such as GT, 504, RTI, ESL, dyslexia, special education, and STAAR campus training, testing plans, and administration.
- (6) Collaborative, data-informed decision-making is a hallmark of the campus instructional leadership team. As members of the campus' Instructional Leadership Team (ILT), residents will assist with Campus Improvement Plan creation, implementation, and monitoring.
- (7) Professional learning that reaffirms alignment between curriculum, assessment, instruction, and school culture. Residents will (a) lead professional development in areas of instruction, curriculum, and discipline, (b) develop a campus-level academic, professional learning plan for the fall and spring semester, and (c) will collaborate with the campus ILT to evaluate the needs of the school, plan, prepare, execute, and assess each training.
- (8) Residents are integral members of their campus instructional leadership teams (ILTs). The clinical experiences and residency will ensure that our residents have ample opportunities – supported by coaching from mentors, field supervisors, and faculty – to develop the skills to facilitate stakeholders' efforts to build a collaborative instructional leadership team that effectively improves instructional practices, student achievement, and the school culture.

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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.

HSA-El Paso is a charter LEA and part of the Harmony Public Schools system. Our 4,161 students are diverse; 90.1% of our students are minorities; 56.8% are economically disadvantaged; and 26.9% are ELL students. Harmony has a 20-year track record of consistently supporting all students, regardless of race or income level, in achieving outstanding academic results. Beginning with the launch of its first STEM-focused school in Houston in 2000, Harmony has transformed the way Texas students, especially educationally disadvantaged populations, engage with math and science. As a result of their performance, Harmony schools have earned numerous national recognitions: U.S. News & World Report's "Best High Schools in the Nation" list, The Washington Post's "Most Challenging High Schools" list, and Newsweek's "America's Best High Schools" list.

We invested in developing a data-driven instruction framework early on. Our organizational commitment to continuous improvement is enabled by a data-driven culture and feedback loops embedded in existing processes and protocols. The information needed to enable data-driven decision making is powered by a variety of customizable dashboards that we developed in-house. We provide extensive professional development for teachers and school leaders before and during the school year, including training all new teachers in our curriculum and data-driven approach and providing support structures for ongoing improvement through frequent collaboration meetings and a mentoring program. Teachers analyze data together in regular teacher collaboration meetings with the support of grade-level or subject-area chairs, offered by our interventionists and ESL or SPED teachers. We utilize a three-tier approach with varying levels of support beyond that used in the core curriculum. The process of Response to Intervention (RTI) is a school-wide and district-wide model for identifying and providing high quality instruction and early intervention to all students falling behind their grade level peers. Tier 1 is effective core instruction for all students and takes place during main/core classes and lab classes. Tier 2 is supplemental intervention for some identified students and takes place during lab classes, after school or Saturday. Tier 3 is intensive intervention offered by our interventionists and ESL or SPED teachers for small groups of students and contains explicit instruction to include skill gaps.

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.

The campus-level Observation-Feedback system used at Harmony Public Schools is based on the Danielson Framework for Teaching (FfT). Through the Frontline platform, administrative teams (principals and assistant principals) can archive and share observation notes with respective teachers. The observation-feedback cycle used by admins requires scheduled, formal observation windows for walkthroughs, informal and formal observations, and newly implemented instructional rounds. Currently all principals, and most assistant principals, have been trained and certified in using five components from the Danielson's FfT (setting instructional outcomes, managing classroom procedures, using questioning and discussion techniques, engaging students in learning, using assessment in instruction) to conduct at least two formal observations and multiple walkthroughs throughout the year.

The use of the observation-feedback system on Frontline allows administrators and teachers to hold meaningful discussions about what was observed during an informal or formal observation. The platform aggregates the numerical scores for the formal observations and provides teachers and admins with a report that, in conjunction with the My Learning Plan platform, can guide next steps in coaching and professional development. The Frontline platform and My Learning Plan integration also launch a Learning Loop protocol of recommended professional learning or resources to improve teaching performance.

After completing the Leading Observation Feedback survey (Attachment 1: Leverage Leadership Readiness Assessment), Harmony recognizes that our efforts for creating a district-wide, consistent and highly impactful system for observation feedback is a large-scale endeavor which is contingent on having more highly effective and better-trained school leaders. While the technology-based systems for the observation-feedback cycle are in place, Harmony admins would benefit from additional training for calibrating and delivering consistent feedback sessions that reflect identifying high-leverage action steps; follow-up and feedback tracking systems; opportunities for planning, practice, and reflection; and strategic planning for professional learning that aligns campus and district needs and shared vision.

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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" value="Campus admins"/>	Barrier	<input type="text" value="Shortage of campus admins with Texas Principal Certification"/>
Group	<input type="text" value="Campus admins"/>	Barrier	<input type="text" value="Lack of knowledge regarding program benefits"/>
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"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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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

Resident Salary (\$55,000/resident)	<input type="text" value="55,000"/>
Mentor Stipend (\$1,500/resident)	<input type="text" value="1,500"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

UT-Tyler Tuition and Fees (\$10,000/resident)	<input type="text" value="10,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Books and Materials (\$700/resident), Certification Fees (\$800/resident)	<input type="text" value="1,500"/>
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OTHER OPERATING COSTS (6400)

June Summer Institute Travel (\$500/mentor)	<input type="text" value="500"/>
Program Orientation Travel (\$500/resident)	<input type="text" value="500"/>
F2F Workshops (\$1,000/resident)	<input type="text" value="1,000"/>

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.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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