



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

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  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
Over the past 3 years, campus administrative turnover has been more than 85% at AISD's highest needs schools; leading to a need for the district to better identify, recruit, and retain high-potential leaders.	AISD will identify, recruit, and retain high-potential leaders to lead in struggling schools. We seek candidates who have demonstrated success in teaching and leading in high-needs schools, and those who can positively contribute to improved student achievement.
AISD Strategic Support Network (SSN) schools receive prioritized/differentiated support based on academic needs. Over the past 5 years, Assistant Principal (AP) retention at identified campuses has declined 5%.	AISD will ensure struggling campuses with greatest needs (high mobility, administrator turnover, high poverty) have stable leadership and support to strengthen academic achievement, through the development and strategic placement of high-potential leaders who have the desired leadership skills.
Currently, Arlington ISD does not have a reliable method to estimate the number of staff who are ready to be promoted into an AP role. During the 2019-20 school year, the district had 33 leadership vacancies.	Through the Principal Residency program, AISD will recruit and identify teachers aspiring to lead. Working with the EPP (Dallas Baptist University), we will support them through graduate work, certification requirements, and job-embedded learning opportunities as Assistant Principals.

**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 September 2022, Arlington ISD will partner with Dallas Baptist University (DBU), an approved EPP -- to increase the number of well-prepared, diverse instructional leaders by building a sustainable leadership pipeline and growing a quality principal residency program. AISD will: 1) Recruit, identify, and retain 10 principal residents -- aligning candidate qualities such as leadership disposition and ethnic diversity with district goals; 2) Upon completion of the program, AISD will place 100% of principal residents into a high-needs, high-poverty campus within the district; 3) AISD will respond favorably to job-embedded learning and experience with the graduate program; and 4) 90% of Mentoring Principals will find significant value in the Principal Residency Program.

**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

Mar-Jul 2021: 1) Implement recruitment plan to identify high potential teacher leaders who aspire to lead in struggling schools, aligned with AISD's leadership definition. 2) Select 10 highly qualified candidates with demonstrated leadership success in current role and who mirror campus demographics and diversity needs. We will strategically match residents with campuses. 3) Identify 10 campus principals with demonstrated success and can support the principal residents as mentors. 4) Partner with EPP (DBU) to organize/develop a solid instructional leadership and learning sequence, aligned with AISD's leadership definition and the Texas 268 Integrated Pillars. 5) Residents complete graduate and certification work with EPP. 6) Orientation/Goal setting for Texas-Principal Evaluation Support System (T-PESS). 7) Principal residents/site supervisors complete evaluation of candidates' knowledge, skills, and experiences with TexES Principal Competencies.

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**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

Aug-Dec 2021: 1) Residents will enroll in and successfully complete 9 graduate hours with selected EPP (DBU). 2) Residents will engage in weekly meetings with site mentors. 3) Residents will prepare for the TExES principal certification exam. 4) Grant project coordinator will meet with residents to progress monitor residency plan, graduate hour completion, and T-PESS goals. 5) Residents and site mentors will regularly monitor progress towards mastery for all T-PESS domains and the state principal standards. 6) Residents will have completed up to 11 residency projects and 6-9 more graduate hours. 7) Principal residents and site supervisors complete evaluation of candidates' knowledge, skills, and experiences with TExES Principal Competencies.

## Third-Quarter Benchmark

Jan -May 2022: 1) Site mentors will continue to meet weekly with residents. 2) Residents will complete up to 12 graduate hours for a total of 30 hours and successfully complete all requirements from selected EPP (DBU). 3) Residents will prepare for and pass the T-TESS certification. 4) Grant project coordinator will meet with residents to progress monitor residency plan, graduate hour completion, and T-PESS goals. 5) Residents will complete the remaining 11 residency choice projects. 6) Principal residents and site supervisors complete evaluation of candidates' knowledge, skills, and experiences with TExES Principal Competencies. 7) Residents will pass the TExES 268 Exam and complete PASL.

**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 AISD Leadership Pipeline plan has multiple checkpoints, feedback loops and opportunities for course correction and modification to ensure residents' and district success. First-quarter benchmarks focus on the identification, recruitment and selection process to ensure great candidates that meet the criteria described above. If a selected candidate chooses to withdraw or cannot be admitted to the university, the next highest rated alternate will be selected from the application pool. Four primary areas will be continuously monitored for progress and success, with feedback and adjustments provided for the residents: 1) student performance, 2) practical application and experience with the principal competencies, 3) preparation for the 268 exam and PASL tasks and, 4) academic coursework. Residents will be assigned specific teachers to coach and student performance in those classes will be monitored. If the student progress is not satisfactory, residents will work closely with that teacher to develop plans and pedagogies to best help struggling students. As developing instructional leaders, residents will also receive feedback on the quality and growth in their instructional and reflective coaching skills from the teachers they are assigned to coach. Both university and site mentors will assess residents' performance regularly through observations and evaluations with feedback and coaching conferences. Residents and their site supervisors will complete evaluations of the candidates' knowledge, skills and experiences with the TExES Principal competencies; as well as take the Pearson 268 online practice certification exam. The evaluations and practice will be conducted a minimum of three times (beginning, middle and end) during the program. Each course is aligned with the principal competencies and contains at least two constructed-response like exercises. Principal residents will participate in exam preparation through DBU seminars, provided free of charge.

If a resident struggles in any area of their preparation (academic coursework, authentic school experience, or certification preparation), both university and district personnel will provide coaching, assistance, resources and direction to ensure their success. During the school year (quarters 2-4), residents will receive feedback and grades will be tracked throughout the coursework to ensure progress and successful completion of courses. Professors will communicate concerns as they arise, to the university program director who will conference with residents and provide assistance as needed.

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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.

Through our partnership with the Holdsworth Center, Arlington ISD has worked diligently to establish a solid leadership definition, articulate clear pathways for growth and advancement, and a process to identify high potential talent who have the skills and dispositions necessary to positively impact the system. As such, we will execute a rigorous and targeted recruitment and selection process that entails the following:

Recruitment - Through our high potential identification process, we will ask leaders to assess the performance and potential of teacher leaders through (a) demonstrated academic performance, (b) Gallup Insight score on relationship building and community, (c) demonstrated experience teaching and leading in struggling schools, (d) cultural aptitude, and (e) diversity that meets the needs of our struggling campuses.

Selection - In partnership with the EPP selection criteria will be established that promotes rigor, reflection, and alignment with AISD's cultural tenets and leadership definition. Initial selection criteria include, but not limited to; (a) demonstrated success in raising student achievement, (b) known ability to authentically connect with diverse student and community populations, (c) commitment to personal growth in instructional leadership and learning, (d) advocacy for equity and access for all students. Leaders will only be considered if their principal highly recommends them for consideration for the program.

Application - Identified leaders will apply for the Principal Residence Program by engaging in a 360-leadership survey based on AISD's leadership definition indicators. Feedback will be attained by their supervisor and at least 3 peers. Applicants will submit essay responses to questions about instructional leadership, their view on a problem of practice affecting struggling schools, and their personal leadership purpose. Further, applicants will share artifacts that demonstrate their success in changing outcomes for students, and evidence of an initiative they supported in coming to fruition. Through this process, we will learn about the applicants' aptitude for learning, leadership dispositions, reflection, and demonstrated success.

Interview and Selection - Selected high-quality candidates will engage in a three-step process designed to provide AISD and the EPP with a comprehensive view of candidates' strengths, gaps, and ability to successfully complete the certification program and residency in designated schools. Candidates will be engaged in an interview process that will assess leadership readiness aligned with the leadership definition. The selection process will include AISD and DBU leaders.

Round 1: Candidates will complete a digital interview and respond to 3-5 questions that arise from their application.

Round 2: Candidates will respond to scenarios that are plaguing a struggling campus. They will review the data from scenarios and respond to a panel of assessors, where they will be asked probing questions about their responses.

Round 3: Candidates will observe an instructional video and engage in a role-play by providing feedback to the "teacher" in the video, and will be assessed on their ability to identify a praise, polish, and bite-sized next step for the teacher.

Assessors will collaborate to determine the candidates who will be recommended and selected for the program.

**Diversity of Residents**

Currently, staff leadership demographics do not closely mirror overall student demographics-- especially for students and staff who identify as Hispanic and African American. Generally, staff demographics at focus versus non-focus campuses are similar; there is a slightly higher number of Hispanic staff at focus campuses. A growth opportunity is to increase the proportion of leaders and teachers that identify as Hispanic through a targeted recruitment strategy. A gap exists in student and staff diversity within the Strategic Support Network. Recruitment of racial and ethnic leaders will address this gap.

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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.

Arlington ISD will work closely with Dallas Baptist University staff and professors as the EPP partner to co-design and develop a dynamic, sustainable, rigorous and hands-on leadership pipeline that intentionally interweaves the district DNA (mindsets, skillsets and toolsets) with the state's principal as instructional leader competencies. Selected residents will start their residency year in the summer of 2021 taking 3 foundational classes. All classes will be taught in Arlington and customized for Arlington ISD. These first classes will help set the theoretical and practical foundations for clinical experiences. Residents will apply the new skills during the summer through projects and live application in their schools. The residents will discover and develop their unique attributes and strengths (Gallup Strengths Coaching) while exploring and developing new ideas around the Texas Association of School Administrator (TASA) School Transformation Framework. The residency program will use a gradual release model where chosen candidates will observe, participate, and then lead in many different instructional and operational aspects of the school. During the residency, principal residents will be involved in solving real, challenging and substantive issues faced by school leaders.

After the summer coursework and projects, the two-semester residency program will provide residents with powerful experiences that align with and integrate other coursework, AISD's vision and values, principal competencies, and the 268 pillars. The program is designed with structure and flexibility. Residents will select projects (or propose their own - with the permission of their university and site mentors) in each of the 11 principal competencies. Residents will be encouraged and shown how to extend these projects into building blocks toward their required PASL tasks. Residents will be part of the campus continuous improvement team where they will collaborate with peers to analyze school data, perform a comprehensive needs analysis, decide on priority needs, develop action plans and budgets, implement the plans, monitor the fidelity of implementation, collect data and report on findings. Residents will participate in interviewing, on-boarding and induction of new staff. They will provide mentoring and just-in-time professional development for new teachers. As a part of their coursework, residents will conduct an action research project around a campus initiative being implemented. This research will provide data on the effectiveness of the initiative and the resident will present the findings to the campus administration and staff. Site mentors and university supervisors will work with residents weekly to discuss priorities, develop plans and provide reflective coaching feedback. Residents will write short reflective reports on each of the competency-based projects.

Residents will learn and perform extensive practice in the area of instructional leadership. They will work with grade level or content area teachers to lead professional learning communities (PLC) as they analyze student needs and develop better instructional practices to meet those needs. Residents will be deeply involved in the implementation and analysis of district curriculum assessments and benchmarks. They will learn how to "interrogate the TEKS" and lead teachers through that process to ensure lesson alignment with the TEKS. They will perform instructional walk-throughs and provide coaching, feedback and modeling of effective instructional and classroom management practices. Residents will also learn and practice the T-TESS framework of coaching and will earn their T-TESS certification during the program. They will utilize the developmental leadership model and practice having sometimes difficult conversations using the Crucial Conversations framework. While the extensive residency experiences are a tremendous help in preparing students for the TExES 268 exam, DBU provides a free seminar for residents to help them prepare for the exam.

AISD and DBU have designed a wide range of experiences throughout the full cycle of the school year to give the full-time residents the vital experiences and continuous feedback from both site and university supervisors. The program is customized to fully prepare residents with the knowledge and skills required by the Texas Principal as Instructional Leader Competencies and to pass the certification exams while uniquely preparing these residents with the culture and mindsets of AISD.

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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.

In the fall of 2019, AISD made an intentional decision to systemically equip campus leaders with foundations of Data-Driven Instruction (DDI) training and best practices through a partnership with the Region Service Center in an effort to bring all campus leaders closer to an expected DDI baseline. AISD strives to implement DDI systemically, and to become the culture of "how we do business in our schools" as it relates to making data informed instructional decisions.

To date, 100% of AISD campus leaders have attended Paul Bambrick-Santoyo's Data Driven Instruction professional learning at Level 1: Data Driven Instruction. Their engagement in this professional learning has set them up to successfully plan and facilitate a data meeting using the Bambrick Model. In addition, AISD recognizes that building capacity goes deeper than campus leaders, and thus has worked to train campus leadership teams in Level 1 training.

Through AISD's ongoing DDI professional learning plan, the district is currently at the end stages of training Instructional Leadership Team members such as deans, instructional coaches, grade level or department teacher leaders and assistant principals. One hundred percent of AISD campus leadership teams have been trained in Level 1, and the district is on track to move this number to 100% by the summer of 2021.

Concurrently, principals have been trained in Level 2: Data Driven Instruction. AISD provided principals with the skill set to observe a member of their Instructional Leadership Team leading a data meeting, and give appropriate feedback on the highest leverage actions they may take to strengthen execution of the DDI meeting. Comprehensive principal training also is comprised of principals engaging in yearlong learning plans in both the 2019-2020 and 2020-2021 school years. These learning plans require principals to select an area of DDI in which they want to improve, using an established baseline. Principals then receive support of multiple touch points from area superintendents and their peer group coaching triads. All residents will be trained and expected to lead DDI Teams.

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.

In Arlington ISD, we have worked on developing and nurturing a culture of feedback. To further the focus on feedback, we included a "commitment to personal growth" as part of our leadership definition. As such, we expect all leaders to intentionally commit to personal reflection, embrace feedback, and get better every day. AISD principals and principal supervisors have all been trained and are implementing the Paul Bambrick-Santoyo's Six Steps of Effective Feedback protocol (Bambrick-Santoyo, 2018). Principals are expected to engage in ongoing observation and feedback cycles with teachers. They work with their administrative team to use feedback to plan for professional learning for staff. They also measure the impact of feedback on improved teaching and learning in the classroom. Due to the fact that over 50% of the principals have less than three years' experience and different levels of training, implementation varies greatly across campuses. Principal Supervisors continue to hold observation and feedback as an expectation for all principals. They provide routine coaching and ongoing professional learning to help all principals improve their practice. Principals are expected to conduct at least 10 observations and provide face-to-face feedback to teachers each week. Principal Supervisors work with principals to monitor progress towards this goal and engage in calibration exercises to ensure high quality feedback is provided to teachers. In addition, all principals conduct the TTESS Goal-Setting, Student Learning Objective (SLO) and the evaluation process with teachers. This includes at least two walk-through observations and teacher feedback each semester. The cycle also incorporates a formal observation with a pre- and post-conference as part of the evaluation cycle.

BUDGET: The Principal Residency Project's total budget is \$1,016,452, and will be met through the grant (\$700,000), AISD local funds (\$281,452), and Principal Resident's contribution (\$3,500 x 10 = \$35,000). In addition, DBU will provide a 33% tuition scholarship for each resident (\$10,230 x 10 = \$102,300).

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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="57,004"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="57,004"/>
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="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="700,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="12"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>

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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**

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

**SUPPLIES AND MATERIALS (6300)**

**OTHER OPERATING COSTS (6400)**

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.**

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Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_



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