



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**

Application stamp-in date and time

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

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):

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

Shared Services Arrangements

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
Lewisville ISD has experienced a 45% turnover rate of principals in the last three years due to a change in leadership role and demands. Need: Develop internal pipeline to prepare strong and effective instructional leaders	Lewisville ISD and DBU as the EPP partner will provide dynamic course content that emphasizes best practices in campus leadership with a focus on instructional leadership; utilize data systems and structures to ensure quality learning experience for candidates in supporting teachers and PLCs in high-demand and high economically disadvantaged student composition.
Demographics at targeted campuses: 54% Hispanic, 22% African American. Campus administration is 15% Hispanic, 15% African American. Need: Increase diversity among leaders to better align to student population.	Implement intentional targeted recruitment and selection practices to expand the diversity of candidate pool. Placement of residents & graduates of the program will prioritize diversity to help ensure that greater portion of school leaders reflect the demographic makeup of the students.
30% of students at the targeted assistance campuses are ELL students & 10% are bilingual. Lewisville ISD's campus leader candidate pool had limited qualified bilingual candidates to serve as a campus leader in Lewisville ISD.	Lewisville ISD and Dallas Baptist University will offer culturally responsive teaching coursework to prepare principals to lead at diverse and high-needs campuses while providing increased diversity in leadership by targeting the recruitment of bilingual and underrepresented populations.

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.

The goal of this partnership is develop an internal leadership pipeline to prepare culturally responsive and instructional leaders and to have 100% of the 10 principal residents to complete relevant coursework and obtain principal certification by June 30, 2022 qualifying them to serve as a campus leader in Lewisville ISD. Principal residents completing this program commit to serving in Lewisville ISD for 3 years following graduation.

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

- *Application process completed and recruited participants apply & meet DBU requirements to complete 3 credit hour pipeline class toward Master of Educational Leadership degree during spring 2021.
- *LISD & Dallas Baptist University complete program design including blueprint & grant calendar of events.
- *Selection of 10 diverse residents and matched with district Principal Mentor by May 2021.
- *10 Residents meet DBU requirements and pay fees by May 15, 2021 to take 9 credit hours toward graduate degree
- *10 Residents successfully complete 6 credit hours towards Master of Educational Leadership degree.
- *Residents complete baseline self-assessment guide of ASCD's Principal Leadership Development Framework.
- *Residents receive T-PESS orientation training.

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Measurable Progress (Cont.)

Second-Quarter Benchmark

- *10 Residents enroll in Fall semester courses & complete self-assessment goal setting & residency plan
- *10 Residents complete beginning of the year conferences by September 2021.
- *Principal mentors meet with Residents and provide feedback weekly (August - December 2021).
- *District chief facilitates monthly learning/coaching sessions with all Residents. Review/refine residents' progress toward mastery of state principal standards, Pillars, & T-PESS domains (September - November 2020).
- *10 Residents engage in job-embedded assignments in alignment with residency plan (December 2021).
- *District chief completes at least 1 site visit to ensure fidelity of program & to provide feedback to each Resident.
- *Complete mid-year conferences to evaluate progress on residency plan and T-PESS (December 2021).
- *10 Residents successfully complete 9 more graduate hours (total of 18 hours).
- *University supervisor completes at least 3 (45 minute) observations.

Third-Quarter Benchmark

- *10 Residents enroll in Spring semester courses.
- *Principal mentors continue weekly coaching and feedback sessions with Residents (January - March 2022).
- *District chief facilitates monthly learning/coaching sessions with all Residents. Refine residents' progress toward mastery of state principal standards, Pillars, and T-PESS domains (January - March 2022).
- *District chief completes at least 1 site visit to ensure fidelity of program and to provide feedback to each Resident.
- *Complete end-of-year conferences to evaluate progress on residency plan and T-PESS (May 2022).
- *100% of Residents pass the certification exam and PASL tasks.
- *Complete 9 more graduate hours (total of 30 hours) and successfully present residency plan results.

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.

Lewisville ISD is committed to collecting and analyzing project data to make modifications when/how needed. Formal and informal assessments will be conducted throughout the year on coursework performance and clinical practice with real-time adjustments made to ensure the effectiveness of the program and to meet the program goal. First-quarter benchmarks will focus on the targeted recruitment process and measuring progress towards goals will include but not limited to: identification and selection process including the pipeline course performance notes; principal residents' campus placements with mentors based on close study of the demographics of the student body and residents; and the development of individual residency plans to support the implementation and monitoring of instruction and student learning through the PLC process. If for any reason one of the 10 candidates selected chooses to withdraw, the next highest rated alternate will be selected. Professional learning, coaching and feedback will be provided to align with the residency plans' goals.

During the school year, a few major areas will be continuously monitored for progress and success and where feedback and adjustments will be provided for the residents: 1) practical application and experience with the principal competencies as indicated in the residency plans 2) academic coursework 3) preparation for the 268 exam and PASL tasks and 4) student performance on district and state assessments. The Program team will meet at the end of each quarter to analyze data collected. Program level data will be monitored using fidelity of implementation rubrics, participant self-reflections and feedback, and the grant calendar of events for each quarter. Resident level data will be monitored for each Resident including: T-PESS performance, walkthrough observations, residency plan results, campus STAAR results, and master course completion. Residents and their mentors will complete an evaluation of the candidate's knowledge, skills, and experiences with the TExES Principal competencies at least 2 times during the program (fall and spring). Each Resident will also have an accountability partner with peer coaching and Critical Friends groups aligned with the competencies and residency plans. The Program team will use the data and feedback from the residents and principal mentors to revise coaching days and associated benchmarks and feedback to meet performance outcomes at the end of each quarter and the summative SMART goal by the end of the grant.

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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.

Lewisville ISD will use a multi-step selection process focused on the target recruitment and selection of diverse aspiring principals who are committed to serving the least advantaged students for the Principal Residency Program.

Applicants will be recruited and selected through a strategic process that prioritizes diversity and factors critical to a leader's success in low-performing schools. District and campus leaders, instructional coaches, and other staff with connections to teaching staff will submit nominations of qualified candidates to provide targeted recruitment of a diverse set of high performing teachers who might otherwise be overlooked. Leaders will be provided the following criteria to base their recommendations on: exemplary content knowledge with strong evaluations, evidence of success working with at-risk students, interpersonal leadership and effective problem solving skills, a growth mindset with effective response to coaching and feedback, diversity that mirrors the student population, and does not currently hold a principal or mid-management certification. In December, Lewisville ISD will hold a Building Leadership Pipeline and Residency Seminar to showcase the program to all interested parties, with personal invitations to the nominated targeted candidates. Teachers who wish to apply will submit an application with documentation to assist the Program Team in selecting the top resident candidates to address the district needs and goals. Collected information will include but is not limited to a professional resume, letter of recommendation from current supervisor, and current examples of student progress and success. Candidates will be screened by the Program Team using the five admission standards specified by the TEA to include the academic history (transcripts), their impact on student achievement especially with at-risk students, their problem-solving capabilities, and their references. A target number of 20-30 participants will be selected to participate in the next step of the targeted recruitment and selection process, an unique opportunity to participate in the Foundations of Instructional Leadership course for 3 hours graduate credit for a Master's in Education. This unique opportunity was created in collaboration with DBU to serve as a critical part of the filtering process to ensure candidates selected have the skillset and capacities best aligned with district needs and goals. This 3-hour graduate course will be offered free of tuition for all participants to remove a barrier that might prevent a qualified candidate from being able to participate.

In collaboration with DBU, LISD will engage selected participants in conversations and learning focused on school improvement and instructional leadership. Program team members will interact with participants through simulation activities to observe and assess interpersonal leadership and cognitive abilities of the candidates. At the conclusion of the course, the Program Team will review each candidate based on their performance in the course and consider the evidence of each candidate's leadership capacity of instructional leadership, effective response to observations and feedback, and dispositional skills for leadership work aligned with the competency framework. Once the review is completed, Principal Residents will be ranked based on points awarded for each component. Top candidates will be selected to participate in a final interview to assist DBU and LISD in confirming the selected candidates are motivated to lead low-performing schools, possess a growth mindset, have the greatest potential of being future LISD leaders. Final candidates will be co-selected by the EPP and LISD who will then receive an invite to formally apply for the program. Candidates will complete an online graduate school application including transcripts, and test scores. Candidates not selected for the program will still benefit, having earned 3 hours of graduate credit and will be encouraged to participate in the Master's in Education cohort through the EPP and other Lewisville ISD professional learning opportunities for leaders to amplify their strengths and develop areas of opportunity in preparation for leadership pipeline applications in the future. This Foundations of Instructional Leadership course will serve as the starting point of a sustainable leadership pipeline in LISD.

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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 Principal Residency Program will be a collaborative partnership between LISD and DBU to provide residents competency-based curriculum based on the Texas 268 Identified Integrated Pillars and high-quality clinical learning experiences with coaching support & feedback. The initial pipeline Masters course completed in spring will serve as a springboard for selected Residents. They will begin their residency year in the summer of 2021, completing 9 hours of graduate foundational classes customized for LISD to help set the theoretical and practical foundations for clinical experiences. Residents will apply their learning in the Master's program coursework in various real-world contexts, beginning with the development of their Residency Plan action research specific to their assigned campus and in collaboration with their principal mentor. The residency workshop in August will prepare them for the start of their residency and ensure that ongoing and end of residency performance expectations and evaluation criteria are clear and residents are prepared to make a positive and meaningful impact on their identified campus. Each resident will manage at least one collaborative team of teachers and drive strategic initiatives in the CIP forward to improve student achievement and the school culture through the PLC process. Campus teacher leader PLC facilitators will work with and support the Residents in using data-driven protocols and data systems currently used in LISD to impact student achievement and school success. The area of focus, strategies for implementation, and assessment and data monitoring with timelines will be established at the workshop as part of the Residency Plan action research. The residency plan will encompass building blocks toward the resident's required PASL tasks. Residents will also complete the Principal Leadership Development Framework (PLDF) self-assessment to serve as baseline data on instructional leadership practices and results will be used to guide future coaching and content sessions. Residents will be afforded the opportunity to engage in and lead practice-based clinical learning, work on areas for development, reflect on the consequences of his/her actions, and learn from and remedy challenges. Support will be provided by principal mentors as well as the Program Team consisting of District Chiefs and EPP supervisors. The residency will use a gradual release model where candidates will observe, participate, and then lead in many different instructional and operational aspects of the school. During the residency year, each resident will attend monthly content sessions with the District Chiefs. Content sessions will have clear practice-based learning objectives, aligned to the Texas 268 identified Integrated Pillars, and assist in developing the residents through professional learning and collaborative groups. Residents will participate in continuous learning based on the Lewisville PLC framework in order to lead ongoing collaborative conversations with teachers on implementing effective practices for English Language Learners, Special Education students, and culturally responsive teaching strategies. The group will participate in a district-based PLC mini conference using Solution Tree material to learn strategies and tools to implement sustained, substantive school improvement through a collaborative culture. Each session will also provide time for residents to self-reflect on progress on the PLDF and share findings on their Residency Plan action research with an accountability partner. Feedback will be provided as well as opportunities to participate in Critical Friends groups for reflective coaching. At the conclusion of the year-long action research, each resident will present their action research to the district leadership team and mentors.

Along with DBU supervisors supporting through observations and feedback, tying internship experiences with the district content sessions, principal mentors will meet weekly with the residents to discuss priorities, develop action steps, and provide reflective coaching. Mentors will guide residents in working with assigned teaching staff to use assessment data on the LISD Dashboard to make instructional decisions and develop objective drive lesson plans through the PLC process. Residents will observe his/her mentor in the LEAD evaluation process before being assigned to support the instructional growth of a struggling teacher through the full LEAD process. The Resident will lead teachers to use LEAD indicators focusing on planning, instruction, learning environment, and professional practices to align and improve instruction and student learning. Residents will participate in PLCs, review lesson plans for alignment with data discussion action steps and tied to standards and conduct classroom walkthroughs.

In addition to the monthly coaching content sessions, District Chiefs will meet with each resident once a semester to review performance data, artifacts, and evidence to support personal growth in alignment with the competencies and the PLDF to facilitate coaching and provide additional 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.

Lewisville ISD is committed to continuous learning and improvement using data to inform instructional decisions with collaborative conversations in PLCs. Lewisville curriculum is developed locally in alignment with the TEKS with assessments embedded. Performance tasks have also been created to allow for students to demonstrate knowledge and skills in multiple defined areas. Teachers administer these district-level assessments and benchmarks aligned with STAAR and college entrance exams. District and campus calendars are created and published to administer benchmarks and conduct PLC data talks and professional learning to inform and adapt instruction based on student learning needs. Campuses utilized data rooms, the data dashboard in Edugence and Aware to analyze data and assist with strategic, focused learning during the PLC process. Teacher leaders attend PLC training to assist in leading powerful collaborative conversations to ensure curriculum alignment and use student work to identify gaps and create action plans to ensure high quality instruction for all.

Reading inventories, including IStation, are utilized on a regular basis and data is analyzed using district developed data processes to identify growth and gaps in student performance and to develop intervention action steps. Content learning facilitators collaborate and support teachers in the learning and implementation of reteach strategies through modeling, coteaching, facilitating professional learning, and conducting observations and providing feedback and assistance in designing instruction.

Lewisville ISD views assessment as more than just standardized assessments. A dashboard in Edugence has been developed for campuses to use TREND walkthrough and observation data to identify school trends and patterns in instructional practices and student performance alignment or gaps with standards. Principals lead campus teams in analyzing student and school data, identify instructional trends, and create action plans in alignment campus improvement plan goals. In partnership with EPP and the principal mentors, Residents will learn and be expected to lead teachers in the LISD DDI process.

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.

Lewisville ISD utilizes the Lewisville Educator Appraisal and Development (LEAD) process, a district-created evaluation system, to cultivate a culture of observation, reflection, and feedback to develop and support classroom teachers. LEAD was created with the intent that it be used as a continuous growth instrument, driven by teacher input and reflection in the areas of Planning, Instruction, Learning Environment, and Professional Practice. LEAD is best considered an innovative partnership between teachers and administrators to reflect and improve on instructional practice. The observation-feedback cycle of LEAD begins with the teacher setting goals as a result of individual reflection for professional growth and to improve student progress. A pre-observation and goal setting conference is held prior to the observation and face-to-face feedback session. Walkthroughs and observation feedback provide opportunities for increased conversation around teaching and learning and to inform future instructional practices and professional growth. A goal attainment review/EOY conference is conducted within the last 9 weeks of instruction. The summative reflection, completed by the teacher prior to the EOY conference, is designed to focus on teacher and student progress and review artifacts supporting goal attainment. All steps of LEAD are tracked within an online platform. The LEAD observation and feedback cycle is paired with tools from Leverage Leadership and learning facilitator coaching to conduct follow-up coaching conversations to support improvement and strong implementation. TREND walks are conducted on a weekly basis and PLC meetings are held using data protocols to examine teacher and student trends to determine the highest leverage issue in the class and create action steps. LISD also engaging is continuous learning and reflection through a cultural proficiency lens. A rubric continuum has been established to assist in reflective coaching conversations during the PLC process. The resident will engage in learn around the Cultural Proficiency continuum to assist teachers in reflecting on current practices. Observation data and trends are recorded and tracked on the data dashboard. Residents will benefit from the robust and intentional data dashboard used by experienced principals mentors to gain experience in leading data-driven conversations and conducting observation and feedback conversations based on data. Residents will learn and be expected to engage with teachers in the LEAD process with support from his/her principal mentor.

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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"/>
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

Salaries and benefits for 10 principal residents @ \$46,000 each

Stipend for 10 supervising principal mentors @ \$1,000 each

PROFESSIONAL AND CONTRACTED SERVICES (6200)

EPP tuition - the first course provided for free (Master's degree with certification)

TEExES 269 & PALS exam fees 10 @ 575

SUPPLIES AND MATERIALS (6300)

Books and supplies for Instructional Leadership, PLC for leaders, and culturally responsive teaching

OTHER OPERATING COSTS (6400)

Travel costs for TEA Principal Residency Summer Institute

PLC Solution Tree Portable Event Package, \$689/each for resident & Program Team

Travel cost for residents to attend the TEPASA or TASSP conference in June 2022

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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