



**2024-2025 Principal Residency Grant Cycle 7**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).  
 The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.  
 TEA must receive the application by **11:59 p.m. CT, October 27, 2023**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**Required Attachments**

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

- Attachment 1: Leverage Leadership Readiness Assessment
- Attachment 2: Supplemental Narrative Question Responses
- Attachment 3: Educator Preparation Program's Scope and Sequence
- Attachment 4: Instructional Leadership Meeting
- Attachment 5: District Coaching Tool

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. 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.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on- site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 12. LEA 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.
- 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

**Statutory/Program Assurances, cont'd.**

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

Check each of the following boxes to indicate your compliance.

- 14. 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 [kyla.jaramillo@tea.texas.gov](mailto:kyla.jaramillo@tea.texas.gov) for approval.
- 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
- 16. If preliminarily selected for award, LEA agrees that the 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, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses differentiated methods to develop leader competencies.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Goose Creek Consolidated school district is guided by the motto "Here We Grow Giants", a philosophy that extends not only to the students that we serve, but also to the dedicated staff entrusted with the vital task of educating our students. GCCISD is firmly committed to designing educational experiences that equip students for success while simultaneously fostering the professional growth of our educators. This belief particularly extends to the cultivation of leaders who play a pivotal role in driving success at our campuses.

The principal residency grant program has thus far been a great success in our district this year. We are seeing firsthand the benefits of this partnership with TEA and the University of Houston Clear Lake. This program aligns seamlessly with our core values of nurturing our own talent. I strongly believe that the cohort of current residents will be highly qualified and prepared to step into various leadership roles. However, there continues to be a need for growing the qualified pool of candidates to fill administrative positions in Goose Creek CISD. Last year, we had over 15 vacant administrative positions, with some difficult to fill. Additionally, we have approximately 6 administrators who are currently eligible to retire or will be in the next couple of years. In addition, GCCISD will continue to recruit leaders that reflect the racial/ethnic percentages found in our student population. Our goal is to have an effective succession plan as we strongly believe in having several candidates ready and prepared to step into our administrative positions. Therefore, GCCISD will select and prepare ten (10) principal residents (who mirror student demographics) through academic and authentic leadership experiences. Selective candidates with the support of principal mentors district coordinator and EPP support will successfully complete a one-year rigorous, authentic residency program co-created by University and GCCISD personnel, to be offered during the 2024-2025 school year.

**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The Principal Residency program, in partnership with UHCL, is designed to foster and cultivate outstanding teacher leaders. These individuals will transition from leading within a single classroom to effectively guiding teams and the entire school community. Goose Creek is home to a diverse student population, with 64% of GCCISD students being Hispanic. However, the district currently has only 28% of administrators who are Hispanic. It is imperative that we proactively recruit candidates who mirror our student demographics. In addition, we believe it's crucial to diversify our candidate pool by seeking individuals in various roles, including special education teachers, bilingual educators, and those working in fine arts areas. Our current fine arts resident has provided such great insight to our current cohort! Goose Creek CISD and the University of Houston at Clear Lake will collaborate to identify, select, and prepare ten principal residents through a rigorous program encompassing academic and authentic leadership experiences. Upon completing the residency, 100% of the principal interns will earn a master's degree and principal certification, equipping them to assume leadership roles at the administrative level. These principal interns will be placed in targeted improvement-needed schools, addressing the critical need for highly trained instructional leaders to meet our students' diverse needs. The principal residents will engage in several activities, including: 1. Identifying, planning, and resolving significant challenges or campus issues that positively impact student performance, followed by an evaluation of the plan's effectiveness. 2. Designing, implementing, and monitoring professional development programs. 3. Observing instructional practices and providing feedback through a coaching cycle. Our aim is to develop well-rounded, effective leaders who are not only academically prepared but also possess the practical experience needed to make a meaningful impact on our schools and, ultimately, the school community.

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Several performance measures will be applied to demonstrate the success of the program and how it relates to participant and student success.

The following measures will be used: 1. Coursework: Each participant (principal intern) will maintain a minimum 3.0 GPA in all coursework throughout the program. Coursework includes authentic job-embedded experiences. 2. Observation; Each participant will make sufficient progress towards mastery of the Texas Principal Standards, as documented using a Field Supervisor Protocol. 3. Participant Survey: Each participant will indicate agree (4) or strongly agree (5) on at least 80% of all items of the Principal Standards Survey. 4. Conferences: Formal (quarterly) and informal conferences with participants and the site facilitator will occur to provide feedback and allow for additional coaching and support. A log of these meetings with descriptive notes will be kept. 5. Evaluation: Each participant will score 4+ average (on a 5.0 scale) on all evaluation components by the site facilitator, indicating the participant's proficiency in completing the residency program. 6. Student Outcome: Evidence such as student performance data on target goals will show improvement with the targeted PLC/grade-level/teachers that the participant is assigned to support. 7. Measured growth on the campus problem of practice as a result of the principal intern work. If a participant/resident scores below expectations on any program evaluation measure, the resident will be provided interventions and support.

If the area of needed support is with regards to coursework, the student will meet with the UHCL professor and UHCL program director. Together in collaboration with the student, they will determine necessary support and interventions and implement them immediately. If the student/resident is not meeting expectations regarding the residency activities, then the professor, field supervisor and site facilitator will meet with the resident to develop support and interventions needed to ensure mastery of the Texas Principal Standards.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget allocated for this grant offers Goose Creek CISD a unique opportunity to increase our pool of well-prepared, diverse instructional leaders. Our selection process will identify highly qualified principal candidates from our existing staff, facilitated by a targeted recruitment and selection process. We will continue a collaborative partnership with a robust Principal Educator Preparation Program (EPP) that offers an enriched curriculum focusing on best practices in campus leadership, emphasizing instructional leadership. Moreover, we aim to formulate a comprehensive, year-long, full-time residency program, concentrating on authentic campus-based leadership experiences in conjunction with the EPP. We are also committed to developing a sustainable plan.

Goose Creek CISD is committed to providing a \$15,000 match for each resident selected. With the assistance of this grant, GCCISD intends to select ten residents. This selection would incur a cost of \$525,000 for their salaries and benefits. An additional \$14,000 would be allotted for program mentors assigned to support these residents. Tuition for the residents is budgeted at \$200,000, with an extra \$6,000 allocated for examination fees. We also anticipate spending approximately \$10,000 on training materials and supplies and will earmark \$10,000 for the TEA Principal Residency Summer Institute.

This grant program would give Goose Creek CISD an opportunity to continue to grow leaders. Goose Creek CISD has worked closely with EPPs including UHCL, Lamar University, Stephen F. Austin, and Texas A&M as well as our Region 4 Service Center and Harris County Department of Education to provide and enhance various educator programs including student teachers and other professional educator program areas such as Counseling, Diagnosticians, Licensed School Psychologists, and the Superintendency. Goose Creek CISD is implementing the current Grow Your Own Cycle Grant and the Grow Your Own Cycle through the TCLAS funds awarded. Goose Creek CISD offers different year-long leadership academies that provide opportunities for different levels of staff to grow as leaders. One is for staff who aspire to be campus administrators, one is for current assistant principals, and one is for newly selected campus principals. For example, our first level is called "GCCISD Pathways to Leadership Academy" and is open to GCCISD staff who would like to build their understanding of school/campus leadership in preparation for becoming an administrator. Candidates who intend to actively seek a campus leadership position in the near future and will have completed a master's degree program are encouraged to apply. Participants will have an informed perspective on the roles and responsibilities of educational leadership.

**Program Requirements**

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

The Goose Creek Consolidated Independent School district encompasses 134 square miles and educates approximately 24,000 students. The district currently has 3 traditional high schools; two specialty high schools; one alternative high school, 6 junior highs, three early learning academies and 17 elementary schools. The student population is represented by 64% Hispanic, 16% African American, 16% White, 2% Asian, and 2% Two or more Races. 77% of the students served in GCCISD are economically disadvantaged. Through the Principal Residency grant funded program activities, Goose Creek CISD will recruit and train 10 leadership candidates who have demonstrated the capability to model and support leadership goals and objectives. The targeted recruitment and selection process will consist of the following: 1. Candidates must have demonstrated evidence of successful classroom experiences resulting in increases in student academic performance. 2. Candidates must provide evidence of school leadership, demonstrating the ability to define a problem in teaching and learning, and collaborate with others to research and solve/improve the problem. 3. Candidates must have earned a positive evaluation appraisal for two or more years. 4. Candidates must demonstrate commitment to educational equity. GCCISD will: 1. Work closely with our communication department to create a recruiting campaign to engage our top candidates in learning about the Principal Residency Program. 2. Will seek our recommendations from current principals. 3. Use an in-district application process to obtain a qualified pool of candidates. 4. Form a district committee to review the applications and to apply standards from a rubric created to select highly qualified candidates. 5. Have the committee select candidates to interview considering the importance of having a diverse group that covers all instructional levels. 6. Have the committee select 10 candidates that will represent the resident cohort. Strong consideration will be given to those candidates whose race/ethnicity mirrors the district, have diverse backgrounds, and those who represent our special education, fine arts, and bilingual populations.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

Goose Creek CISD will partner with the University of Houston at Clear Lake to create a competency-based curriculum aligned with the Texas 268 Identified Integrated Pillars and the master's program (see attachment 3). The year-long residency program will be designed to allow residents to engage in rigorous clinical learning experiences in an authentic school setting under the supervision and guidance of an exemplary mentor principal and an EPP field supervisor while completing graduate coursework. Principal residents will participate in authentic leadership experiences to develop the skills identified in our leadership profile. They will work alongside their administrative peers to engage in a variety of leader responsibilities including but not limited to leading PLCs; facilitating data-driven instructional meetings; serving on site-based leadership teams; classroom observations with instructional coaching; facilitating professional development activities; teacher appraisals; discipline management; and school culture and climate activities. Student logs, projects, observations, and rubrics will be used to evaluate resident progress. Residents will get specific and timely feedback on progress towards practicum work on a weekly basis using a GCCISD created template. GCCISD will provide residents with relevant on-going professional development through-out the residency to support their success in these areas such as personal coaching. Residents will be required to select a year-long case study/capstone project where they will identify a school problem of practice, complete a root cause analysis, develop a theory of action, and collaborate with school leaders to develop an action plan to address possible solutions.

**Program Requirements (Cont.)**

3. The LEA must 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.

Goose Creek CISD is unwavering in its commitment to continuous improvement, grounded in a data-driven approach. Throughout the school year, a range of data-driven systems is employed, aligning with both district objectives and state assessments. To gauge student performance and guide instructional strategies, support, and interventions, GCCISD crafts a district assessment calendar. This calendar serves as a tool for data measurement, which, in turn, steers our commitment to continuous improvement through a Professional Learning Community (PLC) model. In this model, formal and informal assessment data are routinely scrutinized.

Our dedicated teaching and learning coaches have created formative assessments for each unit of study, enabling us to assess student achievement and provide immediate assistance when required. Furthermore, we utilize universal screeners like MAP to track student progress at the outset, midway, and conclusion of the academic year. To facilitate collaborative efforts, our district has thoughtfully embedded additional dedicated time in our calendar, allowing students to be released early and teachers to actively participate in the work of a PLC. These collaborative teams, in turn, formulate action plans geared toward accomplishing specific campus objectives. The collaborative support network involves campus administrators, instructional leadership teams, and district support teams, all contributing to monitoring progress and offering assistance to attain positive student outcomes. During this collaborative time designated for teachers, the primary emphasis is on a comprehensive approach that includes backward design, assessments, instructional techniques, feedback mechanisms, analysis of student work, and professional development. Additionally, campus teams frequently collaborate with district-level counterparts to partake in professional development opportunities that are closely aligned with the specific needs of both students and educators.

These collaborative efforts aim to introduce, observe, and assess new teaching practices, with teachers and district-level instructional specialists gauging their impact. The provision of prompt feedback to both teachers and students is integral to ensuring continuous growth and improvement. Moreover, our instructional rounds practice is heavily data-driven, as each campus identifies areas of concern, formulates a theory of action, and extends essential support to teachers in refining their practices, ultimately resulting in enhanced student performance.

4. The LEA must 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.

As per the research conducted by John Hattie, feedback carries a substantial effect size of 0.70, signifying its considerable impact on student learning – surpassing more than a year's worth of growth. Goose Creek CISD (GCCISD) recognizes the immense value of genuine feedback and has created a multitude of avenues for staff to receive and act upon feedback. In this endeavor, GCCISD utilizes the T-TESS appraisal system as the foundational framework for observation and feedback mechanisms. This system facilitates the delivery of clear, timely, and authentic feedback that identifies both strengths and areas for growth. T-TESS observations serve as a driving force behind the support for high-impact instructional practices, implemented through professional development activities, modeling, and coaching cycles.

Furthermore, GCCISD places strong belief in the efficacy of instructional rounds, viewing them as an opportunity to conduct learning walks with a group of teachers and administrators. This approach helps identify emerging trends in instructional practices and yields authentic feedback to foster improvement and elevate the quality of work.

GCCISD has also engaged the services of an executive coach who collaborates with all campus administrators to ensure effective feedback is provided following observations. Each campus administrator undergoes training and receives four coaching sessions annually from the consultant.

In addition to participation in the aforementioned initiatives, the principal resident will actively engage in other genuine leadership experiences, collaboratively planned between the resident, mentor principal, professor, and EPP advisor. The resident will be required to log these experiences, thereby providing another valuable opportunity for reflection on experiences that align with one or more of the Principal standards.

**Program Requirements (Cont.)**

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

In GCCISD, the strategic development of highly effective and capable leaders remains a top priority. As previously mentioned, we firmly believe in nurturing and cultivating giants within our organization. Consequently, it is of paramount importance that we establish a comprehensive plan to continuously foster the growth of leaders, including those who have served as principal interns and those aspiring to take on leadership roles within our district.

Our overarching goal is that upon the culmination of the residency program, all ten of our candidates will be fully prepared to assume administrative positions within our district. To this end, GCCISD offers two aspiring administrator academies that our interns can engage with following the completion of their residency.

The first of these academies, known as "Pathways," is meticulously developed to provide support to teachers in their pursuit of enhancing leadership skills, all while pursuing their master's in administration. This program delves into topics such as transformational leadership, culture and climate, the formation of high-functioning teams, and data-informed instruction. Furthermore, GCCISD boasts a specialized academy called "LEAD," tailored explicitly for new assistant principals. This program encompasses a wide array of activities focused on instructional leadership, human capital, executive leadership, school culture, and strategic operations.

It is important to note that all principal interns will be granted top priority access to these two programs, thus ensuring the continuity of their leadership development journey.

6. The LEA must provide a clear description of a current or proposed communication system between the EPP team and key district personnel.

The objective of the communication plan is to facilitate effective collaboration between the EPP team and key district personnel to ensure that the principal residency program is successful in developing candidates ready for an administrative position in GCCISD. The communication plan includes the EPP and district personnel working together to bring clarity to the program's goals, expectations, and timelines, while sharing insights and feedback on intern performance in both academic coursework, and principal standards. The EPP and district personnel will meet monthly to discuss progress, challenges, and refine internship experiences. Additionally, the EPP and district personnel (program coordinator and principal mentors) will meet quarterly to discuss intern progress and then adjust program as needed. Furthermore, email communication between the EPP and district will be used on a regular basis to receive regular updates on resident success, challenges, and program adjustments.

The critical part of any communication plan is the effectiveness of a feedback loop. Principals meet weekly with their principal interns to offer feedback and to promote the program at the school level. They communicate the progress of interns to the district coordinator who also observes one coaching session and provides feedback to the principal mentor each quarter. The program coordinator then discusses the progress of each candidate with the EPP.

The district coordinator takes on an active role by serving as an adjunct professor for some of the courses, establishing a direct link between the EPP and district. This direct partnership enables seamless communication with the Educational Preparation Program (EPP) regarding the efficacy of the tasks aimed at cultivating genuine learning experiences for aspiring principals.



**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 program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- 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 program?

- 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 program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program'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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

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

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

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**

**Application Part 2:**

**2024-2025 Principal Residency Cycle 7 Grant**

**Authorized by: ESEA of 1965, as amended by P.L. 114-95, ESSA, Title II, Part A**

**IMPORTANT NOTICE: Application Part 2 (these budget pages) is not compatible with Google Docs.**

**Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300....** The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

**Payroll 6100**

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

**Professional and Contracted Services 6200**

Complete this worksheet to request professional services, consulting services, and contracted services.

**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

**Other Operating Costs 6400**

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

**Capital Outlay 6600**

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

**Program Budget Summary**

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement, or the Administrative Cost Calculation.*

*Consolidate Administrative Funds* - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

*Indirect Costs* - Enter the current, approved restricted or unrestricted indirect cost rate in the percentage field on line 7. Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Admin Cost column.

[Maximum Indirect Cost Workbook link.](#)

*Shared Services Arrangement* - If applicable, enter amount of payments to member districts on line 9.

*Administrative Cost Calculation* - Enter the Total Grant Amount Requested on line 10 to determine the maximum amount allowable for administrative costs, including indirect costs.

For further guidance, refer to the [Budgeting Costs Guidance Handbook](#).