



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

NOGA ID

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

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

Application stamp-in date and time

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

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

Pre-award costs are not permitted.

**Required Attachments**

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

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  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
WISD needs to increase teacher diversity by closing the gap in demographics between administration staff and the student population. <u>WISD Student Body</u> - (AA 17.1%; H 25.2%) <u>WISD Administration</u> - (AA 14.28%; H 7.14%)	WISD will seek out current teaching staff, providing four high-quality candidates a deep and meaningful full-time one-year residency experience while obtaining a Master's of Education with Principal as Instructional Leader certification. Preference will be given to candidates who meet diverse needs that mirror the WISD student population. The intern's experiences will be framed around WISD's Leadership framework, coupled with job-embedded coaching, to promote optional leadership development.
An estimated 27% of WISD's student population falls under special programs; therefore, creating a quantifiable need to grow strong instructional leaders with an emphasis on special populations.	Upon completing the intern residency program, interns will promote a free appropriate public education in the least restrictive environment, know Federal and State education laws, and are prepared to advance through leadership pipelines as leaders in high-need rural school districts.
WISD needs instructional leaders to meet academic demands in the district. In SY 2019-2020; WISD was staged in SPED as PL 2 and CTE as PL1. In 2019-2020 SY WISD had an elementary campus rated an overall F and a JH labeled as comprehensive.	WISD plans to implement a robust leadership framework to support Data-Driven Instruction through the Effective Schools Framework, professional learning communities (PLC), progress monitoring, and Get Better Faster action coaching cycles.

**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 30, 2022, 100% of Westwood ISD principal residency participants/interns will successfully complete a full-time year-long residency, Master of Education, Principal as an Instructional Leader, and TTESS certification.

**Measurable Progress**

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

First-Quarter Benchmark

1. Recruit and select WISD teacher leaders for admission into the grant program (Mar. 2021).
2. Recruited teacher leaders apply for admission and are accepted into The University of Texas at Tyler's (UT Tyler) Master's with principal certification program (EPP) (April. 2021).
3. Admitted students meet face-to-face to discuss program expectations. This group will make-up a professional learning community of program intern's specific to the needs of Westwood ISD (May, 2021).
4. Required grant participants will attend TEA-led institute (June 2021).
5. Approved interns will begin EDLR 5311 & 5313 while participating in University PLC meeting during the summer (June - Aug. 2021).
6. Interns will complete summer courses with a "B" average or higher as well as become T-Tess certified (by August 2021).
7. Interns will begin assigned case studies for the 2021-2022 school year.

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**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

1. Interns will begin and complete courses EDLR 5320, 5337, & 5370 (Practicum in the Principalship I) with a "B" average or higher (Aug. - Dec. 2020).
2. Begin work on 6 campus case studies with SMART goals, quantitative and qualitative data, six weeks updates, & coaching.
3. Field supervisors (TEA certified) meet with site mentors on intern's assigned campus. A plan is developed to ensure a rigorous clinical experience with a focus on instructional coaching.
4. Interns will begin POP (pre-conference, observation, post-conference) cycles with assigned teachers (Sept. - Dec. 2020)
5. Interns will be trained in DDI and lead a successful PLC (Sept. - Dec. 2020).
6. Field supervisors monitor intern's activities to ensure high quality instructional coaching, use of data, and development of school culture (Aug. - Dec. 2020).
7. Progress on intern case studies will be checked along with possible pivots made in the studies for second semester.

**Third-Quarter Benchmark**

1. Interns will begin and complete courses EDLR 5330, 5349, & 5371. Note: Candidates will register for EDLR 5333 & 5310 for summer 2022 to complete the required coursework UT Tyler's Master's degree (Block 3 - Jan. - May & Block 4 - Jun. - Aug. 2022).
2. Interns will evaluate assigned teachers, participate in action DDI coaching, and lead a successful PLC (Jan. - May 2022).
3. Field supervisors meet with site mentors on candidates campus to discuss any obstacles from the previous quarter and to outline a strategy for the continuation of a high-quality clinical experiences (Jan. 2022).
4. Field supervisors monitor candidate activities to ensure high quality instructional coaching, use of data, and development of school culture (Jan. - May, 2022).
5. Interns will complete PASL activities and submit during the required window opening via the required platform (by Jun. 2022)
6. Interns will take & pass Principal as Instructional Leader TExES certification exam (Jun. 2022).
7. Interns will complete and present their case studies to a small group.

**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.

Interns will embark on six case studies in Fall 2021 and Spring 2022. Case study areas are 1) Teacher 1; 2) Teacher 2; 3) Team/Grade Level/Content Area; 4) ESL Student; 5) SPED Student; and 6) 504 Student. For each case study, the intern will evaluate past data, set SMART goals, and develop a high-quality plan to meet the goals and targeted interventions. Each intern will monitor their performance results for each case study and share it with the mentor principal & assistant principal throughout the school year. The program is designed to provide interns with relevant and practical experiences. To ensure that the grant and master's program meets the interns' needs, we will implement the following logic model.

**We will examine:**

*INPUTS <-----> ACTIVITIES <-----> OUTPUTS <-----> EFFECTS*

- Inputs include the recruitment process and design of the interventions.
- Activities includes courses, seminars, and clinical experiences.
- Outputs includes Success in Mastering content and skills.
- Effects includes post program success when hired.

**During the program we will use an iterative process to assure all interns are successful.**

1. Surveys will be given to interns, site mentors, and field supervisors each semester in which the candidate is involved in clinical experiences.
2. Interns videos and field observations of pre/post/goal conferences (per T-TESS) will be evaluated to determine effectiveness.
3. Instructional evaluation of teachers as performed by the candidate will be compared to the site mentor to determine inter-rater reliability.
4. The field supervisor, site mentor, and university professor will meet to determine leadership/instructional coaching strengths/weaknesses are determined. Interventions will be developed to strengthen weak areas.

Both The University of Texas at Tyler and WISD will address a weak intern by increased mentoring sessions, modeling, and increased intense coaching. Plans will be created to assist the intern through their course work as well as on their assigned campus ultimately increasing their skill set as a strong instructional leader

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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.

All district staff will receive an e-mail request for candidate nominations and a summary of the grant requirements from the administrative office via Google Forms. Teachers may self-nominate to be in the program or be nominated anonymously. In addition to recommendations, nominations will be solicited from campus and district administration. A virtual grant informational webinar will be held for all interested teachers in the district to attend before the nomination period's closing date as an event-based outreach and allows past PRG participants to participate in recruitment. Potential candidates will be able to ask questions in the webinar as well as via e-mail. A Frequently Asked Questions (FAQ) document will be compiled and e-mailed to staff as an on-hand reference sheet.

**Applicants will be pre-screened through the following criteria:**

1. STAAR scores (if in a tested subject) and/or other diagnostic testing, such as Curriculum Based Assessments (CBAs), STAR Renaissance or TPRI, showing measurable student growth/achievement;
2. The applicant participates regularly in campus PLCs/grade level meetings;
3. The most recent T-TESS evaluation was proficient or above in a majority of the rubric dimensions with at least one or more areas accomplished or distinguished will be considered a strong evaluation/appraisal for the selection process (growth will also be considered from the previous T-TESS evaluation);
4. Letter of recommendation/ referral from current campus principal and district leadership;
5. Holds a current teaching certification and does not hold a current principal or principal as instructional leader certification;
6. Does not currently hold a masters degree in educational leadership;
7. Available to complete a full-time year-long residency with no classroom responsibilities;
8. Has successfully taught in the classroom for a minimum of two school years;
9. Applicants must employ strong residency 'practices' including a positive and professional digital presence through channels such as email and social media.
10. Applicants must show evidence in previous university degrees/coursework to be eligible for The University of Texas at Tyler's Master's of Educational Leadership program (GPA of 2.5 or higher or GRE scores to make up the difference in a lower GPA).

Applicants who meet the above standards will go through an administrative interview to discuss: curriculum, data-driven instruction (DDI), strategic problem solving, and interpersonal leadership, effective response to observation and feedback cycles, provide evidence of strategic problem solving including personal growth and vision and displays an overall growth mindset.

Applicants that mirror the district's student population will be given preference over others. Actively seeking high-performing teachers/coaches of color for the intern residency program will remain at the forefront.

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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.

Westwood ISD will provide the following assurances regarding developing a sustained and rigorous full-time year-long clinical learning experience in an authentic school setting and giving genuine leadership responsibilities for interns. Westwood ISD and the individual campus' will foster authentic school setting leadership experiences to interns within the principal preparation program. Interns will be considered (or "called") an Assistant Principal Intern (API) to maximize hands-on experiences during the year-long residency.

**1) WISD will partner with The University of Texas at Tyler (IHE).**

Partner with The University of Texas at Tyler for principal preparation. UT Tyler has two practicum experiences within their program that emphasize the integrated pillars within 268 TExES: communication with stakeholders, diversity and equity, professional development, curriculum alignment, hiring, selection and retention, school vision and culture, etc.

**2) Provide training for on-site principal mentors to ensure oversight of the candidate.**

Candidates will have both a campus-level mentor that is on-site for assistance with practicum experiences and a district-level mentor. Interns will assist in campus-level responsibilities, hiring, selection, and retention of teaching staff and other campus personnel and provide campus-level problem-solving practices that impact the student environment.

**3) Implementation/Exposure of the New Leaders Program and Effective Schools Framework with candidates.**

Involving this instructional mindset practice and exposure to the program and belief will give WISD interns an accurate understanding of rigorous instruction across multiple levels. Involvement in leadership walks, collaborative administrative data sessions, department/grade level data team meetings, vertical alignment, and coaching conversations gives our interns a broad instructional understanding. This experience will provide the intern(s) with professional coaching at both the campus and district level, along with the beginning stages of learning the craft to coach and shape teachers' instructional practices affecting the instructional core.

**4) Candidates will lead PLC data meetings and disaggregate data to provide strategic initiatives to improve student achievement within the culture of the campus.**

Interns will also be assigned a specific grade level or subject area as part of their case studies and duties to maximize leadership exposure. The intern will be involved in weekly planning meetings (also known as PLCs), six weeks Community of Practice Meetings, data analysis/break down, unit/benchmark creation, lesson planning, evaluation, and horizontal alignment across the grade level/subject area. ESF DDI protocols will be used to assist with instruction. Emphasis will be DDI, curriculum alignment, strategic problem solving, professional development, and staff communication.

**5) Candidates will specialize in high-impact instructional coaching and special programs during residency.**

Interns will be assigned to assist an area of academics such as GT, 504, RtI, ESL, dyslexia, special education, and STAAR campus training, testing plans, and administration. The involvement would range from data meetings, committee meetings, and, finally, review at the end of the school year. Sessions may not just be campus level but, at the specific times, possibly district level. Interns will learn the Jim Knight's Impact Cycle - instructional coaching model to utilize with case study teachers.

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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.

WISD utilizes the backward design planning model on all campuses (district-wide). This model begins with the end in mind using data to drive instruction. WISD allocates community of practice day(s) within the district calendar to work within grade-levels and department teams. During these alignment days, teams analyze data, determine areas for re-teaching, group students for intervention, breakdown TEKS for upcoming units of study, create appropriate unit assessments, and in-class checkpoints, followed by beginning the stages of planning learning experiences. Teaching teams then meet weekly during PLCs to discuss lessons using the four essential questions, analyze student work, and plan instruction for the following week. The Effective Schools Framework of Data-Driven Instruction will be taught to utilize in both lesson planning and analyzing TEKS for re-teach.

DDI Training Materials: <https://tinyurl.com/y63alet2>  
 DDI Reteach Template Example: <https://tinyurl.com/y4rwbhga>  
 Community of Practice Agenda (PLC): <https://tinyurl.com/ycj2w4pt>  
 Backward Design Process: <https://tinyurl.com/y7gpmyf5>

Backward Design Lesson Planning Cycle

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.

**T-TESS > Observation and Feedback System**  
 The T-TESS evaluation system, along with Student Learning Objective, is currently used on each campus throughout the district. Both principals and assistant principals conduct evaluations, walkthroughs, and coach teachers with instructional practices.

**LEADERSHIP WALKS > Administrative Observation and Instructional Feedback**  
 Campus and district administration partake in Leadership Walks on multiple campuses throughout the district. Observing specific content areas across numerous grade levels assist in finding instructional trends and patterns. Instructional teacher coaching at the campus level occurs after Leadership Walks enhances and improves instruction, alignment, and rigor.

**LEARNING WALKS> Teacher Observation, Self-Reflection, and Peer Feedback**  
 Campus teacher teams partake in a version of leadership walks but for learning purposes; therefore, calling teacher walks Learning Walks. The instructional core is taught to teachers, along with the ELAR and Mathematics framework. Teachers take knowledge and observe multiple classrooms across content areas. After the peer observation, teachers discuss trends, alignment to the standards, rigor, and observed framework components. Self-reflection also occurs to pin-point specific instructional strategies that were viewed to utilize in their classroom.

**Administrative Leadership and Teacher Learning Walk Instructional Core:**

STUDENT

/                    \

/    TASK        \

TEACHER.    - - - -    CONTENT

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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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**

Intern Salary - (not including the \$15,000 match per intern)	<input type="text" value="\$172,000"/>
Campus Mentor Stipend(s) - \$1,500 per campus intern mentor	<input type="text" value="\$6,000"/>
Employee Benefits	<input type="text" value="\$4,600"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Professional Development Trainings	<input type="text" value="\$5,000"/>
---Professional Development: Ch. 37; ESC 7- 1st Time Admin Academy, TASSP/TEPSA, ESF, DDI,TASPA	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

Supplies - Included but not limited to required IHE textbooks, curriculum, and readings, and potential items needed for internship	<input type="text" value="\$6,400"/>
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**OTHER OPERATING COSTS (6400)**

Tuition, Fees, Principal TExES Exam, PASL (\$15,000 per intern)	<input type="text" value="\$60,000"/>
IHE/EPP Field Supervisors (\$1,000 per intern)	<input type="text" value="\$4,000"/>
Professional development for interns, TEA-led trainings, and required travel for district and IHE/EPP coaching	<input type="text" value="\$4,000"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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

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

*You may duplicate this page*

**Negotiated/Amended Section**

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

**Negotiated Change/Amendment**

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

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

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